

الجمهورية العربية السورية
وزارة التربية

English for Starters 2

Teacher's Book

M. Hancock



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المؤسسة العامة للطباعة



English *for* Starters

2

Teacher's Guide

S. Ward



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المؤسسة العامة للمطبوعات والكتب المدرسية



حقوق التوزيع في الجمهورية العربية السورية
محفوظة للمؤسسة العامة للمطبوعات والكتب المدرسية

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Scope and Sequence

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
1	Identity and Classroom	<p><i>hello, hi, goodbye, name, lovely, horrible, day, good morning, desk, book, cat, apple, bag, pen, chair</i></p> <p>Present simple: <i>I'm (Miss Nadia).</i></p> <p>Possessive pronoun: <i>My name's (Hassan).</i></p> <p>Wh- question: <i>What's your name?</i></p> <p>Yes/No question: <i>Is it (a book)?</i></p> <p><i>Yes, it is./No, it isn't.</i></p>	<p>Greetings and responses</p> <p>Introducing yourself</p> <p>Asking questions</p> <p>Tracing and copying words</p> <p>Drawing a picture of oneself</p> <p>Matching words with objects</p> <p>Tracing and copying the letter <i>a/A</i></p> <p>Song: <i>Hello Bill. It's a lovely day.</i></p>	1	1
2	Numbers, Colours and Identity	<p><i>basket</i></p> <p>Colours, household and classroom objects</p> <p>Numbers 1–5</p> <p>Yes/No question: <i>Is (Jill)'s (book) (green)? Yes, it is./No, it isn't. It's (red).</i></p> <p>Possessive pronouns: <i>his/her</i></p> <p>Wh- questions: <i>How many (bananas) are there? How old are you? Where do you live?</i></p>	<p>Asking questions</p> <p>Greetings</p> <p>Counting numbers 1–5</p> <p>Writing the names of the colours, one's name, age and town</p> <p>Tracing and writing numbers 1–5</p> <p>Tracing and writing the letter <i>e/E</i></p>	4	8
3	Animals, Place and Numbers	<p><i>dog, bird, rabbit, horse, laugh, play, dance, tricks, feel</i></p> <p>Wh- questions: <i>What are these? How many (cats) are there? Where are the (cats)? They're in the (sitting room).</i></p> <p>Singular personal pronouns: <i>he/she</i></p> <p>Plural personal pronoun: <i>they</i></p> <p>Plural demonstrative adjective: <i>these</i></p> <p>Prepositions: <i>in, on, under</i></p>	<p>Asking questions</p> <p>Talking about location</p> <p>Matching sentences with pictures</p> <p>Drawing household objects</p> <p>Matching words with pictures</p> <p>Completing sentences</p> <p>Tracing numbers 1–10</p> <p>Tracing and writing the letter <i>i/I</i></p> <p>Song: <i>Hello, hello, here we are</i></p>	7	14
4	Animals and Transport	<p><i>picture, tree, road, bus, bus stop, bike beautiful, butterfly, flower</i></p> <p>Wh- questions: <i>What can you see? Where is it? Where's the (book)?</i></p> <p>Interrogative: <i>Can you see (cat)?</i></p> <p>Modal verb <i>can</i>: <i>I can see (a tree).</i></p> <p>Demonstrative adjective: <i>that</i></p> <p>Imperatives: <i>Come here, look</i></p> <p>Adverb: <i>now</i></p>	<p>Asking questions</p> <p>Describing pictures</p> <p>Talking about location</p> <p>Writing the names of things</p> <p>Completing sentences</p> <p>Circling words in a word grid</p> <p>Tracing words</p>	10	20

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
5	Identity, Numbers and Place	Revision of previous vocabulary and structures	Asking questions Talking about personal information Describing location Tracing and matching numerals and words Colouring pictures according to instructions Drawing	13	25
6	Animals	<i>zoo, crocodile, monkey, swim, walk, fly</i> (verb), <i>elephant, fly</i> (noun), <i>fish</i> (noun) <i>Wh-</i> question: <i>What can you see?</i> <i>Yes/No</i> question: <i>Can (a crocodile) (swim)? Yes, it can./No, it can't.</i>	Asking questions Talking about ability Putting a tick or a cross Matching two halves of a sentence Tracing and colouring Matching words with pictures Completing words Tracing modals <i>can/can't</i> Tracing and writing the letter <i>o/O</i>	15	29
7	Activities	<i>ride, stand, piano, catch, play, brown</i> Modal <i>can/can't</i> : <i>Yes, he can/No, he can't.</i> <i>Yes/No</i> question: <i>Can he (ride a bike)?</i> <i>Wh-</i> question: <i>What's (my animal)?</i>	Asking questions Talking about ability Writing modal <i>can/can't</i> Colouring in a picture Tracing a sentence Completing words Matching words with pictures Tracing and copying the letter <i>u/U</i>	18	35
8	Food and Home	<i>menu, glass, knife, fork, spoon, plate</i> <i>Can</i> for permission: <i>Can (we) have (some water) please? Here you are/Yes of course.</i> Determiner: <i>some</i> Prepositions: <i>on, in, under, near</i>	Asking politely Describing pictures Matching and tracing sentences Filling in a crossword Writing prepositions Completing sentences Tracing and writing the letters <i>b/B, c/C</i> and <i>d/D</i>	21	40
9	Classroom, the Body and Colours	<i>crayon, ruler, hat, pink, grey</i> <i>Wh-</i> questions: <i>Whose (crayon) is this? What's this?</i> Interrogative pronoun: <i>whose</i> Possessives: <i>my, his/her, It's (Zeina)'s (ruler). It's her/his hat.</i> Imperatives: <i>draw, colour</i>	Asking questions Talking about possessions Following instructions Matching people and possessions Putting a tick or a cross Completing sentences Tracing and writing the letters <i>f/F</i> and <i>g/G</i> Matching words and colours	24	45

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
10	Activities	Revision of previous vocabulary and structures	Talking about ability Following directions Describing pictures Matching sentences with pictures Writing prepositions Writing the names of colours Song: <i>Pink or grey</i>	27	50
11	Numbers, Shapes and Animals	<i>help, hoop, bat, football, tennis ball, line, triangle, diamond, circle, square, hill, river, end, tree, monkey, flamingo</i> Numbers 11–15 <i>Wh-</i> questions: <i>How many (hoops) are there? There are (eleven) (big) (hoops). What are these?</i> Modal <i>can</i> : <i>Can you help me, please?</i> Imperatives: <i>start, go</i> Plurals	Counting from 11–15 Asking questions Following directions Tracing and matching numbers Colouring shapes according to written instructions Playing a board game Completing a crossword Joining dots to form a picture	29	54
12	Food, Shapes and Animals	<i>lemon, drink (verb), eat, read, cherry, juice, story, chocolate, guess</i> Revising <i>wh-</i> question: <i>What are you (eating)?</i> Present continuous: <i>I'm (eating) (lemon ice cream).</i> <i>Yes/No</i> question: <i>Are you (drawing) (a ball)?</i> Polite request: <i>May I have (chocolate ice cream), please?</i> <i>Here you are.</i>	Asking about activities Asking politely and responding Matching sentences and pictures Writing a response to greetings Tracing and colouring Completing sentences Tracing and copying the letters <i>h/H</i> and <i>j/J</i> Song: <i>May I have an orange?</i>	32	60
13	Home and Activities	<i>grandmother, grandfather, grandparents, make, dinner, wash, talk, climb, water (verb), wave, ladder, kite</i> <i>Wh-</i> questions: <i>What's (she) doing?</i> Present continuous: <i>(She)'s (making) (dinner).</i> Personal pronouns: <i>I/you/he/she/they</i> Possessive pronouns: <i>your/his/her</i>	Asking about activities Describing actions Asking for confirmation Asking questions Completing sentences Writing pronouns Reading and matching sentences Circling words beginning with <i>c</i> Putting a tick or a cross Tracing and writing the letters <i>k/K</i> and <i>l/L</i>	35	67

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
14	Food and Numbers	shops, buy, cakes, pears, sweets, party, olive, moon, plus, equals Wh- questions: <i>Where are you going? How many (olives) are there?</i> Present continuous: <i>I'm going (to the shops).</i> Preposition: <i>to</i> Numbers 16–20 Polite question: <i>Would you like (an olive)? Yes, please.</i>	Counting Offering and responding politely Asking about quantity Tracing and matching numerals and numbers Matching sentences and pictures Circling words in a word search Writing numbers 16–20 Tracing and writing letters <i>m/M, n/N</i>	38	72
15	Activities and Numbers	Revision of previous vocabulary and structures	Describing actions Counting from 11–15 Completing pictures Matching sentences to pictures Writing numbers Joining the dots Completing a sentence Song: <i>Ten, eleven, twelve</i>	41	78
16	Food, Numbers and Places	<i>flour, butter, sugar, like, watermelon, bread, honey, at school, at home, at the beach, quarter, shell, sand, park</i> Determiner <i>some</i> : <i>Here is some (flour).</i> Present continuous: <i>You're making a cake.</i> Present simple: <i>I like cakes.</i> Wh- question: <i>What's in (your bag)? Where am I?</i> Verb <i>to have</i> : <i>I have (some bread).</i> Modal <i>can</i> : <i>I can see (some sand).</i>	Talking about quantity Asking questions Talking about location Writing the names of food items Completing sentences Reading and matching sentences and pictures Drawing a picture Matching sentences and pictures Tracing and writing the letters <i>p/P, q/Q and r/R</i>	43	83
17	Daily and Weekly Routines	days of the week, <i>visit, go out, shopping, sock, coffee, tea</i> Present simple: <i>I like (coffee).</i> Preposition: <i>with</i> Wh- questions: <i>What do you do on (Monday)? What about (Tuesday)?</i>	Talking about routines/activities Describing pictures Asking questions Expressing likes Writing the days of the week Completing sentences Tracing and colouring a picture Circling words beginning with <i>s</i> Tracing and writing the letters <i>s/S, t/T</i> Song: <i>I like coffee</i>	46	90

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
18	Hobbies and Interests	<i>all, cheese, hobby, coins, badges, stamps</i> Verb <i>to like</i> : <i>We all like (videos).</i> Imperative: <i>Let's (watch TV).</i> Modal <i>can</i> : <i>Can we (watch tennis)?</i> Auxiliary <i>do/don't</i> : <i>Yes, I do./No, I don't. I don't like (tennis).</i> Numbers 11–20 Yes/No questions: <i>Do you like (fish)?</i> wh- questions: <i>What's your hobby?</i> <i>How many (stamps) are there?</i>	Asking questions Expressing likes and dislikes Talking about hobbies Completing sentences Tracing words Writing a sentence Circling words in a word search Writing numbers Colouring a picture according to written instructions	49	96
19	Time	<i>o'clock, get up, lunch, teeth, clean</i> Present simple: <i>I get up at (six) o'clock.</i> wh- questions: <i>What's your hobby?</i> <i>What time do you (go to bed)?</i> <i>When do you (go to bed)?</i> <i>What time is it? It's (three) o'clock.</i>	Talking about daily activities Telling the time Matching pictures and sentences Circling words beginning with <i>f</i> Drawing and writing the time	52	102
20	Time and Daily Routines	Revision of previous vocabulary and structures	Talking about routines Telling the time Writing the days of the week Matching pictures and sentences Reading, tracing and drawing times Writing the letters <i>p, q, r, s, t</i> Song: <i>Look at the time</i>	55	107
21	Time and Daily Routines	<i>wash (noun), work (noun), van, wall, watch</i> Wh- questions: <i>What does (your father) do in (the morning)? He (goes to work).</i> <i>What time is it? It's (half past one).</i>	Talking about daily routines Telling the time Matching pictures and sentences Drawing and writing the time Completing sentences Tracing and writing the letters <i>v/V</i> and <i>w/W</i> Song: <i>Look at the time</i>	57	112
22	Daily Routines	<i>listen, radio, finish</i> Present simple: <i>Every (morning) (Jill) (gets up) at (half past six).</i> Present continuous: <i>You are (eating lunch).</i> Days of the week Wh- question: <i>What does (Salma) do every day? She (listens to the radio).</i> Personal pronouns: <i>he/she</i>	Asking questions Talking about daily routines Completing sentences Ticking and crossing sentences Matching sentences and pictures Joining dots to form a picture Writing a sentence Circling words beginning with <i>t</i>	60	118

Unit	Topic	Language Focus	Functions and Learning Activities	Page	
				PB	TG
23	Clothes and Appearance	<i>ready, fair, purple, zero, tail</i> <i>Have got. I've got (a green) (dress). It's got (four) (legs).</i> <i>Wh- questions: Who's got (fair) (hair)? (Mona) has. What is it?</i>	Describing people Asking questions Describing animals Matching sentences and pictures Colouring pictures Completing a crossword Drawing a picture according to written instructions Writing sentences Matching words with pictures Completing a sentence Tracing and writing the letters <i>x/X</i> and <i>y/Y</i>	63	125
24	Health and the Body	<i>headache, toothache, earache, sore, finger, toe, doctor, well</i> <i>Wh- question: What's the matter?</i> <i>Have got. I've got (earache).</i> <i>Interrogative: Have you got (earache)?</i> <i>Yes, I have.</i> <i>Has (Salma) got a sore (leg)?</i> <i>No, she's got a sore (arm).</i>	Asking questions Describing illness Matching sentences with pictures Tracing words Circling words in a word search Completing sentences Circling words beginning with <i>d</i> Song: <i>Doctor, doctor</i>	66	131
25	Routines	Revision of previous vocabulary and structures	Asking questions Describing weekly activities Matching words with pictures Completing sentences Ticking or crossing a sentence Tracing and copying a sentence	69	137

Introduction

The components of the course are as follows:

- Pupil's Book
- Activity Book
- Teacher's Guide
- Course cassette
- Flash cards
- Wall charts

Aims of the course

English for Starters 2 has been developed for Primary 2 children and teachers in Syria, taking into account all the latest changes in language teaching methodology over the past few years. *English for Starters 2* aims to teach pupils to communicate effectively using simple English, and to set the groundwork for successful future language learning. It aims to stimulate the child's own interest in learning English and to develop confidence through a range of activities which promote an active use of the language. Pupils learn to speak a foreign language most effectively when they are encouraged to use the language for themselves. This course enables them to do that, as pupils apply their newly acquired language through their active participation in games and other enjoyable activities.

The syllabus is carefully graded, presenting language items through the media of listening and reading exercises, games, songs and other activities. The focus in *English for Starters 2* is on all four skills of listening, speaking, reading and writing. In *English for Starters 1*, the focus was on listening and speaking, and although pupils were introduced to lower case letters, they were not expected to read or write words.

English for Starters 2 introduces the upper case letters and pupils are given practice in letter formation of both lower and upper case letters. They are also taught to begin to read and write. Activities throughout the book contain much in-built recycling, and there is regular revision of all the vocabulary and structures. The topics have been chosen because they are relevant to pupils of this age.

Pupil's Book

The Pupil's Book consists of twenty-five units and provides ample material for the full academic year. There are twenty teaching units and five revision units, with every fifth unit being a revision unit. The material is written according to a carefully graded structural and communicative syllabus, and covers topics which are of interest to children of this age. The introduction and recycling of vocabulary is carefully controlled.

Each teaching unit consists of three pages, while the revision units are shorter, of two pages. Each page in the Pupil's Book, in addition to the corresponding page in the Activity Book, represents one lesson. There are three lessons in each unit covering one week of English lessons. This format has been designed for easy use. By looking at the corresponding pages in the Pupil's and Activity Books and the Teacher's Guide, the teacher can see at a glance exactly how much material is to be covered in a lesson.

The words printed in the speech bubbles provide the text of the course cassette. Pupils are not expected initially to read these words but they should be encouraged to follow both the words in the speech bubbles and the pictures as they listen to the cassette. As the year progresses, pupils can be expected to be able to recognise words and to read with help from the teacher.

The words in larger print at the top of each exercise are called rubrics. Rubrics are intended to show what type of activity the exercise is. A detailed explanation of each rubric is given below. Teachers should take time at the beginning of the year to explain the meaning of the rubrics in the Pupil's Book. The rubrics in the Activity Book are more varied and can be explained by the teacher as pupils encounter them.

Listen and read

Most of the Pupil's Book units start with a picture story which revolves around the main characters: Miss Nadia, the teacher; Hassan and Salma, seven-year-old twins; and Walid and Zeina, eight-year-old classmates of Hassan and Salma. Bill and Jill are two small bear characters who also appear throughout the book, appealing to children of this age group. All the characters' dialogue appears in the speech bubbles that accompany the pictures.

All dialogues from the 'Listen and read' exercises are recorded on the class cassette and pupils listen to the cassette while following the pictures and the text in speech bubbles. After listening to the cassette at least twice, they repeat each sentence. New language is initially presented through a variety of activities, the steps for which are clearly laid out in the Teacher's Guide. After pupils have been presented with the new language they should then be encouraged to use the target language they have learnt to talk about the pictures: to tell you which characters are in the story, which objects they can see and what is happening in the pictures. Encourage pupils also to ask questions about the pictures using the language they have learnt.

Sing

Nine songs are presented in the Pupil's Book during the course of the year. These songs give an excellent opportunity for pupils to have fun whilst learning, and provide an enjoyable way of consolidating the target language. Always encourage your pupils to sing along. Showing a willingness to sing yourself may help encourage the quieter pupils to take part in the class activity of singing along. Demonstrate any actions that can be used to accompany the songs. Performing these will increase pupils' enjoyment, aid the learning and memorising of vocabulary and increase overall understanding.

Listen, read and match

The 'Listen, read and match' exercises present three or four vocabulary items to pupils which each contain the sound of the letter(s) presented within that particular unit. One or more letters are presented through certain units of the course. The Pupil's Book introduces the letter(s) through the 'Listen, read and match' exercises, and the Activity Book through the 'Trace and copy' exercises, which also introduce pupils to the upper case letters.

The words are recorded on the cassette and pupils listen to the words and then match them to the corresponding picture. The early units focus on the vowels and then the rest of the alphabet is presented in order throughout the book.

Play

There are many 'Play' activities in the book and these vary in nature. Some involve active participation. Others involve 'guessing' games or board games. The 'Play' activities can often be used in pair work activities and should give pupils plenty of opportunity to use the language they are learning. Such activities help to sustain the interest and motivation of pupils; in this way they promote pupil interaction, which is beneficial to all, including both fast and slow learners. 'Play' activities allow pupils to experience the language in a more vivid way than conventional drills and other more traditional activities, and should help pupils to retain the language more easily. Games also provide a good opportunity for the recycling of vocabulary and structures.

Ask and answer

The 'Ask and answer' exercises encourage pupils to look at pictures and to ask and answer questions on them based on the model that is given in the speech bubbles. These exercises are designed for small groups or pair work. After pupils have been exposed to new language through a presentation activity, these exercises will allow them to practise the language in meaningful interaction with each other, and thus build their confidence.

Listen and say

The 'Listen and say' exercises present the pupils with additional listening and speaking practice through sentences describing the pictures in the exercise. The language reinforces the target language of the unit and pupils are encouraged to talk about the pictures and then listen and repeat the sentences recorded on the course cassette.

Activity Book

The Activity Book contains a range of graded activities which reinforce the language introduced in the Pupil's Book. It provides opportunities for practice in the new language.

Each page in the Activity Book corresponds to the same page in the Pupil's Book, and together they form one lesson.

A detailed description of the Activity Book rubrics and the type of activity for each is given below.

Trace

Tracing exercises include both tracing and copying, and tracing and matching. Perhaps the most important of these exercises is the 'Trace and copy' letter formation exercises. 'Trace and copy' exercises provide practice in letter formation and introduce pupils for the first time to upper case letters. Pupils trace and then copy the lower case letter(s), and then trace and copy the corresponding upper case letter(s). Following on from that, they trace words containing the letter that is being focused on in that unit. Detailed instructions for teaching pupils how to trace and copy the letters are found in the Teacher's Guide.

Trace and match

'Trace and match' exercises involve pupils tracing words or sentences and then matching the written word to a picture or numeral. This tracing practice is an important element for pupils' writing skills, and care should be taken to ensure that pupils are tracing neatly and carefully. Always remind pupils that neatness and accuracy are more important than speed.

Read and match

The 'Read and match' exercises require pupils to read words or sentences and then to match them to the appropriate pictures.

Read and write

Pupils look at pictures and complete sentences which describe them.

Read and colour

Pupils read phrases or sentences and colour the pictures according to the instructions or description given.

Read and draw

Pupils read sentences and then draw a picture or pictures of whatever is described in the sentences.

Circle the (s) words

Pupils are asked to circle all words beginning with the same letter. Pupils read the words and circle those beginning with the same sound. They then are asked to name the initial sounds or the letters of the words which they haven't circled.

Count

Counting exercises involve pupils counting objects on the page and then tracing or writing numbers and words relating to the pictures.

Tick or cross

Pupils read sentences and put a tick or a cross next to each one, depending on whether the sentence matches the picture in the exercise. Pupils also may be asked to tick or cross a sentence which expresses an ability or inability, or a like or dislike.

Draw

Drawing exercises involve a range of activities, for example from drawing oneself, or drawing times on a clock and writing the time. Some exercises involve pupils finishing the pictures in an exercise and completing a sentence with the word for the object they have drawn or added in the picture.

Find the words

These exercises require pupils to find and circle specified words in a word search puzzle. The words are always the target vocabulary of that unit.

Teacher's Guide

The Teacher's Guide contains:

- a scope and sequence chart with a summary of the new vocabulary and structures in each unit
- this general introduction to the course materials
- suggestions for the use of teaching aids and materials including flash cards and wall charts
- notes about useful and effective techniques and learning activities
- step-by-step, easy-to-follow notes for each lesson
- five sample tests, which each follow a revision unit, and a photocopiable assessment chart to record any comments on each pupil's performance

Course cassette

The Course cassette contains recorded material of all the dialogue in the Pupil's Book. If you are unable to obtain a copy of the cassette, it is important that you read the exercises aloud to pupils, as they need to hear an accurate model of the dialogues. If you do have to read the recorded material out loud yourself, try and put as much expression into it as possible and make it interesting for the children.

General teaching approach

The materials use a communicative approach to learning English. This means that your pupils are encouraged to speak English from the very beginning. Part of the teaching methodology is based on the Total Physical Response (TPR) classroom system. TPR is based on the theory that memory is helped through association with physical movement and TPR in foreign languages is based on listening linked to physical actions. Thus pupils will mime the action of verbs as they use them, or physically find coloured objects in the classroom. Similarly, in learning the names of objects, for example *fork*, *glass*, *coin*, or food items, pupils point to or touch the objects as they say them. The integration of TPR activities with the other activities found in the course will be highly motivating and stimulating for young learners.

Organisation of the lesson notes

Each lesson begins with a summary of the aims of the lesson. The Aims section tells you exactly what language and structures to teach and what your pupils should be able to do after they have completed the lesson. For example, in Unit 2, Lesson 1, you find the following:

Aims

- To teach the new vocabulary: *basket*
- To teach the personal pronoun: *we*
- To revise *wh-* question: *How many (bananas) are there (in your basket)?*
- To revise numbers 1–5
- To revise the verb *to have*: *We have (five) (bananas).*
- To trace and write numbers 1–5

Following the 'Aims' section of each lesson, there is more detailed information about the work included in the lesson.

Structures	<i>Wh-</i> question: <i>How many (bananas) are there (in your basket)?</i> Personal pronoun: <i>we</i>
Functions	Asking questions Counting numbers 1–5
Topic	Numbers
Vocabulary	<i>basket</i>
Writing	Tracing and writing numbers 1–5
Resources	Pupil's Book, page 4, Exercise 1 Listen and read Cassette, Unit 1, Exercise 1 Listen and read Cassette, Unit 2, Exercise 1 Listen and read Activity Book, page 4, Exercise 1 Trace and match Exercise 2 Count and write Flash card: 97

Classroom management

Your class can be organised in different ways according to the activity being taught. This will be indicated in the detailed notes for each exercise.

Whole class For whole class work the pupils face the teacher. This is useful when learning new words and structures and using the board to teach new vocabulary, structures or writing patterns.

Pair work In pair work, two pupils work together to complete a task. Pair work is extremely important because it gives pupils time to practise the language they have been taught. This is their chance to communicate in English. Always make sure that pupils understand the activity. Tell pupils to work with the person on their left or right, or directly in front of them or behind them. Vary the instruction so that they do not always work with the same partner.

Noise

When children work in pairs they may begin to make some noise. If it gets too loud, have a hand signal which shows them that you want them to quieten down, or raise your finger to your mouth and say, 'Quiet' or 'shhhh' gently. Ask pupils to repeat 'Quiet' in whispers and make this activity fun, getting pupils to use the language to quieten each other down and hopefully to control the noise of your classroom when pupils get boisterous. Keep the level of your voice down, too – if you shout, so will the children.

Checking

As your pupils are working, walk round the class to check that they have all understood the activity and listen to pairs of pupils if they are involved in a pairwork activity. Correct only bad mistakes; do not discourage pupils from communicating by correcting unimportant mistakes.

If pupils are involved in individual Activity Book exercises, walk round the class giving praise for neat and accurate work and making a note of any problems that pupils are having which can be remedied by additional extra practice. Many Activity Book activities can also be used to practise language learnt in the lesson, so make use of this by asking pupils questions about the pictures and activities they are working on.

Co-operation

Encourage pupils to help each other as much as possible. Both fast and slower learners learn better when they work together and help each other.

Use of Arabic

In general, try not to use Arabic in your English lessons. Occasionally it may be necessary to translate words for pupils if it is obvious that your pupils do not understand what you are saying, but only use a few words of Arabic and then return to speaking English. When discussing the 'Listen and read' exercises with the class, check that they have learnt the words from the Presentation by asking them what they can see in the picture in English. However, when pupils do not have all the necessary language to describe what is happening in the pictures, ask them to tell you in Arabic, to encourage class discussion.

Teaching aids

Flash cards

The course has picture, word and number flash cards. These are used to present and revise language and are helpful in the games. The detailed notes for each unit tell you which cards to use. If you do not have the cards, make as many of your own as possible. Number cards are easy to make and should have the numeral on the front and the written word on the back. Pictures from magazines or simply drawn cards can also be used to create your own set of flash cards.

In *English for Starters 1*, it was suggested that teachers make their own alphabet cards with lower case letters on one side and upper case on the other. Asking pupils to create their own word cards could also prove extremely useful, and again there are many suggested opportunities in the Teacher's Guide for pupils to work in small groups to re-order words to form sentences.

You will use the same flash cards repeatedly throughout the course in different activities, so keep your cards in a safe place.

Wall charts

There are eight course wall charts, which cover the topics: Colours, Food, Numbers, Transport, Times and days of the week, At Home, The Body and Places.

The wall charts can be used in a variety of ways and provide a useful way of teaching and revising many aspects of the language such as vocabulary, structures, numbers and colours. The Teacher's Guide is full of ideas for how to exploit the wall charts, and the suggestions provide ways of using the wall charts from both a teacher-centred and pupil-centred point of view. Teachers can point to objects on the wall chart and ask the class or individuals questions, or bring individual pupils to the front, either to ask the class questions themselves, or to answer questions by pointing to objects on the wall charts.

This information will help you organise all the necessary teaching aids for your lesson. It lists clearly all the structures and vocabulary you will be teaching.

Step-by-step teaching notes

The Teacher's Guide includes step-by-step instructions for every lesson. Most lessons contain between two and four exercises, and there are separate instructions for each one. These instructions will tell you how to organise the class and teach the exercises.

All the exercises in the Pupil's Book are introduced by a 'Presentation' activity in which the new vocabulary and structures are taught through a range of activities. If the Pupil's Book exercise revises previously taught vocabulary or structures, then the activity is preceded by a revision activity which encourages the pupils to use and practise the language again through a variety of interesting and stimulating activities.

After many Pupil's Book exercises there is a follow-up activity in which pupils actively use the language they have just been taught or pursue a more individually centred art activity. These activities are often presented as games and the newly acquired language is needed for their active participation.

Tests

There are five photocopiable tests in the Teacher's Guide. Each test is designed to follow every fifth revision unit. The tests can be used by the teacher to assess each pupil's performance in reading and writing, and to help identify any areas of difficulty the pupils may be having. Children's reading and writing skills and the speed at which they learn can vary greatly, and the tests can help the teacher to note any problems and remedy them by focusing on any common areas of difficulty in the following lesson, or by setting exercises for individuals who may need extra help in particular areas.

Pupils should work alone to complete the tests and you should make it clear to them that they must work silently and on their own. Explain the purpose of the tests and emphasise that pupils should not feel discouraged if they make any mistakes. The photocopiable assessment chart at the back of the Teacher's Guide can be used to record pupils' marks and to make note of any areas in which pupils may need additional help.

Unit 1

Lesson 1

Aims

To revise the vocabulary: *hello, hi, goodbye, name*

To teach how to write one's own name

To revise greetings and responses

To trace and copy words

Structures Present simple: *I'm (Miss Nadia).*
Possessive pronoun: *My name's (Hassan).*

Functions Greetings and responses

Topic Identity

Vocabulary *hello, hi, goodbye, name*

Writing Writing one's own name
Tracing the words *Hello* and *Hi*

Resources Pupil's Book, page 1,
Exercise 1 Listen and read
Cassette, Unit 1,
Exercise 1 Listen and read
Activity Book, page 1,
Exercise 1 Draw yourself
Exercise 2 Trace
Small pieces of paper (one per
pupil in the class)

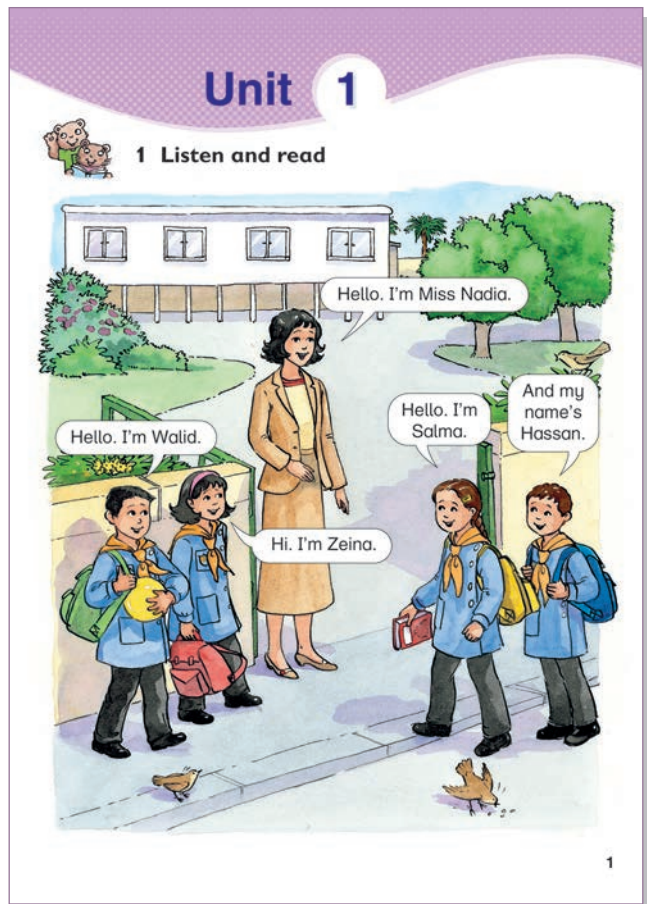
Introduction

- Walk into the classroom and introduce yourself to the pupils. Say, 'Hello,' and ask the class to say, 'Hello,' after you. Then say, 'Hello, I'm (Miss Majeda),' saying your own name.
- Walk around the classroom saying, 'Hello,' to individual pupils. Ask the class to respond with, 'Hello (Miss Majeda),' repeating your name. Smile at pupils to make them feel relaxed. Pupils will learn more by actively taking part in the lesson and using the language themselves. Give them every opportunity to do this and limit your use of Arabic to when it is absolutely necessary.
- Repeat, 'Hello, I'm Miss Majeda,' and invite individual pupils to respond, 'Hello, I'm (Tareq),' etc.

Presentation

- Tell pupils that each of them in turn is going to introduce themselves to the rest of the class by saying either, 'Hello, my name's (Nour)' or, 'Hi, my name's (Laila),' each saying their own name. Each pupil takes their turn around the class to introduce themselves. As they do so, write the name of each pupil on small pieces of paper in clear, large, handwritten script.
- Explain that they will play a game with these pieces of paper later in the lesson.

Pupil's Book, Exercise 1



- Tell the class to open their Pupil's Books on page 1. Hold up the page for the class to see and tell those pupils who have found the page to help those who have not found it.
- Tell pupils to look at the pictures and ask them which characters they can see (answer: Miss Nadia, Walid, Salma, Zeina and Hassan).

Hassan).

- Tell the class they are going to listen to the cassette and play the cassette for Exercise 1 (or read the tapescript here and throughout the course if you do not have a cassette).
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that every pupil is following the pictures as they listen to each sentence.

Tapescript

MISS NADIA: *Hello. I'm Miss Nadia.*

WALID: *Hello. I'm Walid.*

ZEINA: *Hi. I'm Zeina.*

SALMA: *Hello. I'm Salma.*

HASSAN: *And my name's Hassan.*

Follow-up

- Tell the class that they are going to practise this dialogue, and ask for five volunteers to come to the front to play the parts of Miss Nadia, Walid, Zeina, Salma and Hassan.
- Assign a character to each pupil and ask them if they can tell you what their character said on the cassette. If any pupils cannot remember, ask the class to help them by saying the words again.
- Ask the pupil who plays Miss Nadia to address her greeting to the other four pupils and then for the four pupils to each address their greeting to her.
- Praise pupils for their dialogue and tell the class that they should not be shy to volunteer to come to the front of the class. Tell them that they will all learn to speak and use English, and that they will all be given the opportunity to show their classmates how good their English is.
- Now ask other groups of five pupils to come to the front and practise this dialogue, this time substituting their own names for the names of the characters in the book. Praise all pupils for their efforts.

Activity Book, Exercise 1

- Tell pupils to turn to page 1 of their Activity Books and explain that you want them to draw a picture of themselves in the box provided. Give them a few minutes to do this and walk round the class praising their

drawings.

- Now ask pupils to look at the words at the bottom of the page and tell them that the words say, 'Hello. I'm ...' and explain to them that they are going to write their own names in here to complete the sentence.
- Tell them that they are going to play a game and give out the pieces of paper randomly, one to each pupil in the class. Explain to them that you have written each of their names on a piece of paper but each pupil is being given the name of another pupil. As you give each pupil a piece of paper, whisper the name that is written on it. Tell them to remember the name. Then explain that they have to walk round the class asking other pupils, 'What's your name?' to find the person who they should give their paper to.
- When all pupils have found their own names, check that they have got the correct pieces of paper, then ask them to copy their name into their Activity Books.
- Explain that for the first letter of any word in a sentence and for names of people and places we use capital letters in written English. These are slightly different from the lower case letters they are familiar with, but they will learn how to write the capital letters in the following lessons.
- Walk round the class checking that pupils are managing to copy their names correctly and helping any who are having difficulties. Pupils will be given plenty of practice in later units to trace and write letters and words correctly, but at this stage just let them enjoy the activity.
- Ask pupils to take their pieces of paper with their names on home, to practise writing their own name.

Activity Book, Exercise 2

- Now ask pupils to look at the bottom half of the same page and explain that they are going to trace over Jill and Bill's words. Ask them to tell you what the words say, and then ask them to trace slowly and carefully over the words, being as neat as they possibly can. Walk round checking pupils' work and praising them for their efforts.

Ending

- When the lesson is finished, say, 'Now close your books,' and show pupils what you mean by closing a book and repeating, 'Close your books.'
- Ask them if they have enjoyed their first lesson of the year in English. Tell them that they will enjoy all their lessons but they have to try their best and work hard. Tell them that you are very happy with their lesson today.
- As pupils leave the lesson say, 'Goodbye,' to them and ask them to say, 'Goodbye,' to you as they do so.

Lesson 2

Aims

To teach the new vocabulary: *lovely, horrible, day, good morning*

To revise greetings and responses

To revise *wh*-question: *What's your name? My name's (Samer).*

To trace and copy the sentence: *My name's (Samer).*

Structures Present simple: *I'm (Rehab).*
Wh-question: *What's your name?*

Functions Greetings and responses

Topic Identity

Vocabulary *lovely, horrible, day, good morning*

Writing Tracing and copying a sentence

Resources Pupil's Book, page 2,

Exercise 2 Play

Exercise 3 Sing

Cassette, Unit 1,

Exercise 2 Play

Exercise 3 Sing

Activity Book, page 2,

Exercise 3 Trace

Exercise 4 Write

One picture of a bright, sunny sky and one picture of a cloudy, rainy day.

Revision


- Walk into the class and say, 'Hello.' If pupils do not respond immediately put your hand up against your ear and then say, 'Hello.'

again a little louder. Wait for them to respond. If your class is in the morning, use this opportunity to remind them of the greeting *Good morning* and ask them to repeat it after you.

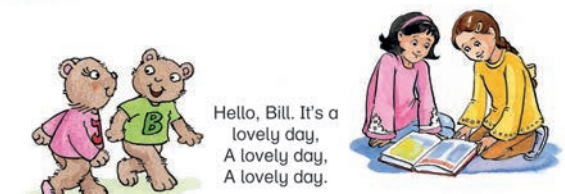
- Walk down the classroom stopping at the end of rows and saying, 'Hello,' or, 'Good morning,' to the row, asking them to respond together. Do the same with individual pupils. Always smile and encourage the class by praising their efforts.
- Walk round and say to individual pupils, 'How are you?' They should respond with, 'I'm fine, thank you.'

Pupil's Book, Exercise 2

Unit 1




2 Play



3 Sing

Hello, Bill. It's a lovely day,
A lovely day,
A lovely day.

Hi, Zeina. It's a lovely day,
A lovely day,
A lovely day.



Good morning.
It's a lovely day,
A lovely day,
A lovely day.

2

- Tell pupils to open their Pupil's Books on page 2. Tell them to listen to the cassette. Play the cassette twice and on the second time ask pupils to repeat.
- Now tell pupils that they are going to play a game in which they can practise saying 'Hello' and introducing themselves. Tell them

that you are going to walk around the classroom and when you place your hand on a pupil's head and say, 'What's your name?' they must stand up and say, 'Hello. I'm (Sameh),' or, 'Hi, I'm (Ali).' If the pupil before them says, 'Hello,' then they must on their turn say, 'Hi.' Ask them to look at the picture at the top of page 2 of their Pupil's Books.

- Alternatively, you can bring small groups of about six pupils to come and sit in a semi-circle at the front of the class and play the game in this way. Try and give all pupils the opportunity to say, 'Hello,' and to introduce themselves.

Tapescript

JILL: *Hello, I'm Jill.*

BILL: *Hello, I'm Bill.*

Follow-up

- Ask pupils to practise this dialogue in pairs using their own names. One pupil starts with, 'Hello. I'm (Hassim). How are you?' The other pupil answers, 'I'm fine, thank you.' That pupil then introduces themselves and asks how their partner is. The first pupil then replies, 'I'm fine, thank you.'
- Walk round the class listening to the pairs but do not correct mistakes at this stage, just let them try and reproduce the language as best they can. Stop at various pairs of pupils and, using their names, model the dialogue for the whole class. Pupils who are making mistakes can begin to correct their own dialogues by hearing your model. If pupils feel that they are making mistakes or getting it wrong, they may lose confidence and be less willing to use the language in class.

Presentation

- Tell pupils that they are going to learn a new song but first you want to teach them some new words. If you don't have pictures from magazines or books, draw a sun on the board and a matchstick man with a smile on his face. Next to that, draw rain and maybe lightning and another matchstick man with an unhappy face. Point to the sun outside your classroom (if it's sunny), then to the sun on the board and say, 'It's a lovely day.' Then point to the rain outside (if it's raining) or to

your picture on the board and the unhappy man and say, 'It's a horrible day.' Translate the word *day* for them.

- Ask pupils if they can guess the meaning of *lovely* and *horrible*, in Arabic if necessary. Tell them that *lovely* and *horrible* can refer to things other than just the weather. Tell them that when they spend a nice day with their family or friends and are enjoying themselves, that this is also *a lovely day*. Think of things that they would find lovely or horrible, e.g. animals, food items, etc., and either draw these on the board, use pictures from books and magazines or, if necessary, describe things in Arabic and ask the class to shout out either *lovely* or *horrible*. Make the activity as fun as possible.

Pupil's Book, Exercise 3

- Tell pupils that they are going to learn a song using some of the new language they have learnt. Play the cassette and let them listen to the whole song.
- Now play the song again, stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat them after you. Tell them to look happy as they're singing about *a lovely day*.
- Now ask them to sing along as you play the song all the way through.

Tapescript

ZEINA: *Hello, Bill. It's a lovely day,
A lovely day,
A lovely day.*

BILL: *Hi, Zeina. It's a lovely day,
A lovely day,
A lovely day.*

ZEINA/BILL: *Good morning. It's a lovely day,
A lovely day,
A lovely day.*

Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 2 and ask them which two characters they see at the top of the page (Walid, Hassan). Ask pupils if they know or can guess what the two sentences underneath the characters say.

- Copy the two sentences onto the board and ask pupils to repeat each one after you. Now write each sentence again showing pupils how to form the letters. Then ask them to trace both sentences in their books, tracing each letter as neatly and carefully as they can.

Activity Book, Exercise 4

- Ask pupils which characters they can see (answer: Salma and Zeina) and tell them that they are now going to complete the sentences 'My name's Salma' and 'My name's Zeina' by writing in the missing letters to complete the words.
- Ask the class to look at the first sentence and ask them what the first word should be (answer: 'My'). Ask them which letter they can see (answer: 'M') and explain again that it is a capital letter because it is the first letter of the first word in the sentence, but that they will learn how to form capital letters in future lessons. See if any pupils can tell you the next letter (answer: 'y'). They can give you the sound of this letter or its name.
- Model writing this letter in the air with your back to the class and ask pupils to do the same. Now write it on the board and ask pupils to write it in their books to complete the first word of the sentence.
- Now ask them to tell you the next word in the sentence and ask them which letter it begins with. Ask the class to tell you each letter of the next word in turn and again model each letter on the board and ask them to write in the letters to complete this word and sentence.
- Now ask them to complete the second sentence and walk round to check their progress.

Ending

- When the lesson is finished say, 'Close your books,' and show pupils what you mean by closing a book and repeating, 'Close your books.' Then say, 'Goodbye,' and wait for the class to respond with 'Goodbye' before dismissing them.

Lesson 3

Aims

To revise the vocabulary: *desk, book, cat, apple, bag, pen, chair*

To revise *yes/no* question: *Is it (a book)? Yes, it is./No, it isn't.*

To match words with objects

To trace and copy the letter *a/A*

Structure *Yes/No* question: *Is it (a desk)? Yes, it is./No, it isn't.*

Functions Asking questions

Topic Classroom

Vocabulary *desk, book, cat, apple, bag, pen, chair*

Writing Tracing and copying the letter *a/A*

Resources Pupil's Book, page 3,
Exercise 4 Ask and answer
Exercise 5 Listen, read and match
Cassette, Unit 1,
Exercise 4, Ask and answer
Exercise 5, Listen, read and match
Activity Book, page 3,
Exercise 5 Trace and match
Exercise 6 Trace and copy
Flash cards: 28–32, 47–48
Letter cards

Revision 1

- Revise classroom vocabulary with the class using the flash cards or real objects.

Revision 2

- After revising classroom vocabulary, point to a book and ask, 'Is it a book?' Let the class answer, 'Yes, it is.' Do this with several objects each time eliciting the response, 'Yes, it is.' Ask individual pupils to answer.
- Now point to the door and ask, 'Is it a bag?' Let the class answer, 'No, it isn't. It's a door.' Again do this with several objects asking individual pupils to answer. Then randomly ask questions eliciting both replies.

Pupil's Book, Exercise 4

Unit 1

4 Ask and answer

5 Listen, read and match

cat apple bag

a

3

- Tell the class to open their Pupil's Books on page 3. Play the cassette and ask pupils to point at the speech bubbles as they listen. Ask the class and individuals to repeat the sentences after you.
- Now explain that you want them to work in pairs, one pupil asking the question, 'Is it a (desk)?' while pointing to something in the classroom, and the other pupil answering.
- Swap the pairs round so that they both have the opportunity of asking and answering the questions. Walk round and listen to the pairs, also stopping to ask questions yourself.

Tapescript

ZEINA: *Is it a desk?*
 SALMA: *No, it isn't.*
 ZEINA: *Is it a book?*
 SALMA: *Yes, it is.*

Pupil's Book, Exercise 5

- Ask pupils to look at the pictures and to tell you what each one is as you point to it.
- Now ask them to look at the words in the box and to listen to the cassette to hear each of the words pronounced. Ask them to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Ask pupils which sound they can hear in each word (answer: /æ/).

Tapescript

cat, apple, bag

Activity Book, Exercise 5

- Tell pupils to open their Activity Books on page 3. Ask them what they can see and then read the words with them, asking pupils to repeat them after you.
- Read the words again slowly and pronounce each sound very carefully.
- Now tell them that you want them to trace each word and, as they do so, to say the sounds of the letters. Ask them to do one word at a time before you ask them to go on to the next, and walk round the classroom helping any pupils who are having difficulties.
- Now tell them to work in pairs, and to draw a line from the words to the pictures.

Activity Book, Exercise 6

- These exercises, involving tracing and copying letters, introduce pupils for the first time to capital letters. It is just as important that pupils are shown the correct way to write these letters as the lower case letters they have been taught to write in Grade 1.
- Ask pupils to tell you the letter they can see at the bottom of the page (answer: 'a'). Explain to them again that we write using lower case letters but that capitals are used for the names of people and places, and for the beginning of sentences. Explain that both

the lower and upper case letters have the same sound and are often very similar, so they will not be difficult for pupils to learn.

- Show them again by writing on the board the correct way to write 'a'. Ask them to trace the letter in the air and show them how by standing with your back to the class and tracing the letter in the air for them. Now ask them to trace the letter 'a' in their books until you are happy with their progress.
- Next tell pupils that you want them to write the letter 'a' on the line provided. Tell them to write as neatly and carefully as they can and to write their letters so that they are sitting on the line. Walk round as they are doing this, showing pupils the correct way to write it if they are having difficulties.
- Now ask them to look at the capital letter 'A'. Show very carefully on the board the correct way to write this letter. Make sure that all pupils can see the board clearly and that you are writing the letter large enough for all to see.
- Trace this letter in the air with your back to the class and ask them to do the same. Check that all pupils are tracing the letter in the air correctly.
- Now tell them to trace carefully the letters in their books. Walk round and check their work. When you are satisfied that the pupils know the correct way to write the letter, ask them to write their own letter 'A's on the line provided. Remind them to write slowly and carefully and to keep their letters on the line. Walk round checking and helping pupils.
- Now ask them to look at the pictures and ask pupils what they are. Ask them now to look at the words and say each word slowly, carefully pronouncing the sounds in each word. Ask them to repeat with you. Tell them to trace the words carefully and again walk round and check that pupils are doing this correctly. Randomly ask pupils to point to the 'a' in each word.
- Praise pupils and tell them that you are very pleased with their work.
- Ideally you could make a set of letter cards to give out to groups of pupils at the end of these activities and ask them to work in small groups to spell out each word they have learnt.

Unit 2

Lesson 1

Aims

- To teach the new vocabulary: *basket*
- To teach the personal pronoun: *we*
- To revise *wh-* question: *How many (bananas) are there (in your basket)?*
- To revise numbers 1–5
- To revise the prepositions: *in, on, under*
- To revise the verb *to have*: *We have (five) (bananas).*
- To trace and write numbers 1–5

Structures *Wh-* questions: *How many (bananas) are there (in your basket)?*

Personal pronoun: *we*

Functions Asking questions
Counting numbers 1–5

Topic Numbers

Vocabulary *basket*

Writing Tracing and writing numbers 1–5

Resources Pupil's Book, page 4,
Exercise 1 Listen and read
Cassette, Unit 1,
Exercise 1 Listen and read
Cassette, Unit 2,
Exercise 1 Listen and read
Activity Book, page 4,
Exercise 1 Trace and match
Exercise 2 Count and write
Flash card: 97

Revision 1

- Play the cassette from Unit 1, Exercise 1, to revise greetings and responses with the class. Then model the dialogue which follows with a couple of confident pupils in the class.
- Revise numbers 1–5 by choosing five pupils to come and stand at the front. Give each of them a flash card with the numbers written on the front and ask them to form a line in order according to the number they have. Repeat this activity with as many pupils as possible and ask the class each time to count from one to five.
- Revise the verb *to have* by walking round the classroom picking up objects belonging to the

pupils and saying, 'I have five pencils.' Put two down and say, 'I have three pencils.' Give the pencils to one pupil in the class and say, 'You have three pencils,' etc.

Revision 2

- Revise prepositions with the class by placing a pencil on a desk and saying, 'The pencil is on the desk,' stressing the preposition *on*. Ask the class and individuals to repeat this sentence.
- If you have a desk which opens (if not, use a bag), place the pencil inside and say, 'The pencil is in the desk,' again stressing the preposition *in*, and asking the class and individuals to repeat this sentence.
- Finally, place your pencil under the desk and say, 'The pencil is under the desk,' stressing the preposition and asking the class and individuals to repeat.
- Tell the class that they are going to play a quick game. Explain that you are going to walk round the room putting objects in different places and pupils have to say 'in', 'on', or 'under'. You can use any objects – even unknown ones – since pupils only need to say the correct preposition and not the name of the object. Make the activity fun and let the pupils call out the answers.
- After a while, ask individuals to tell you if an object is *in, on or under*.

Presentation 1

- Teach the new vocabulary, *basket*, by using a real object or a flash card.

Presentation 2

- Again walk round the classroom and pick up objects belonging to the pupils. Say, 'I have (four) (books),' 'I have (two) (pens),' etc. Then put the objects down and choose three pupils. Tell them to come and stand with you.
- Take them with you as you walk round the room. Pick up pupils' belongings and share them out saying, 'We have (five) (books),' etc. Make sure that they understand that *we* is the plural of *I*.

Presentation 3

- Pupils were introduced to the question *How many are there?* in Grade 1, but they will need some revision. Hold up two books and ask, 'How many books are there?' Pupils should answer, 'There are two books,' but if they say, 'Two,' say, 'Yes, that's right. There are two books.' Repeat, 'There are two books,' and ask the class to repeat it too.
- Remind the class that we use *there is* or *there's* when we are talking about one object or a person, and *there are* for more than one. Hold up a pencil and ask, 'How many pencils are there?' Pupils should respond, 'There is one pencil,' or, 'There's one pencil.'
- Now give a pupil an empty bag and the two books and ask them to put the books into their bag. Now ask the pupil, 'How many books are there in your bag?' and the pupil should respond with, 'There are two books in my bag.' Do this with different pupils and vary the object and number of objects.

- Tell the class to open their Pupil's Books on page 4. Hold up the page for the class to see and tell pupils who have found the page to help those who have not yet found it.
- Tell pupils to look at the pictures and ask them which characters they can see (answer: Bill and Jill).
- Tell the class they are going to listen to the cassette and play the cassette for Exercise 1.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.

Tapescript

BILL: *How many bananas are there in your basket?*

JILL: *There are three.*

JILL: *How many bananas are there in your basket?*

BILL: *There are two.*

JILL: *We have five bananas.*

Pupil's Book, Exercise 1

Unit 2

1 Listen and read

How many bananas are there in your basket?

There are three.

How many bananas are there in your basket?

There are two.

We have five bananas.

4

Follow-up

- Ask pairs of pupils to come to the front of the class to practise the dialogue using either real objects from the dialogue (bananas and a basket), or you can substitute these items for other available items, such as books, pencils, and a bag or a box.
- Give as many pupils as possible the chance to perform their dialogues in front of the class.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 4. Write the numerals in a line on the board and invite individual pupils to say the numbers as you point to each of them in turn.
- Underneath each numeral write the number in words. Point to each word in turn as you say it and ask pupils to repeat. Do this several times. Say the sounds very clearly for each number, and explain that even though the word *one* begins with the letter *o*, that we pronounce it as /wʌn/ in English. Explain that English spelling is not always predictable and with some words they just have to learn them.

- Now rub off the numerals and, pointing to the words in random order, ask pupils to tell you the number.
- Now tell pupils to look at the numbers and words in their books and to trace them as carefully and neatly as they can. Walk round and monitor pupils' work.
- Now ask them in pairs to match the numerals with the words by drawing a line from the numeral to the word.
- Go over the answers with the whole class.

Activity Book, Exercise 2

- Write the words 'two', 'three', 'four' and 'five' on the board in large letters and ask individual pupils to come and write the correct numeral below them.
- Ask pupils which food items they can see on their page in the Activity Book. Explain that they are going to work in pairs counting the items in the pictures and then they are going to write the correct number in words in the gaps in the sentences next to each picture.
- Go over the answers with the whole class.

Ending

- Ask pupils to close their books. Say, 'Goodbye,' and wait for them to say 'Goodbye' before they leave the classroom.

Lesson 2

Aims

To revise colours: *yellow, green, red, blue, black*

To revise *yes/no* question: *Is (Jill)'s (bed) (yellow)? Yes, it is./No, it isn't. It's (green).*

To revise the possessive pronouns: *his/her*

Structures *Yes/No* question: *Is (Jill)'s (bed) (yellow)? Yes, it is./No, it isn't. It's (green).*

Possessive pronouns: *his/her*

Functions Asking questions about colour

Topic Colours

Vocabulary *yellow, green, red, blue, black*

Writing Writing the names of colours

Resources Pupil's Book, page 5,
Exercise 2 Ask and answer
Cassette, Unit 2,
Exercise 2 Ask and answer
Activity Book, page 5,
Exercise 3 Read and colour
Exercise 4 Colour and write
Coloured pencils (yellow, green,
red and blue)
Colour and At Home wall charts

Revision 1

- Revise colours with the class. If you do not have the Colour wall chart, use real objects in the classroom.

Revision 2

- Using the At Home wall chart and real items, quickly revise the vocabulary for household and classroom objects with the pupils, e.g. *door, sofa, table, bed, bag, book, pencil.*

Revision 3

- Pick up an object belonging to a pupil in the class and ask, 'Is (Salma)'s (bag) (red)?' to elicit the response, 'Yes, it is.' Repeat to them, 'Yes, it is.' Do this several times, each time eliciting the response from pupils, 'Yes, it is.'
- Now pick up other objects that will elicit the response, 'No, it isn't.'

Revision 4

- Walk round the classroom picking up various objects belonging to pupils and saying, 'This is (Yasmin)'s (book). Is (her) (book) (red)?' Elicit the response, 'Yes, it is,' or, 'No, it isn't. It's (blue),' or, 'No, (her) (book) is (blue).'
- Now ask pupils to pick up a possession from their neighbour and in turns let each pupil ask about his neighbour's item, 'Is his/her (bag) (green)?' eliciting the correct response from all pupils in the class.

Pupil's Book, Exercise 2



- Ask pupils to look at the picture in their Pupil's Books on page 5 and tell them that they are going to listen to the cassette and point to each speech bubble as it is said. Play the cassette once straight through. Play it again, asking pupils to repeat after you.
- Tell pupils to work together in pairs or small groups, taking turns to ask questions about

the colour of the objects in Jill's room. Walk round listening to the pairs or groups and helping any pupils who are having difficulties.

Tapescript

SALMA: *Is Jill's bed yellow?*
 WALID: *Yes, it is.*
 WALID: *Is her book green?*
 SALMA: *No it isn't. It's red.*

Follow-up

- Ask two girls and two boys to come to the front of the class and give each of them an object, saying, 'This is (Jawad)'s (pen),' etc.
- Now ask pupils, 'Is (his) (pen) (blue)?' Ask pupils to respond by raising their hand and answering, 'Yes, it is.'/'No, it isn't.' or, 'No, (his) (pen) is (red).'

Activity Book, Exercise 3

- Ask pupils to look at the picture in their Activity Books and ask, 'What's this?' Pupils should answer, 'It's an umbrella.'
- Explain that you want them to colour each segment of the umbrella the colour that is written next to that segment. Write the letter 'g' on the board, say the sound of this letter and ask pupils if they can think of a colour beginning with this sound. Pupils should respond with 'Green.' Write the word 'green' on the board. Ask them to colour the first segment green.
- Do the same with the remaining three colours.

Activity Book, Exercise 4

- Ask pupils to look at Exercise 4 and explain that they are going to choose a colour to colour in the book and the bed and that then they are going to write their chosen colour in the gap in the sentence.
- Read the first sentence to them and ask them to repeat it. Read each word slowly again and ask them to point to each word as you read. Now tell them to choose which colour they want to use (red, green, blue or yellow) and ask them to colour the book. Now write all the colours on the board and ask pupils who have chosen red to put their hands up. Point to the word 'red' on the

board or ask them to find the word 'red' in the previous exercise, and copy this word in the gap in the sentence.

- Do the same for all of the other colours.
- Repeat the procedure for the next sentence and picture.

Lesson 3

Aims

To practise greetings and responses
 To revise *wh-* questions: *What's your name? How old are you? Where do you live?*
 To write one's name, age and town
 To trace and write the letter *e/E*

Structures *Wh-* questions: *What's your name? How old are you? Where do you live?*

Functions Asking questions

Topic Identity

Writing Writing one's name, age and town
 Tracing and writing the letter *e/E*

Resources Pupil's Book, page 6, Exercise 3 Play
 Exercise 4 Listen, read and match
 Cassette, Unit 2, Exercise 3 Play
 Exercise 4 Listen, read and match
 Activity Book, page 6, Exercise 5 Write
 Exercise 6 Trace and copy

Revision

- Quickly revise greetings and responses with the class for the next exercise.

Presentation

- Say to pupils, 'I live in (Damascus). Where do you live?' Say it several times and then invite pupils to answer, each saying the name of their own town or city. Ask the class and individuals to repeat this several times.

Pupil's Book, Exercise 3

Unit 2

3 Play

Name: Rami
 Age: 8
 Home: Homs

4 Listen, read and match

pen ten red e

- Tell pupils to open their Pupil's Books on page 6 and tell them that Hussein and Ali are asking each other questions about themselves. Ask them to look at the first picture and say that Ali is asking Hussein, 'What's your name?' Ask them to repeat this. Walk round the class and ask pupils, 'What's your name?' They should then tell you their name.
- Do the same with the remaining pictures, then play the cassette and tell pupils to listen to how the words are pronounced.
- Ask a confident pair of pupils to come to the front of the class and practise this dialogue. Then ask other pairs of pupils to come to the front and practise the dialogue.
- Now explain that you want them to work in pairs to practise the dialogue by substituting their own names and city and town. Tell them to take it in turns to ask the questions and then answer them. Walk round the class listening to the pairs.

- Now tell them to look at the picture of Rami underneath and tell them that Rami is from Homs and he is eight years old. Tell them to continue working in their pairs but that one pupil is going to be Rami and the other is going to ask the questions, then they swap over so that both pupils have the opportunity of asking and answering the questions.

Tapescript

ALI: *What's your name?*
 HUSSEIN: *Hussein*
 ALI: *How old are you?*
 HUSSEIN: *I'm eight.*
 ALI: *Where do you live?*
 HUSSEIN: *I live in Damascus.*
 HUSSEIN: *What's your name?*
 ALI: *Ali.*

Pupil's Book, Exercise 4

- Tell pupils to look at the pictures at the bottom of the page and to tell you what each one is as you point to it.
- Now ask them to look at the words in the box, to listen to the cassette so that they can hear each of the words being pronounced, and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Ask pupils which sound they can hear in each word (answer: /e/).

Tapescript

pen, ten, red

Activity Book, Exercise 5

- Read each question through with the class, asking them to repeat after you. Then read each question again and read the answer, explaining that they have to write their own information in the gaps. Explain that you want them to write their name in the first gap. Remind pupils that in the first lesson they all wrote their names in the Activity

Book, Unit 1, and say that they can use this to refer to.

- Now tell them that you want them to write their age in the second gap. They will all be either seven or eight years old so write both of these numbers on the board and tell pupils to form two lines at the front of the class, one line for all pupils who are seven and one line for all pupils who are eight. Walk down each line asking each pupil, 'How old are you?' They each answer, 'I'm seven,' or, 'I'm eight.' Tell them to sit back down and copy either 'seven' or 'eight' in the gap in the second sentence.
- Now write the name of your city or town on the board in large letters, saying its name, and ask the class as a whole, 'Where do you live?' They respond and then copy the name into the final gap.

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils to trace and write the letters, and trace the words, as explained in Unit 1, Activity Book, Exercise 6.

Unit 3

Lesson 1

Aims

To teach the plural demonstrative: *these*
To teach the plural personal pronoun: *they*
To revise *wh-* question: *What is this?*
To revise numbers 1–10
To match sentences with pictures

Structures *Wh-* question: *What is this?*
Plural personal pronoun: *they*
Plural demonstrative adjective:
these

Functions Asking questions

Topic Animals

Writing Matching sentences with pictures

Resources Pupil's Book, page 7,
Exercise 1 Listen and read
Exercise 2 Play
Cassette, Unit 3,
Exercise 1 Listen and read
Activity Book, page 7,
Exercise 1 Read and match
Flash cards: 1–10

Revision

- Begin the lesson by telling pupils how well they are doing in their English lessons. Remind them of the language they have already learnt by practising some of the greetings and responses that pupils know.
- Revise numbers 1–10 and the question, 'How many (pens) are there?'
- Walk round the classroom pointing to things and ask, 'What's this/that?' Ask pupils to respond with, 'It's a (book).'

Presentation 1

- Explain to pupils that when we ask, *What is this?* we are talking about one object, but if we want to ask the question about several objects at the same time that are near to us, we say, *What are these?*
- Explain that *these* is plural for *this* and translate into Arabic if necessary. Also point out to pupils that the verb changes from *is* when we are talking about one object (e.g. *This is a book*), to *are* when we are talking

about more than one object (e.g. *These are books*). Ask them to tell you what else changes in the sentence (answer: we don't use *a* because that is for one object and in the plural we add an *s* to the noun).

- Set up small displays of classroom objects at the front of the classroom (e.g. pens, pencils, books, bags, etc). Pick up one object, say, 'This is a (pen),' and ask the class to repeat. Then point to the pile of objects and say, 'These are (pens),' again asking the class to repeat.
- Ask small groups of pupils to come and form a line at the front of the classroom and to take it in turns to walk up to the display and point at a particular set of objects and say, 'These are (books),' etc.

Presentation 2

- Ask a group of three boys to come to the front of the class. Take one boy aside from the group and say, 'He's a boy.' Ask the class to repeat.
- Now ask the pupil to go and stand with the rest of the group and say, 'They are boys,' again asking the class and individual pupils to repeat. Point out that the verb changes from *is* to *are* and again ask them what else changes in the sentence when we change the subject from singular to plural (answer: *he/she* changes to *they*).
- Do the same with a group of three girls, saying, 'She's a girl,' and, 'They are girls.' Ask all the pupils to sit down.
- Now ask another three boys and three girls to come to the front of the class. Put them into their separate groups of boys and girls.
- Again take one boy aside from his group and ask, 'Is he a boy?' Pupils answer, 'Yes, he is.' Take a girl aside from her group and ask, 'Is she a boy?' (Be careful not to embarrass pupils with this activity. Make it fun and make sure that pupils understand that you are asking a silly question.) Say, 'No, she isn't!' Ask pupils to repeat.
- Now point to the group of boys and ask, 'Are they boys?' The class answer, 'Yes, they are boys.' Now point to the group of girls and ask, 'Are they boys?' The class answer, 'No, they are girls.'

- Explain that another way to answer is to say, *No, they aren't. They are girls*, and tell them that *aren't* is the two words *are* and *not* put together. Ask the class and individuals to repeat 'aren't'. Now ask them to repeat, 'No, they are not. They are girls,' and then 'No, they aren't. They are girls.' Do this with the whole class, small groups and individuals.
- Ask pupils to sit down and ask them 'What is this?' and 'What are these?' again, while pointing at the display of objects you have set up.

repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.

Tapescript

JILL: *What are these, Bill?*
 BILL: *They're cats.*
 JILL: *That's right.*
 BILL: *What are these, Jill?*
 JILL: *They're cats.*
 BILL: *No, they aren't. They're dogs.*

Pupil's Book, Exercise 1

Unit 3

1 Listen and read

What are these, Bill?
 They're cats.
 That's right.
 What are these, Jill?
 They're cats.
 No, they aren't. They're dogs.

2 Play

7

Follow-up

- Place a book and a pencil on your desk and make sure your chair is visible to the class by the side of your desk. Invite pairs of pupils to come to the front of the class and tell one pupil in each pair to point to the various objects and to ask the question, 'What are these?' and the other pupil in the pair to answer.
- Give as many pupils as possible the opportunity of practising the language in this way. This activity can be done with small groups at the front with one pupil asking the question and the others giving the answers.

Pupil's Book, Exercise 2

- Tell the class to open their Pupil's Books on page 7 and look at the pictures. Ask them to tell you some of the things they can see.
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to
- Tell the class to look at the pictures of the animals on the cards at the bottom of the page. Then ask them what each animal is.
- Now tell them to work in pairs, one pupil asking the question, 'What are these?' and the other answering, 'They're (cats),' etc.
- Now tell them that you want them to swap over so that the one who was answering is now asking the questions and vice versa, but that you want the pupil who is answering to always give a wrong answer. The pupil in the pair who has asked the question then has to respond, 'No, they aren't. They're (birds),' etc.
- Walk round and help pupils with their questions and answers.

Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 7 and to tell you what they can see in the pictures.
- Read each sentence with the class and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Lesson 2

Aims

To revise *wh-* questions: *Where are the (cats)?*
How many (cats) are there?

To practise using the plural personal pronoun: *they*

To revise the prepositions: *in, on, under*

To draw household objects

To write words to complete sentences

Structures *Wh-* questions: *How many (cats) are there? Where are the (cats)?*

Plural personal pronoun: *they*

Prepositions: *in, on, under*

Functions Talking about location

Topic Location

Writing Drawing
Completing sentences

Resources Pupil's Book, page 8,
Exercise 3 Ask and answer
Cassette, Unit 3,
Exercise 3 Ask and answer
Activity Book, page 8,
Exercise 2 Draw
Exercise 3 Write
Flash cards: 31, 47, 80–81

Revision 1

- Revise the vocabulary *cat, ball, clown, chair, toy* using the flash cards or by drawing them on the board.

Revision 2

- Pupils learnt the *wh-* question *Where?* in Grade 1 but may need to revise it now.

Take a pencil, a bag and a book, and put the book on a desk, the pencil into the bag and the bag under the desk.

- Ask, 'Where's the book?' Pupils respond with, 'It's on the desk.' Do the same with the bag and pencil and ask the class to tell you where they are.

Pupil's Book, Exercise 3

Unit 3

3 Ask and answer

Where are the cats?
They're in the sitting room.

8

- Tell pupils to open their Pupil's Books on page 8 and to look at the pictures in the box at the top of the page. Point to the cats and ask, 'What are these?' Pupils answer, 'They're cats.' Do the same with all the pictures, also using the opportunity to revise the question, *How many (cats) are there?*
- Play the cassette and ask the pupils to repeat after you.
- Now tell pupils to look for the objects in the pictures and to work in pairs asking and answering, 'Where are the (cats)?' 'They're in the (sitting room),' etc.

- Walk round the class listening to the pairs and helping any pupils who are having difficulties by modelling the question and answer for them.

Tapescript

BILL: *Where are the cats?*

JILL: *They're in the sitting room.*

Activity Book, Exercise 2

- Ask pupils to tell you which objects they can see. Now tell them that you want them to discuss in pairs which objects belong in each room and then to draw the objects in the correct rooms.
- When they have finished, ask them to describe their pictures using the language, *The (sofa) is in the (sitting room).*
- Ask individual pupils to come to the front and show their pictures to the class and say a sentence, e.g. 'The bed is in the bedroom.'

Activity Book, Exercise 3

- Tell pupils that the two words at the top of the exercise say 'sitting room' and 'bedroom' and ask pupils to repeat each word after you.
- Write these words on the board, saying the sound of each letter clearly as you write it.
- Read through each sentence with the class and get them to repeat each sentence after you, verbally filling in the missing word, either 'sitting room' or 'bedroom.'
- Now ask the pupils to write these words into their books, again modelling each letter for them carefully on the board in large letters.

Ending

- Take their work in to check. It is important to provide pupils with plenty of letter formation and handwriting practice at this stage, so make use of any opportunities to do so, and give them additional work sheets when you can.

Lesson 3

Aims

To teach the new vocabulary: *laugh, play, dance, tricks, feel*

To revise numbers 1–10

To revise plurals

To sing a song

To match words with pictures

To trace and match numbers and numerals

To trace and write the letter *ill*

Structures Plurals

Functions Counting

Topic Numbers

Vocabulary *laugh, play, dance, tricks, feel*

Writing Tracing numbers and matching them to pictures

Tracing and writing the letter *ill*

Resources Pupil's Book, page 9,
Exercise 4 Sing
Exercise 5 Listen, read and match
Cassette, Unit 3,
Exercise 4 Sing
Exercise 5 Listen, read and match
Activity Book, page 9,
Exercise 4 Trace and match
Exercise 5 Trace and copy
Flash cards: 1–10

Revision

- Quickly revise numbers 1–10 with pupils by giving out cards with the numbers 1–10 on them to random pupils. Now ask the pupils to form a line from 1 to 10. Give as many pupils as possible the chance to form a line at the front.

Presentation

- Mime the new vocabulary for pupils, or translate if necessary.

Game

- Play a miming game. Ask for volunteers to come to the front of the class and mime an action that they know, e.g. to laugh, to play, to dance, to eat, to talk, to sit down, to stand

up, to read, to point or to walk. The rest of the class has to guess the action. The first pupil to guess mimes the next action.

Pupil's Book, Exercise 4

Unit 3

4 Sing

Hello, hello, here we are,
We laugh and play all day.
One, two, three,
Dance with me.
Four, five, six,
See my tricks.
Seven, eight, nine,
Feeling fine.
Here's ten,
Sing it again.
Goodbye, goodbye.

5 Listen, read and match

six Jill fridge

- Tell pupils that they are going to learn a song using some of the new language they have learnt. Play the cassette and let them listen to the whole song once.
- Now play the song again, stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat after you.
- Now give out the numbers 1–10 to a new set of pupils. Tell them that when they hear their number in the song they have to sing their number and hold their card up. Try to give as many pupils as possible the chance to hold up their number.

Tapescript

*Hello, hello, here we are,
We laugh and play all day.*

*One, two, three,
Dance with me.
Four, five, six,
See my tricks.
Seven, eight, nine,
Feeling fine.
Here's ten,
Sing it again.
Goodbye, goodbye.*

Pupil's Book, Exercise 5

- Ask the pupils to look at the pictures and then tell you what each one is.
- Now ask them to look at the words in the box, to listen to the cassette to hear each of the words pronounced and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large clear letters. Point to each letter and ask pupils to say the sounds with you.
- Ask pupils which sound they can hear in each word (answer: /ɪ/).

Tapescript

six, Jill, fridge

Activity Book, Exercise 4

- Tell pupils to open their Activity Books on page 9. Write the numerals in a line on the board and invite individual pupils to say the numbers as you point to each of them in turn.
- Underneath each numeral write the number in words for each. Point to each word in turn as you say it and ask pupils to repeat. Do this several times. Now rub off the numerals and, pointing to the words in random order, ask pupils to tell you the number.
- Now tell pupils to look at the words in their books and to trace them as carefully and neatly as they can. Walk round and monitor their work.
- Now ask them in pairs to count the objects and to match the number of objects with the words by drawing a line from the picture to the word.

- Go over the answers with the class.

Activity Book, Exercise 5

- Follow the usual procedure for teaching pupils to trace and write the letters, and to trace the words.

Ending

- Always encourage the class to tell you if they haven't understood anything clearly, and to ask questions. Tell them that asking questions will help them to learn.

Unit 4

Lesson 1

Aims

To teach the new vocabulary: *picture, tree*
To teach the modal verb *can*: *I can see a (cat)*.
To teach *yes/no* question: *Can you see a (cat)?*
To teach *wh-* question: *What can you see (in the picture)?*
To revise *wh-* question: *Where's the (book)?*
To revise the prepositions: *in, on, under*
To identify words in a word grid
To complete words and finish a sentence

Structures Modal *can*: *I can see a (cat)*.
Interrogative: *Can you see a (cat)?*
Wh- questions: *What can you see (in the picture)? Where's the (book)?*
Prepositions: *in, on, under*

Functions Asking questions
Talking about location

Topics Animals and Transport

Vocabulary *picture, tree*

Writing Writing the names of things
Completing sentences

Resources Pupil's Book, page 10,
Exercise 1 Listen and read
Cassette, Unit 4,
Exercise 1 Listen and read
Activity Book, page 10,
Exercise 1 Write the name
Exercise 2 Read and write
Pictures of different animals
Flash cards: 83, 100

Revision 1

- Quickly revise prepositions with the class.

Revision 2

- Revise the question, *Where's the (book)?* by placing a pen on the desk, a book on the chair, and a bag under the desk and asking, 'Where's the book?' Pupils respond with, 'It's on the chair.' Do the same with *bag* and *pen*.

Presentation 1

- Teach the new vocabulary using flash cards or by pointing to real objects.

Presentation 2

- Ask pupils to look at the pictures of animals and say, 'I can see a (bird).' Ask pupils to repeat this sentence. Now say, 'I can see a (dog),' and repeat the sentence for as many things as possible in the picture, each time asking the class to repeat it.
- Now ask the class, 'What can you see in the picture?' and repeat, 'I can see a (bird).' Ask them to repeat the question and the response.
- Ask individual pupils in the class, 'What can you see in the picture?' and ask them to respond with, 'I can see a (cat),' etc.

Pupil's Book, Exercise 1

Unit 4

1 Listen and read

What can you see in the picture, Salma?
I can see a tree.

Can you see a cat, Hassan?
Yes. It's in the tree.

Where's the dog, Zeina?
It's under the tree.

Where's the bird, Walid?
It's on the car.

10

- Tell the class to open their Pupil's Books on page 10, to look at the pictures and tell you some of the things they can see.
- Tell the class they are going to listen to the cassette, and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking the pupils to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.

Tapescript

- MISS NADIA: *What can you see in the picture, Salma?*
 SALMA: *I can see a tree.*
 MISS NADIA: *Can you see a cat, Hassan?*
 HASSAN: *Yes. It's in the tree.*
 MISS NADIA: *Where's the dog, Zeina?*
 ZEINA: *It's under the tree.*
 MISS NADIA: *Where's the bird, Walid?*
 WALID: *It's on the car.*

Follow-up

- Bring in a picture of some animals or draw them on the board. Ask individual pupils to come to the front and ask them, 'What can you see in the picture?'
- Ask them to point to an animal and say, 'I can see a (cat),' etc. Do this with as many pupils as possible, or bring pairs of pupils to the pictures of animals and ask one pupil to ask the question and the other to answer.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 10 and tell you what they can see at the top of the page.
- Write each word on the board, showing pupils how to form each letter, and ask them to copy the words into their Activity Books next to each picture.
- Walk round and check that pupils are doing this correctly.
- Now tell pupils to look at the word grid in their books. Tell them that each word is hidden in the grid and they have to find these words and circle them. The first example is done for them. Ask pupils which word has already been circled and see if they can tell you 'cat'.

- Ask them to do this activity in pairs, helping each other to find the other hidden words in the word search.

Game

- Tell pupils that they are going to play a fun game which involves making letter shapes. Ask four pupils to come to the front and tell them that together they are going to spell the word 'tree'. Say to the first pupil, 'You are t,' to the second, 'You are r,' and to the third and fourth, 'You are e.' Now ask them to stand in the correct order and to make themselves into a shape that resembles each letter. Help pupils to form their shapes; if it is difficult for them to use their whole bodies, they can form the shapes with their hands alone. While all the pupils are standing in their shapes, ask the class to say the word they are forming.
- Ask other pupils to come to the front to form the words *cat*, *dog* and *bird*. Some of these letters are difficult to form, so model them for pupils first to show them how to do them.

Activity Book, Exercise 2

- Tell pupils to describe what they can see using the language, *I can see a (tree)*, etc.
- Write 't' on the board and ask if any pupils can tell you which letters come next. Say, 'Spell *tree*' (translate this for pupils), then say, 't - r - e - e.'
- Ask them to write this word in the space in the first sentence.
- Do the same with the remaining two words and walk round the class checking that pupils are writing the words correctly.

Lesson 2

Aims

To teach the new vocabulary: *road, bus, bus stop, bike*

To teach the new preposition: *near*

To revise *wh-* questions: *What can you see? Where is it?*

To revise the modal verb *can*: *I can see a (bus).*

Structures Prepositions: *near, on, in, under*
Wh- questions: *What can you see? Where is it?*
 Modal verb *can*: *I can see a (bus).*

Functions Asking questions
 Talking about location

Topic Transport

Vocabulary *road, bus, bus stop, bike, near*

Writing Tracing words

Resources Pupil's Book, page 11,
 Exercise 2 Listen and say
 Exercise 3 Ask and answer
 Cassette, Unit 4,
 Exercise 2 Listen and say
 Exercise 3 Ask and answer
 Activity Book, page 11,
 Exercise 3 Trace and match
 Exercise 4 Trace
 Flash cards: 85, 102–104
 Transport wall chart

Presentation 1

- Teach the new vocabulary using the flash cards. After you have introduced the vocabulary, point to these items in the wall chart and ask, 'What's this/that?'

Presentation 2

- Quickly revise the prepositions *in, on* and *under* with the class and tell them that they are going to learn a new word to describe where something is. Stand close to the door and say, 'I am near the door.' Now move around and stand close to various objects in the classroom, each time saying, 'I am near (the desk),' 'I am near (the window),' etc. Ask the class to repeat the sentence each time.

- Choose individual pupils to get up and to stand close to various objects or other pupils and say, 'I am near (the window),' 'I am near (Ahmed),' etc. While they are standing, ask the class, 'Where's (Rabab)?' Get them to answer, 'Rabab is near (the window),' etc.

Pupil's Book, Exercise 2

Unit 4

2 Listen and say

The car is **on** the road.

The dog is **under** the tree.

The bus is **near** the bus stop.

The cat is **in** the bus.

3 Ask and answer

What can you see?
 I can see a bus.

Where is it?
 It's on the road.

11

- Play the cassette and ask pupils to follow the sentences they hear by pointing to each picture as they hear each sentence.
- Play the tape again, stopping at the end of each sentence. Ask the class to repeat. Then ask individual pupils to repeat the sentences.

Tapescript

The car is on the road.
The dog is under the tree.
The bus is near the bus stop.
The cat is in the bus.

Pupil's Book, Exercise 3

- Play the cassette and ask the pupils to repeat after you.
- Ask pupils to work in pairs asking and answering questions about the picture using the language, *What can you see? I can see (a bus)*, and, *Where is it? It's (on the road)*, etc.
- Walk round listening to the pairs and ask several pairs to model their questions and answers for the rest of the class.

Tapescript

HASSAN: *What can you see?*

WALID: *I can see a bus.*

HASSAN: *Where is it?*

WALID: *It's on the road.*

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 11 and ask them which things they can see. Explain that they are going to trace each word and then match the word with the picture by drawing a line between the two. Ask them to look at the first word 'bike' and ask them to spell *bike*. Write each letter to form the word as they spell it.
- Now ask them to trace the word.
- Do the same with the remaining words and ask pupils to then match the words to the pictures.

Activity Book, Exercise 4

- Tell pupils to look at the first picture and say, 'The cat is on the car,' stressing the preposition *on*. Ask them to repeat. Now ask them to point to the word 'on' in the sentence in their books. Ask who can spell the word. Now ask the class to trace the word in their books.
- Repeat the procedure with the remaining pictures and sentences.

Lesson 3

Aims

To teach the new vocabulary: *beautiful, butterfly, flower*

To teach the adverb: *now*

To revise the imperatives: *Come here, look*

To revise the modal verb *can*: *I can see a (beautiful butterfly)*.

To revise *wh-* question: *Where is it?*

To revise the demonstrative adjective: *that*

To revise the prepositions: *in, on, under, near*

To complete a sentence

To write the names of colours

Structures

Adverb: *now*

Imperatives: *Come here, look*

Modal *can*: *I can see a (beautiful butterfly)*.

Wh- question: *Where is it?*

Demonstrative adjective: *that*

Prepositions: *in, on, under, near*

Functions

Asking questions

Talking about location

Topic

Transport

Vocabulary

beautiful, butterfly, flower, now

Writing

Completing a sentence

Writing the names of colours

Resources

Pupil's Book, page 12,
Exercise 4 Listen and read
Cassette, Unit 4,

Exercise 4 Listen and read
Activity Book, page 12,

Exercise 5 Count and write
Exercise 6 Colour and write

Flash cards: 38, 101

Transport wall chart

Presentation 1

- Using flash cards, teach the new vocabulary *beautiful, butterfly* and *flower*. Explain that they have already learnt a new word this year that is very similar in meaning to *beautiful*. Ask if any pupils can remember it, and remind them of the word *lovely*.
- Now say to a pupil, 'Come here,' and gesture for them to come to the wall chart and point to something that you say. Do this with several pupils.

Presentation 2

- Translate the word *now* into Arabic for them.

Pupil's Book, Exercise 4

Unit 4

4 Listen and read

12

- Ask pupils to open their Pupil's Books on page 12. Tell them to look at the pictures and to tell you some of the things they can see.
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.

Tapescript

BILL: *What can you see, Jill?*
 JILL: *I can see a beautiful butterfly.*
 BILL: *Where is it?*
 JILL: *It's on that flower now.*
 BILL: *Come here, Jill. Now it's under the bike.*
 JILL: *Oh, yes.*
 JILL: *Look! Now it's in that car.*
 BILL: *Now it's near the bus stop.*
 BILL: *Where is it now?*

Revision

- Quickly revise numbers 1–10 and colours with the class.

Activity Book, Exercise 5

- Tell the pupils to turn to page 12 in the Activity Book, read the sentence to the class and ask them to repeat. Ask them to count the butterflies in pairs.
- When they have finished, ask individual pupils how many butterflies they counted. Write the word 'ten' on the board and ask pupils to copy the number into the gap in the sentence.

Activity Book, Exercise 6

- Explain to pupils that you want them to colour in the four segments of the butterfly in four different colours.
- Read the sentence to them and tell them that you want them to write in the names of the four colours. Write the four colours that they know on the board.
- Ask individual pupils to tell you one of the colours and ask them to come to the board and point to the correct word.
- Ask the class to write in their colours and walk round the classroom helping pupils and checking their work.

Unit 5 Revision 1

Lesson 1

Aims

To revise *wh-* questions: *What's your name? How old are you? Where do you live?*
To trace and match numerals and words
To colour pictures according to specified colours

Structures *Wh-* questions: *What's your name? How old are you? Where do you live?*

Functions Talking about personal information

Topics Identity and Numbers

Vocabulary Revision of previous vocabulary

Writing Tracing and matching numerals and words

Resources Pupil's Book, page 13,
Exercise 1 Ask and answer
Cassette, Unit 5,
Exercise 1 Ask and answer
Activity Book, page 13,
Exercise 1 Trace and match
Exercise 2 Read and colour
Coloured pencils (green, red,
blue and yellow)
Word cards

Revision

- This is the first Revision Unit in the book and it presents an opportunity for pupils to demonstrate what they have learnt through fun and enjoyable activities. These activities promote a Total Physical Response and are very helpful for pupils as they can perform actions and demonstrate their understanding without being forced to speak. They will also give pupils more confidence in what they have learnt, and encourage them to speak more.
- Tell pupils that you are going to choose groups to come to the front and make themselves into the shapes of letters and spell words.
- Ask two pupils to come to the front and ask one to form the shape of a lower case letter and the other to form the shape of the upper case letter. See if the class can guess which letters they are.

- Introduce a game in which you put pupils into pairs, and on the hand of one pupil you trace the shape of a letter while the other pupil is not looking. The first pupil then traces the letter shape in the palm of the second, who has to guess what the letter is.
- Pupils can also play this game in pairs by tracing letter shapes on each others' backs and trying to guess which letter their partner has written.
- Play *I-spy* with the class to get them thinking about the initial sounds of words, and ask them how many words they know which begin with the same sound.
- Pupils can play miming games to revise all the action words they know.

Pupil's Book, Exercise 1

Unit 5 Revision 1

1 Ask and answer

What's your name? My name's Zeina.

How old are you? I'm eight years old.

Where do you live? I live in Homs.

Name:
Age:
Home:

13

- Ask the class to turn to page 13 in the Pupil's Book and play the cassette. Then, play it again, asking pupils to repeat after you. Walk round the class asking pupils the

Unit 5

Revision 1

questions, 'What's your name?' 'How old are you?' and 'Where do you live?'

- Read the words on Hassan's clipboard and ask them to repeat these words. Explain to them that when someone asks their age, they are asking how old they are.
- Ask them to work in pairs asking and answering the questions. Walk round and listen to the pairs.
- Encourage pupils to walk round the class and ask other pupils these questions. It may be better to assign this task to small groups of pupils so that the classroom does not become too chaotic.

Tapescript

WALID: *What's your name?*

ZEINA: *My name's Zeina.*

WALID: *How old are you?*

ZEINA: *I'm eight years old.*

WALID: *Where do you live?*

ZEINA: *I live in Homs.*

Follow-up

- Write the questions and answers from Exercise 1 on the board. Take out your word cards containing all the words from the speech bubbles and put them in a pile on your desk.
- Choose six pupils to come to the front and tell them that you want them to work together to form the question and answer, 'What's your name?' 'My name's Zeina,' by putting the words on the separate cards in the correct order. They can use the sentences you have written on the board as a model.
- For the next question and answer, bring eight pupils to the front and again ask them to re-order the words to form the second question and answer. Finally, bring another eight pupils to the front for the last question and answer.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 13. Write the numerals in a line on the board and ask individual pupils to say the numbers as you point to each of them in turn.

- Underneath each numeral write the number in words. Point to and say each word in turn, and ask pupils to repeat. Do this several times. Now rub off the numerals and, pointing to the words in random order, ask pupils to tell you the number.
- Now tell pupils to look at the number and words in their books and to trace them as carefully and neatly as they can. Walk round and monitor their work. Every now and again write a number on the board in words and ask pupils if they can tell you what the number is.
- Now ask them in pairs to match the numerals with the words by drawing a line from the numeral to the word.
- Go over the answers with the whole class.

Activity Book, Exercise 2

- Ask pupils what they can see in the pictures. Tell them to look at the words underneath the first picture and write these words on the board. Pointing at each letter, ask them if they can give you the sound or name of the letters.
- Read through all the words with the class and explain that they have to colour the pictures according to the colour that is written below.
- Give pupils time to colour their pictures and walk round the class praising their work. Point to various pictures and ask individual pupils, 'What colour is this?'

Lesson 2

Aims

To revise vocabulary
To revise *wh-* questions: *What's this? Where's (the bus)?*
To revise numbers 1–10
To revise colours
To revise prepositions
To write names

Structures *Wh-* questions: *What's this? Where's (the bus)?*
Prepositions: *in, on, under, near*

Functions Talking about location

Topic Place

Vocabulary Revision of previous vocabulary

Writing Writing names
Drawing

Resources Pupil's Book, page 14,
Exercise 2 Ask and answer
Exercise 3 Listen and say
Cassette, Unit 5,
Exercise 2 Ask and answer
Exercise 3 Listen and say
Activity Book, page 14,
Exercise 3 Write
Exercise 4 Read and draw
Selection of flash cards
Selection of wall charts

They answer, 'Yes, it is,' or, 'No, it isn't.'

- Bring small groups of pupils to a wall chart and ask them, 'What can you see in the picture?' Encourage them to answer in turns, 'I can see (a bus),' and ask, 'Is this (a bus)?' Pupils answer, 'Yes, it is.' or, 'No, it isn't.' Ask them, 'Are they (squares)?' Pupils answer, 'Yes, they are,' or, 'No, they aren't.'
- However you choose to teach or recycle language, always try to make the activities as stimulating and interesting as you can for pupils and ensure that they use the language for themselves, since if they are just listening all the time they will get bored. Also, by using the language themselves, they will learn through their mistakes. Always give as many pupils as possible the chance to participate and do not over-correct them as this will have a negative effect on their confidence and thus on their language learning.

Revision

- Use the flash cards or objects in the classroom to revise previously learnt vocabulary with the class.
- Practise with the pupils, *What's this/that? What are these?* Walk round the class and point to objects or groups of objects in the classroom or on the wall charts and ask, 'What's this/that?' or, 'What are these?' Encourage pupils to answer, 'It's a (book),' or, 'They are (pens).'
- Use the various wall charts to ask pupils, 'How many (chairs) are there?' Say, 'Count,' and ask them to count up from 1–10. Encourage them to say, 'There are (nine) (chairs).'
- Ask them the colour of various objects in the classroom, or ask, 'Is this (book) (green)?'

Pupil's Book, Exercise 2

Unit 5
Revision 1

2 Ask and answer

3 Listen and say

There are six bags on the fridge.

There are ten pens under the fridge.

There are two balls near the fridge.

14

- Ask pupils to look at page 14 in their Pupil's Books and discuss the pictures with them. Ask them what they can see. Play the cassette first, then read the speech bubbles with them and tell them that you want them to work in pairs asking and answering the question, 'Where's (the bus)?' 'It's (on) (the road),' etc.
- Walk round and listen to the pairs. Ask pupils random questions, such as, 'What colour is (the horse)?', 'Where is (the man)?' etc.

Tapescript

JILL: *Where's the bus?*

BILL: *It's on the road.*

Pupil's Book, Exercise 3

- Play the cassette and ask pupils to follow the sentences they hear by pointing to each

picture as they hear each sentence.

- Play the tape again, stopping at the end of each sentence and asking the class to repeat. Then ask individual pupils to repeat the sentences.

Tapescript

There are six bags on the fridge.

There are ten pens under the fridge.

There are two balls near the fridge.

Activity Book, Exercise 3

- Ask the class to turn to page 14 in the Activity Books and write 'ill' on the board twice. Ask pupils to tell you which letters these are.
- Now ask individual pupils to tell you what the two bear characters are called and ask them which letters each name begins with. Fill in the first letters 'J' and 'B' and ask pupils if these letters are small letters or capitals. Remind them that we always use capitals at the beginning of people's names.
- Ask pupils to look at the pictures and read each sentence to them. Ask them to write in Jill's name in the first sentence and Bill's name in the second.

Activity Book, Exercise 4

- Explain that you are going to read the sentences and they have to draw what they hear. Explain that the pictures around the frame are there to help them.
- Read the sentences through first and ask them to repeat each sentence. Read them again and ask them to point to each word in the sentence as you read.
- Now ask them to draw these objects in relation to the fridge. They can colour their pictures if there is time.

Ending

- Remind them of all the language that they have learnt so far, including writing their own names.
- Remind them to always help each other in their lessons, and that sharing is important.

Unit 6

Lesson 1

Aims

To teach the new vocabulary: *zoo, crocodile, monkey, swim, walk, fly* (verb)

To teach *yes/no* question: *Can (a crocodile) (swim)?*

To revise *wh-* question: *What can you see (in the zoo)?*

Structures *Wh-* question: *What can you see (in the zoo)?*

Yes/No question: *Can (a crocodile) (swim)?*

Functions Asking questions
Talking about ability

Topic Animals

Vocabulary *zoo, crocodile, monkey, swim, walk, fly* (verb)

Writing Putting a tick or a cross
Matching two halves of a sentence

Resources Pupil's Book, page 15,
Exercise 1 Listen and read
Cassette, Unit 6,
Exercise 1 Listen and read
Activity Book, page 15,
Exercise 1 Tick or cross
Exercise 2 Read and match
Flash cards: 37–43
Word cards
Pictures of animals

vocabulary *zoo, crocodile* and *monkey*. Use mime to teach the words *swim, walk* and *fly*.

- Hold up the pictures of all the animals that pupils now know (cat, dog, bird, horse, rabbit, crocodile and monkey) and ask individuals to tell you what they are.
- Look at a card yourself and say, 'My animal begins with /k/ – what is it?' and ask pupils to tell you an animal that begins with a *c* (e.g. cat, crocodile), etc.

Presentation 2

- Explain again that we use *can* or *can't* before a verb when we are saying if we are able to do something or not able to do something.
- Ask pupils to look at the flash cards again and, pointing to each animal, say what that animal can or can't do, e.g. 'A cat can walk,' 'A crocodile can swim,' 'A bird can fly,' 'A crocodile can't fly,' 'A cat can't swim,' etc. Ask the class and individuals to repeat the sentences after you.
- Now turn these affirmative and negative sentences into interrogatives, and, pointing to animals on the flash cards, ask, 'Can (a cat) (walk)?' and say, 'Yes, (a cat) can (walk).' Say, 'Can (a crocodile) (fly)?' 'No, it can't.' Ask the class and individuals to repeat.
- Now ask the class and individuals the question and ask them to answer.

Revision

- Ask the class to look at pictures or flash cards of animals and ask them, 'What can you see?' Ask them all to repeat the question before answering, 'I can see (a monkey),' etc.
- Now tell them that you are going to hold up pictures of animals and ask them, 'What can you see in (the garden)?' They should answer, 'I can see (a rabbit) in (the garden).'
- Do this with the whole class, then groups and then individuals

Presentation 1

- Use the flash cards to present the new

Pupil's Book, Exercise 1

Unit 6

1 Listen and read

What can you see in the zoo?

I can see a crocodile.

Can a crocodile swim?

Yes, it can.

Can you see a monkey?

Yes, I can.

Can a monkey swim?

No, it can't.

15

- Tell the class to open their Pupil's Books on page 15 and to look at Hassan and Walid talking about the pictures of the zoo animals.
- Now tell the class they are going to listen to the cassette. Play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

WALID: *What can you see in the zoo?*
 HASSAN: *I can see a crocodile.*
 WALID: *Can a crocodile swim?*
 HASSAN: *Yes, it can.*
 WALID: *Can you see a monkey?*

HASSAN: *Yes, I can.*
 WALID: *Can a monkey swim?*
 HASSAN: *No, it can't.*

Follow-up

- Tell pupils to continue looking at the exercise and tell them they are going to work in pairs to practise asking and answering the question, 'What can you see in the zoo?' 'I can see (a crocodile).'
- One pupil points to animals in the exercise and asks, 'What can you see in the zoo?' and the other pupil answers. The pairs then swap over so that both pupils have the opportunity of asking and answering the questions.
- When pupils have finished asking and answering questions about the pictures in their books, bring individual pupils to the pictures of animals or flash cards and ask them the question while pointing at the animals they are familiar with.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 15 and to look at the picture of the zoo. Ask them to tell you which animals they can see using the language, *I can see (a crocodile), etc.*
- Read through the sentences slowly with the class and ask them to point to each word as you read.
- Now tell them that you are going to read the sentences again and they must either put a tick or a cross depending on what they can or cannot see.
- Read the sentences again and give them time at the end of each to put either a tick or a cross.
- Go over their answers with them.

1 ✓	2 ✓	3 ✗	4 ✗
5 ✓			

Activity Book, Exercise 2

- Use the flash cards of a cat, a monkey, a crocodile and a dog. Hold up each flash card and ask, 'Can a cat swim?' Wait for pupils to answer, 'No, it can't.' Say, 'That's right. A cat can't swim.' Ask them to repeat.

- Write the sentence, 'A cat can't swim,' on the board. Point to the letter 'A' and ask pupils what the first letter in this sentence is. Ask them if it is a small letter or a capital letter. Remind pupils that when we write in English, we start sentences with capital letters.
- Now ask the question, 'Can a crocodile swim?' Wait for pupils to answer, 'Yes, it can.' Say, 'Yes, that's right. A crocodile can swim,' and write it on the board. Ask them to repeat.
- Read through all the sentences and ask the class to decide which animals can swim and which can't. When they have completed the exercise verbally, ask them to match up the correct words by drawing a line between the animal and 'can' or 'can't'.

Follow-up

- Make word cards of the separate words in the previous exercise and ask small groups of pupils to come to the front and re-order the words to form sentences.

Lesson 2

Aims

- To teach the new vocabulary: *elephant*
- To revise *yes/no* question: *Can (a dog) (run)?*
- To revise the modal verb *can/can't*: *Yes, it can./No, it can't.*
- To trace and colour
- To match words with pictures
- To complete words

Structures *Yes/No* question: *Can (a dog) (run)?*
 Modal *can/can't*: *Yes, it can./No, it can't.*

Functions Asking questions
 Talking about ability

Topic Animals

Vocabulary *elephant*

Writing Tracing and colouring
 Matching words with pictures
 Completing words

Resources Pupil's Book, page 16,
 Exercise 2 Ask and answer
 Cassette, Unit 6,
 Exercise 2 Ask and answer
 Activity Book, page 16,
 Exercise 3 Trace, match and
 colour
 Exercise 4 Write
 Flash card: 47
 Letter cards

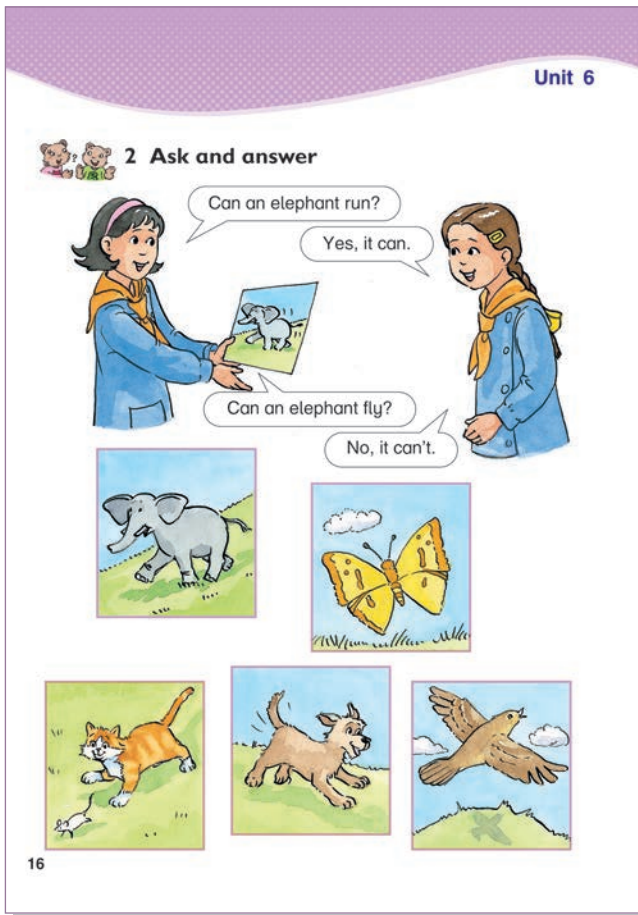
Revision

- Quickly revise the question, *Can a (dog) (swim)?* with the class using the flash cards as a prompt for the animals.
- Ask them questions about themselves, e.g. 'Can you (swim)?' Get them to answer, 'Yes, I can,' or, 'No, I can't.'

Presentation

- Introduce the word *elephant* using the flash card.

Pupil's Book, Exercise 2



- Ask the class to turn to page 16 in the Pupil's Books and play the cassette, asking pupils to repeat after you.
- Tell pupils that they are going to work in pairs for this exercise. One pupil asks the question, 'Can (a butterfly) (fly)?' using the pictures as prompts and the other pupil will answer, 'Yes, it can,' or, 'No, it can't.'
- When the first pupil has asked all five questions, ask them to swap over so that both pupils have the opportunity of asking and answering questions.

Tapescript

ZEINA: *Can an elephant run?*
 SALMA: *Yes, it can.*
 ZEINA: *Can an elephant fly?*
 SALMA: *No, it can't.*

Follow-up

- Tell pupils that they are going to play a miming game. Explain that you are going to walk round the class and show a pupil an animal flash card and whisper an action to them. First they have to mime the animal so that the other pupils guess what it is. Then they have to mime the action. When the other pupils think they know what the mime is they have to ask, 'Can (a bird) (swim)?' etc. The first pupil to shout out the correct question is the winner and does the next mime.

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 16 and ask them to name the animals that they can see. Explain that you want them to trace the words neatly, then to colour the pictures and lastly to draw a line from the animal to the word it matches.
- Write each word on the board and say the sounds of the letters as you do so. Explain that in English spelling some combinations of letters produce sounds that they may not expect, such as the *ph* in elephant, which is pronounced as /f/.

Activity Book, Exercise 4

- Ask pupils to look at the sentences and explain that they must fill in the missing letters from the names of animals.
- Ask them to look at the first sentence and ask if any pupils can think of an animal beginning with the letter *e*. Pupils should answer, 'elephant.' Tell them that you are going to write the word on the board and you want them to help you by giving you the sound of each letter. Ask them which letter comes next (answer: *l*) and write this. Do the same with each letter and remind them again of which sound the letters *ph* represent in this word. When you have written the word on the board, ask pupils to complete the word in their books.
- Go through the remaining words and sentences in the same way.

Follow-up

- Use your letter cards and ask groups of pupils to come to the front and re-order the letters to form the names of animals. Write the name of each animal on the board.

Lesson 3

Aims

To teach the new vocabulary: *fly* (noun), *fish* (noun)

To revise the modal verb *can/can't*: *A (dog) can (swim)./A (fish) can't (fly)*.

To revise *yes/no* question: *Can you (swim)?*

To revise personal pronouns

To sing a song

To trace the modal verb *can/can't*

To trace and write the letter *o/O*

Structures Modal *can*: *(A dog) can (swim). (A fish) can't (fly)*.

Yes/No question: *Can you (swim)?*

Personal pronouns

Functions Asking questions
Talking about ability

Topic Animals

Vocabulary *fly* (noun), *fish* (noun)

Writing Tracing modals *can/can't*
Tracing and writing the letter *o/O*

Resources Pupil's Book, page 17,
Exercise 3 Sing
Exercise 4 Listen, read and match

Cassette, Unit 6,
Exercise 3 Sing
Exercise 4 Listen, read and match

Activity Book, page 17,
Exercise 5 Read and trace
Exercise 6 Trace and copy

Flash cards: 45–46

Letter cards

Revision 1

- Walk round the class asking individual pupils, 'Can (a bird) (laugh)?' Make the questions as silly as possible. Ask them to reply, 'Yes, it can,' or, 'No, it can't.'
- Now ask them what they can or cannot do, 'Can you (sing)?' etc. They reply, 'Yes, I

can,' or, 'No, I can't.'

Revision 2

- Revise all personal pronouns with the class using yourself and pupils to represent *I*, *you* (singular), *he*, *she*, *we*, *you* (plural) and *they*.
- Remind them of the changes to the verb when the subject changes. Say, 'I am (Miss Majeda)', Explain that when you point to someone and say, 'You are?' that pupil gives you their name. Each time you do this the pupil who has given you their name then points to the pupil next to them and says, '(She) is (Leila).'
- Revise *They are (boys)* by placing your hand on two boys' heads and getting a third pupil to say, 'They are (boys).'

Presentation

- Teach the new words *fly* (noun) and *fish* (noun) using the flash cards or the picture in the book. Remind them of the verb *to fly*.

Pupil's Book, Exercise 3

Unit 6



3 Sing




A dog can swim.
A cat can't swim.
Can you swim?
Yes, I can!





A fish can swim.
A fly can't swim.
Can they swim?
Yes, they can!





4 Listen, read and match

O

dog box doll







17

- Ask pupils to look at the pictures on page 17, and tell them that they are going to learn a new song.
- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song again, stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat after you.
- Now play the cassette all the way through and tell them that each time they hear the word *swim* you want them to do the action, and each time they hear the word *yes* you want them to nod their heads.
- Let them sing along, doing the actions and having fun. They will enjoy it even more if you do the actions with them.

Tapescript

A dog can swim.

A cat can't swim.

Can you swim?

Yes, I can!

A fish can swim.

A fly can't swim.

Can they swim?

Yes, they can!

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box and to listen to the cassette to hear each of the words pronounced and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Ask pupils which sound they can hear in each word (answer: /b/).
- Use the letter cards and ask groups of pupils to come to the front and re-order the letters to make the words.

Tapescript

dog, box, doll

Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 17 and read the questions with them.
- Read the first question again and ask pupils to put up their hands if they can swim. Write, 'Yes, I can,' on the board. Now ask pupils to put up their hands if they can't swim. Write, 'No, I can't.'
- Ask them to trace 'Yes, I can,' or 'No, I can't,' in their books depending on whether they can or can't swim.
- Go through each question and answer in the same way. Ask them to take their time to trace the sentences as carefully and as neatly as possible.
- Point to the pronoun 'I' and ask if this is a small letter or a capital. Explain that when we write 'I', we always write it as a capital letter because it is a substitute for your name.

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils to trace and write letters and words.

Unit 7

Lesson 1

Aims

- To teach the new vocabulary: *ride, stand, piano, catch, play*
- To revise *yes/no* question: *Can he (ride a bike)?*
- To revise the modal verb *can/can't*: *Yes, he can/No, he can't.*
- To write the modal verb *can/can't*
- To colour a picture
- To trace a sentence

Structures Yes/No question: *Can he (ride a bike)?*
Modals *can/can't*: *Yes, he can/No, he can't.*

Functions Asking questions
Talking about ability

Topic Activities

Vocabulary *ride, stand, piano, catch, play*

Writing Writing modals *can/can't*
Colouring in a picture
Tracing a sentence

Resources Pupil's Book, page 18,
Exercise 1 Listen and read
Cassette, Unit 7,
Exercise 1 Listen and read
Activity Book, page 18,
Exercise 1 Write
Exercise 2 Colour and trace
Flash card: 84

turn to their neighbour and ask, 'Can he/she (catch a ball)?' The second pupil answers, 'Yes, he/she can,' or, 'No, he/she can't.'

Pupil's Book, Exercise 1

Unit 7

1 Listen and read

Can Bill ride a bike?
Yes, he can.

Can he stand on his hands?
No, he can't.

Can he play the piano?
No, he can't.

Can he catch a ball?
Yes, he can.

18

Presentation

- Teach the new vocabulary using mime and the flash card.

Game

- Play a miming game with pupils. Ask a pupil to come to the front and whisper an action to them. They mime the action and whoever guesses first has the next turn at miming an action.

Revision

- Revise the question, 'Can you (sing)?' etc. by walking round and asking individual pupils what they can and can't do.
- Continue to walk round asking questions but now, after they have given you their answer,

- Ask pupils to open their Pupil's Books on page 18. Tell the class that they are going to listen to the cassette and that they will need to listen carefully as they will hear all of the new words that they have just learnt.
- Tell them to look at the pictures and ask them which characters they can see.
- Play the cassette and ask pupils to follow the pictures as they listen to the words.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you.
- Play the cassette again all the way through and make sure that pupils are following the pictures as they listen to the cassette.

Tapescript

SALMA: *Can Bill ride a bike?*
 JILL: *Yes, he can.*
 ZEINA: *Can he stand on his hands?*
 JILL: *No, he can't.*
 SALMA: *Can he play the piano?*
 JILL: *No, he can't.*
 ZEINA: *Can he catch a ball?*
 JILL: *Yes, he can.*

Follow-up

- Show the class a flash card e.g. *bike* to prompt them to ask, 'Can he ride a bike?' Do the same by showing them flash cards of *hand*, *piano* and *ball* to prompt the questions, 'Can he stand on his hands?' 'Can he play the piano?' 'Can he catch a ball?' You could also show them flash cards of e.g. a book to prompt, 'Can he read a book?' or an apple to prompt, 'Can he eat an apple?' etc.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 18 and ask them to describe the pictures using the language, *Bill can ride a bike*, and, *Bill can't play the piano*. Explain to them that they have to decide whether Bill can or can't do something and they have to write the correct word in the space by copying one of the words from the top of the exercise.

Activity Book, Exercise 2

- Ask pupils to look at the picture of Jill running and read the sentence with them.
- Tell them that you want them to colour the picture using any colours they want. Walk round the class and praise their work.
- When they have finished, ask them to trace the sentence below as carefully and as neatly as they can.

Lesson 2**Aims**

To revise *yes/no* question: *Can you (swim)?*

To revise the modal verb *can/can't*: *Yes, I can./No, I can't.*

To complete words

Structures *Yes/No* question: *Can you (swim)?*
 Modals *can/can't*: *Yes, I can./No, I can't.*

Functions Asking questions
 Talking about ability

Topic Activities

Writing Writing modals *can/can't*
 Completing words

Resources Pupil's Book, page 19,
 Exercise 2 Ask and answer
 Cassette, Unit 7,
 Exercise 1 Listen and read
 Exercise 2 Ask and answer
 Activity Book, page 19,
 Exercise 3 Write
 Exercise 4 Write
 Letter cards

Revision

- Play the cassette from Lesson 1 again.

Pupil's Book, Exercise 2



- Ask pupils to open their Pupil's Books on page 19 and to look at the pictures. Read through the speech bubbles with them and ask them to point to each one as you read them. Play the cassette and ask them again to point at the pictures as they listen.
- Ask them to look at the words on Hassan's clipboard and read each one with them, asking them to repeat after you.
- Tell them that you want them to work in pairs using the questions from the exercise as prompts. Walk round and listen to the pairs and ask pairs of pupils these questions as you walk round.

Tapescript

HASSAN: *Can you swim?*
 SALMA: *Yes, I can.*
 WALID: *No, I can't.*
 ZEINA: *Yes, I can.*

Follow-up

- Ask pupils to work in pairs asking and answering each other questions about what they can and can't do. Walk round listening to the pairs and monitoring their work. Ask them silly questions as you walk around, e.g. 'Can you fly?' 'Can you stand on your head?' 'Can a bird read?' 'Can a crocodile dance?' etc.

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 19. Read through the words at the top and the sentences with the class. Ask them which sound the word *can* begins with (answer: /k/), then ask them the next sound and the last sound. Do the same with *can't* and point out the difference in the *a* sound in the two words but do not dwell on this at this stage.
- Explain that you want them to decide whether they can or can't do something. Read the first sentence and ask pupils to put up their hand if they can ride a bike. If they can ride a bike, they write 'can' in the space and if they can't write a bike, they write 'can't'.
- Go through each sentence with the class telling them to write 'can' or 'can't' in the space.
- Go over their answers as a class.

Activity Book, Exercise 4

- Write the words 'ball', 'bike' and 'piano' on the board and read over the words with the class slowly and carefully. Ask them to write these words in their exercise books.
- Now tell them to close their books and to open their Activity Books. Explain that they have to write these words by filling in the missing letters.
- Alternatively, as a warm-up to this activity, ask pupils to order the letters to form these words using the letter cards.

Lesson 3

Aims

To teach the new vocabulary: *brown*
 To revise *wh-* question: *What's my animal?*
 To revise *yes/no* question: *Can it (fly)?*
 To revise the adjectives: *big, small, short, tall*
 To match words with pictures
 To draw animals
 To trace and copy the letter *u/U*

Structures *Wh-* question: *What's my animal?*
Yes/No question: *Can it (fly)?*
Yes, it can./No, it can't.

Functions Asking questions
 Talking about ability

Topic Animals

Vocabulary *brown*

Writing Matching words with pictures
 Tracing and copying the letter *u/U*

Resources Pupil's Book, page 20,
 Exercise 3 Play
 Exercise 4 Listen, read and
 match
 Cassette, Unit 7,
 Exercise 3 Play
 Exercise 4 Listen, read and
 match
 Activity Book, page 20,
 Exercise 5 Read and draw
 Exercise 6 Trace and copy
 Colour wall chart
 Letter cards

Revision 1

- Revise adjectives (e.g. *big, small, short, tall*) pupils learnt in Grade 1. Draw stick men on the board to exemplify each adjective. Ask them which other describing words they already know (e.g. the names of colours, *lovely, horrible, beautiful*).
- Ask them to play a miming game in which they use facial expressions, their hands or bodies or things in the room to try and mime an adjective or colour.

Revision 2

- Quickly revise all the colours with pupils and introduce the new colour *brown* using the

Colour wall chart or real life objects.

Pupil's Book, Exercise 3

Unit 7

3 Play

What's my animal?

Can it fly? No, it can't.

Can it swim? Yes, it can.

Is it brown? Yes, it is.

Is it a dog? Yes, it is.

4 Listen, read and match

jug bus umbrella

20

- Ask the pupils to turn to page 20 in the Pupil's Book. Then tell pupils to look at the pictures of Salma and Zeina and explain that they are playing a guessing game. Salma is thinking of an animal and Zeina has to guess what it is by asking questions about what it can do and what colour it is.
- Read through the speech bubbles with the class and ask them to repeat the sentences with you. Then play the cassette.
- Think of an animal yourself and play the game with the whole class.
- Then ask pupils to play the game in pairs. One pupil must think of an animal and the other pupil must ask questions to guess what the animal is. When they have guessed correctly, the pairs swap over so that both pupils have the opportunity of asking and answering questions.

Tapescript

SALMA: *What's my animal?*

ZEINA: *Can it fly?*

SALMA: *No, it can't.*

ZEINA: *Can it swim?*

SALMA: *Yes, it can.*

ZEINA: *Is it brown?*

SALMA: *Yes, it is.*

ZEINA: *Is it a dog?*

SALMA: *Yes, it is.*

Follow-up

- Ask a pupil to come to the front and show them a picture of an animal. They then have to ask the class, 'What's my animal?' and the class ask them questions using all the adjectives they know to guess what it is. The first pupil to guess correctly goes next.

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box. Tell them to listen to the cassette to hear each of the words pronounced and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Ask pupils which sound they can hear in each word (answer: /ʌ/).
- Bring groups of pupils to the front of the class to re-order the letter cards to form these words.

Tapescript

jug, bus, umbrella

Activity Book, Exercise 5

- Ask the pupils to turn to page 20 in the Activity Book and write the first sentence, 'It can fly,' on the board. Then ask them to tell you an animal or insect which they know can fly (answers: animal – a bird; insect – a butterfly).

- Each time they name an animal, ask them to tell you which sound or letter the word begins with. Ask them to draw a bird or a butterfly above the sentence.
- Do the same with the remaining sentences.
- Walk round the class and praise their work.

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils to trace and write letters, and for tracing words.

Unit 8

Lesson 1

Aims

To teach the new vocabulary: *menu, glass*

To teach *yes/no* question: *Can (we) have (some water), please?*

To teach the determiner: *some*

To match words with pictures

To match and trace words and pictures

To trace sentences

Structures *Can* for permission: *Can (we) have (some water), please?*
Determiner: *some*

Functions Asking politely

Topic Food

Vocabulary *menu, glass*

Writing Matching and tracing sentences

Resources Pupil's Book, page 21,
Exercise 1 Listen and read
Cassette, Unit 8,
Exercise 1 Listen and read
Activity Book, page 21,
Exercise 1 Trace and match
Exercise 2 Trace
A menu, a glass and a bottle of water
Real items of food or pictures from magazines
Food wall chart
Word cards

Revision 1

- Revise food vocabulary learnt in Grade 1 (*apple, banana, biscuit, chicken, ice cream, rice, water, sandwich* and *tomato*). Use the Food wall chart, real items of food or pictures from magazines.

Revision 2

- Quickly revise personal pronouns with the class.

Presentation 1

- If possible, use real objects to teach the new vocabulary *menu* and *glass*. Otherwise, use flash cards.

Presentation 2

- Remind pupils that when we are talking about one object we say *a (banana)* or *an (apple)* if the word begins with a vowel.
- Tell them that we can use the word *some* when we want to refer to something that either cannot be counted (e.g. rice or water) or when we are not specifying a number e.g. *some (apples), some (bananas)*. Tell them that they will hear this word on the cassette in the next exercise but that they will do more on this in future lessons.

Presentation 3

- Remind pupils that it is very important in English to use the word *please* when asking for something. Remind them also that it is important to always say *thank you* as well.
- Tell them that they are going to learn a question for when they want to ask for something. Give an object to some pupils in the front row. Say, 'Here you are,' as you give an object to each pupil. They should say, 'Thank you.' Now go back to the first pupil you gave something to, ask 'Can I have the (book), please?' and put your hand out to take it. If they give you the object, say, 'Thank you.' and move on to the next pupil. If they don't, repeat the question until they finally give you the book. Do the same with all the pupils.
- Now tell all the pupils that you want them to repeat the question after you and say, 'Can I have the (book), please?' Ask the whole class, small groups and individuals to repeat the question for every item you have just given out.
- You could explain the difference between *a* and *the* by saying that *the* refers to the specific book you already gave to the pupil and *a* refers to any book they might have.
- Tell pupils that if they want to ask for one item, they should say, 'Can I have a (pen), please?' and ask them to repeat the question. Do this several times, changing the object and asking them to repeat each time.
- Now tell them that if they want to ask for some food or an indefinite number of things, they say, e.g. 'Can I have some (chicken), please?' or, 'Can I have some (rice), please?'

Say the three questions again and ask the class to repeat each one.

- Now tell them that they are going to listen to the cassette and will hear this question on it.

Pupil's Book, Exercise 1

Unit 8

1 Listen and read



21

- Tell the class to open their Pupil's Books on page 21. Tell them they are going to listen to the cassette, and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Tell pupils to follow the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time, asking pupils to put their hands up and down again when they hear the words *please* or *thank you*. (It is meant to be fun and encourage them to listen more carefully to the cassette.)

Tapescript

WAITER: *Here's the menu.*
 FATHER: *Thank you.*
 FATHER: *Can we have some water, please?*
 WAITER: *Yes, of course.*
 BROTHER: *Can I have a glass, please?*
 WAITER: *Yes, of course.*
 WAITER: *Here you are.*
 BROTHER: *Thank you.*

Follow-up

- Tell pupils that they are going to practise the question, *Can I have some (water), please?*
- Explain that when you show them a flash card, they are going to say, 'Can I have (a book), please?' and name the object that you have shown them. Do this with as many objects as possible and use the opportunity to revise which words always take *some* instead of *a/an*, e.g. *rice*, *water*, etc.

Role-play

- Ask for two volunteers to come to the front and role-play the dialogue they have just heard on the cassette using the props (a menu, a glass and a bottle of water). You can play the role of the waiter to help them and give them the necessary prompts.
- Play the cassette for the whole class again and then perform the role-play. Make this a fun and enjoyable activity and try to get as many pupils as possible to take part.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 21 and ask them to tell you what each picture is.
- Read through the beginning of the sentences with the class and explain that they are going to match the first half of each sentence with a word they will trace.
- Walk round monitoring pupils' work and making sure that they're matching the correct sentences.

Activity Book, Exercise 2

- Read out the sentences with the class and then ask them to trace over each sentence as carefully and neatly as they can.

- Make word cards for this activity. Either make enough for small groups or invite pupils to your desk to re-order the words to form the sentences.

Lesson 2

Aims

To teach the new vocabulary: *knife, fork, spoon, plate*

To revise *wh-* question: *Where's the (spoon)?*

To revise the prepositions: *on, in, under, near*

To complete a crossword

To write prepositions

Structures *Wh-* question: *Where's the (spoon)?*

Prepositions: *on, in, under, near*

Functions Describing pictures

Topics Food and Home

Vocabulary *knife, fork, spoon, plate, glass*

Writing Filling in a crossword
Writing prepositions

Resources Pupil's Book, page 22,
Exercise 2 Play
Cassette, Unit 8,
Exercise 2 Play
Activity Book, page 22,
Exercise 3 Write
Exercise 4 Write
A spoon, knife, fork, plate, glass
and menu
A blindfold
Flash cards: 72–75
Food and At Home wall charts

Revision

- Revise prepositions with the class by setting up objects in various places around the classroom. Then ask, 'Where's the (bag)?' etc. Alternatively, refer to one of the wall charts.

Presentation

- Teach the new vocabulary using flash cards or real objects.

Pupil's Book, Exercise 2

Unit 8

2 Play



spoon fork knife glass plate



Where's the spoon?

It's on the table.

22

- Tell pupils to look at the picture of Miss Nadia and Salma and discuss the picture with them. Play the cassette and tell pupils to listen and repeat after you.
- Now ask them to work in pairs asking and answering, 'Where's the (spoon)?' 'It's (on) the (table).' Walk round and listen to the pairs.

Tapescript

MISS NADIA: *Where's the spoon?*

SALMA: *It's on the table.*

Follow-up

- Place the cutlery items and menu in various places around the classroom and ask pupils, 'Where's the (spoon)?' etc.
- Alternatively, revise the question, *What's this?* and practise the new vocabulary by asking pupils to come to the front, blindfolding them,

and handing them an object so that they can guess what it is by saying e.g. 'It's a (spoon).'

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 22. Ask pupils to look at the first picture in the crossword, ask them what the picture is of and elicit the word 'plate'. Write the word on the board or point out how the letters fit into the squares of the crossword.
- Do the same with all the pictures.
- Let them finish the activity in pairs and go over the answers as a class.

Activity Book, Exercise 4

- Discuss the picture with the class, getting them to tell you where things are using the language, *The spoon is on the chair*, etc.
- Now read through each sentence with the class and ask them to fill in verbally the correct preposition in each space. Each time they say a preposition, write it in large letters on the board and ask the class to tell you the letters.
- Go through each sentence again, stopping at the end of each for pupils to write in the correct preposition.
- Praise their work and tell them that they are doing very well in English.

Lesson 3

Aims

To revise *yes/no* question: *Can I have a (glass), please?*

To match words and pictures

To fill in gaps in a sentence

To trace and write the letters *b/B, c/C, d/D*

Structures *Yes/No* question: *Can I have a (glass), please?*

Functions Asking politely

Topics Food and Home

Writing Completing sentences
Tracing and writing the letters *b/B, c/C* and *d/D*

Resources Pupil's Book, page 23,
Exercise 3 Ask and answer
Exercise 4 Listen, read and match
Cassette, Unit 8,
Exercise 3 Ask and answer
Exercise 4 Listen, read and match
Activity Book, page 23,
Exercise 5 Write
Exercise 6 Trace and copy
A blindfold
Letter cards

Revision

- Play the blindfold game from the previous lesson again to revise the vocabulary *spoon, fork, knife, glass, plate* and *menu*.
- Revise the question, *Can I have a (glass), please?* by showing a picture or flash card of one of these items to the class and asking them to form a question with the item that you have shown them. Do this with the whole class, small groups and individuals.

Pupil's Book, Exercise 3

Unit 8

3 Ask and answer

Can I have a glass, please?
Yes, of course.
Here you are.

4 Listen, read and match

bcd

bird car desk

23

- Tell pupils to look at their Pupil's Books on page 23 and to tell you which items are missing from each table in each picture.
- Play the cassette, then discuss each picture with the class. Ask them to work in pairs asking and answering the question, *Can I have a (fork), please?* and filling in the missing item from the picture.

Tapescript

JILL: *Can I have a glass, please?*

BILL: *Yes, of course.*

BILL: *Here you are.*

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box and to listen to the cassette to hear each of the words pronounced and to point

to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.

- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- With your letter cards, ask small groups of pupils to come to the front and re-order the letters to spell the words.

Tapescript

bird, car, desk

Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 23 and read through the sentences with them. Ask them to look at the pictures in the speech bubbles and to name the objects they can see.
- Read through the first sentence pausing before 'glass' and asking pupils to fill in the word verbally. Ask them to repeat the question, 'Can I have a glass, please?' Write the word 'glass' on the board and ask pupils to write the word in the space in the sentence.
- Go through the other two sentences in the same way.

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils how to trace and write the letters, and for tracing the words.

Unit 9

Lesson 1

Aims

To teach the new vocabulary: *crayon, ruler*
To teach *wh-* question: *Whose (crayon) is this?*
To teach the interrogative pronoun: *whose*
To revise the possessive pronouns: *my, (Hassan)'s*
To match people and possessions
To put a tick or a cross

Structures *Wh-* question: *Whose crayon is this?*
Interrogative pronoun: *whose*
Possessive pronouns: *my, (Hassan)'s*

Functions Talking about possessions

Topic Classroom

Vocabulary *crayon, ruler*

Writing Matching
Putting a tick or a cross

Resources Pupil's Book, page 24,
Exercise 1 Listen and read
Cassette, Unit 9,
Exercise 1 Listen and read
Activity Book, page 24,
Exercise 1 Trace
Exercise 2 Tick or cross
Flash cards: 34–35

Revision

- Revise the question *Who's this?* by saying, 'I'm (Miss Majeda), then placing your hand on a pupil's head and asking, 'Who's this?' Do this several times if pupils do not answer immediately. If they give you the pupil's name, say, 'That's right. This is (Enas),' etc.
- Show pupils the character flash cards and each time ask, 'Who is this?' or 'Who's this?'. Explain that the word *who's* is two words put together, *who* and *is*.

Presentation 1

- Teach the new vocabulary using real objects in the classroom.

Presentation 2

- Use the character flash cards of Salma, Hassan, Zeina, Walid, Bill and Jill to teach the new question, *Whose crayon is this?* Hold up the flash card of Hassan and ask, 'Who's this?' Pupils answer, 'Hassan'. Say, 'Yes, it's Hassan.' Ask the class and individuals to repeat, 'Who's this?' after you.
- Hold up each character flash card again and e.g. a crayon and ask, 'Whose (crayon) is this?' say, 'It's (Hassan)'s (crayon).'
- Explain to pupils the difference between the words *who's* and *whose* which are pronounced identically in English.
- Choose individual pupils to come to the front of the class with one possession, such as a pen, bag, crayon, book, etc. Take the object from the pupil and, holding it up to the class, ask, 'Whose (bag) is this?' Pupils answer, 'It's (Hamad)'s (bag).' Ask the pupil standing, 'Whose (bag) is this?' and the pupil answers, 'It's my (bag).' Do this with as many pupils as possible.

Pupil's Book, Exercise 1



- Ask the class to open their Pupil's Books on page 24 and to tell you who they can see (answer: Miss Nadia, Walid, Hassan, Zeina and Salma).
- Tell the class they are going to listen to the cassette, and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

MISS NADIA: *Good morning, children.*
 CHILDREN: *Good morning, Miss Nadia.*
 MISS NADIA: *Whose crayon is this?*
 HASSAN: *It's my crayon.*

MISS NADIA: *Whose ruler is this?*
 HASSAN: *It's Zeina's ruler.*
 MISS NADIA: *Whose book is this?*
 ZEINA: *It's Walid's book.*
 MISS NADIA: *Whose rubber is this?*
 SALMA: *It's my rubber.*

Follow-up

- Divide the class into small groups and ask each pupil to give another pupil in the group an item of theirs. They take it in turns to hold up the item they have been given and ask, 'Whose (book) is this?' The other pupils answer, 'It's (Hamad)'s (book).'

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 24 and ask them if anyone can read the names. Ask them to look at the first letter in each name and to give you the sound of the letter. Ask if these letters are small or capitals. Ask them to tell you why these letters are capitals (answer: because they are the first letters of names). Read the names through with the class.
- Now ask them to trace the lines to match the characters with their possessions.
- When they have finished, point to the various pictures and ask, 'Whose (ruler) is this?' Pupils answer, 'It's (Hassan)'s (ruler).'

Answers

Zeina – book, Salma – crayon, Walid – rubber, Hassan – ruler

Activity Book, Exercise 2

- Read the sentences through with the class. Read them slowly and ask pupils to read with you. Ask them to repeat each sentence.
- Read through each sentence again and tell pupils that you want them to put a tick or a cross depending on whether the sentence is correct or not.

Answers

1. ✓ 2. X 3. X 4. ✓

Lesson 2

Aims

To teach the new vocabulary: *hat, pink*
 To revise parts of the body
 To revise colours
 To revise the possessive pronouns: *his/her*
 To revise *wh-* questions: *What's this? Whose (football) is this?*

Structures Possessive pronouns: *his/her*
Wh- question: *What's this?*

Functions Asking questions
 Talking about possessions

Topic The body

Vocabulary *hat, pink*

Writing Completing sentences

Resources Pupil's Book, page 25,
 Exercise 2 Ask and answer
 Cassette, Unit 9,
 Exercise 2 Ask and answer
 Activity Book, page 25,
 Exercise 3 Read and colour
 Exercise 4 Write
 Flash card: 93
 The Body and Colour wall charts

Revision 1

- Show pupils pictures or point to various parts of the body on the wall chart, each time asking, 'What's this?' Pupils answer, 'It's (a hand),' 'It's (an arm),' etc.
- Do the same for clothing learnt in Grade 1 (*jacket, skirt, blouse, shirt and shoes*).
- Revise colours with the class by saying, 'My colour begins with a (/b/),' giving pupils the initial sound of the colour you are thinking of so that they have to guess.

Revision 2

- Revise possessive pronouns *his* and *her* by asking one boy and one girl to come to the front of the class, with something that belongs to each of them.
- Ask the boy to give you his object and then ask the girl, 'Is this my (book)?' Invite her to answer, 'No, it isn't. It's his (book).' Ask the class to repeat this. Return the object to the boy.

- Now ask the girl to give you her object and ask the boy, 'Is this my (pen)?' Invite him to answer, 'No, it isn't. It's her (pen).' Ask the class to repeat and return the object.
- Do this with several pairs of pupils until you are confident that the class understand the use of both these pronouns.

Presentation

- Draw a picture of a hat on the board and say, 'This is my hat.' Pretend to take it off the board and put it on your head. Ask, 'Can you see my hat?' and pretend to adjust it. Pupils may not know how to answer this, but smile and let them know you are having some fun with them.
- Walk round the classroom showing the flash card of a hat and ask, 'What's this?' Pupils answer, 'It's a hat.'
- Introduce the new colour *pink* using the Colour wall chart.

Pupil's Book, Exercise 2

Unit 9

2 Ask and answer

What's this?
 It's her nose.
 No, it isn't. It's his hat.

25

- Ask pupils to look at the picture on page 25 and tell you if they know what they can see (answer: two clowns). Ask, 'Are they boys?' Pupils should answer, 'No.' Say, 'That's right. He's a boy. She's a girl,' pointing to the male and female clown.
- Indicate the second small picture that Bill is pointing to and play the cassette.
- Now ask pupils to work in pairs, asking and answering, 'What's this?' 'It's (his) (shoe).' 'Yes, it is./No, it isn't. It's (her) (arm),' etc.

Tapescript

BILL: *What's this?*

JILL: *It's her nose.*

BILL: *No, it isn't. It's his hat.*

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 25, and explain that the words tell them which colour they should use for items belonging to either clown. Read through the sentences with them and then ask them to work in pairs to colour their pictures.
- When they have finished, bring pairs of pupils to the front to show their pictures to the class and say, 'His hat is blue,' etc.

Activity Book, Exercise 4

- Ask pupils to look at the pictures of Bill and Jill and the lines that go from them to the objects that they own. Explain that they have to trace these lines to match them with their possessions. Make sure they trace the lines neatly and carefully.
- Once they have traced the lines, they must write in the gaps provided the pronoun 'his' or 'her' depending on whom it belongs to. Make sure that these two words are written on the board, although they do also appear in the previous exercise.
- Walk round and check each pupil's work and help them to form the letters if they are having difficulties.

Lesson 3

Aims

- To teach the new vocabulary: *grey*
- To revise the imperatives: *draw, colour*
- To match words and colours
- To colour a picture
- To trace and write the letters *f/F* and *g/G*

Structures Imperatives: *draw, colour*
Possessive pronouns: *his/her*

Functions Following instructions

Topic Colours

Vocabulary *grey*

Writing Drawing and colouring
Tracing and writing the letters
f/F and *g/G*

Resources Pupil's Book, page 26,
Exercise 3 Play
Exercise 4 Listen, read and
match
Cassette, Unit 9,
Exercise 3 Play
Exercise 4 Listen, read and
match
Activity Book, page 26,
Exercise 5 Read and draw
Exercise 6 Trace and copy
Pieces of paper: one per pupil
Coloured pencils (pink, grey,
blue, green, yellow and red)
Letter cards
Places, At Home and Colour
wall charts

Revision

- Quickly revise the words *house, car, door, window, tree, cat, flower, boy* and *girl* with pupils using the wall charts or real objects in the classroom.

Presentation

- Teach the new vocabulary *grey* using the Colour wall chart.

Pupil's Book, Exercise 3

Unit 9

3 Play

4 Listen, read and match

foot fish glass green

fg

26

- Give out the blank pieces of paper to each pupil in the class and tell them that they are going to draw a house and colour it in.
- Draw a large square on the board and say, 'Draw a house.' Tell them to copy the shape you have drawn on the board. Then say, 'Draw three windows,' demonstrate, and ask them to draw the windows on the house. In the same way, draw the door and say, 'Draw a door.' Then say, 'Colour the door grey.' Demonstrating, tell them, 'Draw a car near the house,' and when they have done this, say, 'Colour the car pink.' Pupils do this.
- Now tell them to work in pairs, each taking a turn to tell each other to draw something in their picture and colour it in. Walk round listening to the pairs and admiring their drawings. Use them to make a display.
- You can also use the cassette for Exercise 3.

Tapescript

BILL: *Draw a house.
Colour the door grey.
Draw a car near the house.
Colour the car pink.*

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box, to listen to the cassette and point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Point out that the sound of *a* in the word *glass* is different from the sound of *a* they have heard before in words such as *cat*. Ask them to repeat the sound /ɑ:/. Show them a picture of a cat and say the sound /æ/. Now show them a picture of a glass and say /ɑ:/. Tell them that they just have to learn these words and how they are pronounced.
- Make letter cards (or write the letters on the board) for the vowel sounds they have learnt, and ask the class to repeat the sounds (*a*, *e*, *i*, *o*, *u*, *ee*, *oo*).

Tapescript

foot, fish, glass, green

Activity Book, Exercise 5

- Tell pupils to open their Activity Books on page 26. Read each sentence slowly with the class, asking them to repeat each one. Read through the sentences again and then ask pupils to work in pairs drawing and colouring the items in the sentences.
- Walk round checking that pupils are doing this correctly and praising their drawings.

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils to trace and write letters and words.

Unit 10 Revision 2

Lesson 1

Aims

To revise adjectives

To revise the modal verb *can*: *I can (sing)*.

To revise the interrogative *can*: *Can you (swim)? Can I have (some) (water), please?*

To revise *wh*- questions: *What? Who? Whose?*

To match sentences with pictures

Structures

Modal *can*: *I can (sing)*.

Interrogative *can*: *Can you (swim)? Can I have (some) (water), please?*

Wh- questions: *What? Who? Whose?*

Functions

Talking about ability

Topic

Activities

Writing

Matching sentences with pictures

Resources

Pupil's Book, page 27,
Exercise 1 Listen and read
Cassette, Unit 10,
Exercise 1 Listen and read
Activity Book, page 27,
Exercise 1 Read and match
Selection of flash cards
Selection of wall charts

Revision

- Revise modals by playing a mime game. Choose a pupil to come to the front of the class. The pupil says, 'I can (swim),' and mimes the action. The class guess the action and say, 'He/She can (swim),' etc.
- Walk round and ask individual pupils, 'Can you (swim)?' They respond, 'Yes, I can,' or, 'No, I can't.' After each pupil has responded, turn to their neighbour and ask, 'Can he/she (swim)?' That pupil answers, 'Yes, he/she can,' or 'No, he/she can't.'
- Revise *wh*- questions by using a selection of flash cards, wall charts and real objects in the classroom. Ask, 'What's this/that?' 'What colour is this?' 'What's this animal?' 'What's your name?' 'How old are you?' 'How old is (Ali)?' 'How many (animals) are there?' etc.
- Revise *Who's this?* with pupils by bringing pairs of pupils to the front. One pupil addresses the class and asks, 'Who's this?' pointing at the other pupil in the pair and the class respond, 'It's (Sami).'
- Walk around the class picking up various objects belonging to pupils and ask, 'Whose (ruler) is this?' The class respond by answering, 'It's (Ahmad)'s ruler.' Ask individual pupils to walk around one at a time, asking the question to the class as they pick up various possessions belonging to other pupils. Give as many pupils as possible the opportunity of doing this.
- Walk round the classroom and ask individual pupils for something that you can see on their desk, e.g. 'Can I have a (pen), please?' The pupil hands the item to you and says, 'Yes, here you are.' Say, 'Thank you,' and encourage pupils to respond with, 'You're welcome.' Remind them of the importance of using polite language in English.
- Now walk round the class and show any flash card, e.g. water, to a pupil. They must ask, 'Can I have (some water), please?' Do this with as many different flash cards and pupils as possible.
- Give each pupil a flash card and ask them to work in pairs. One pupil shows their flash card to their partner and that pupil asks, 'Can I have (an egg), please?'
- Explain to pupils that you are going to name an object or thing, or show them a flash card, and they have to think of an adjective that goes with that word, e.g. 'beautiful butterfly', 'tall man', 'short clown', 'small ball', 'long dress', etc. (Pupils have learnt the following adjectives: *big, small, tall, short, lovely, beautiful, horrible, red, blue, green, yellow, black, brown, pink, grey*.)

Unit 10 Revision 2

Pupil's Book, Exercise 1



- Tell pupils to look at the pictures on page 27 of their Pupil's Book. Ask them to tell you which characters they can see and ask them what each character can do.
- Tell the class they are going to listen to the cassette and play the cassette for Exercise 1 all the way through.
- Play the cassette again, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

BILL: *I can ride a bike.*
 JILL: *I can sing.*
 BILL: *I can swim.*
 JILL: *I can run.*
 BILL: *I can count.*

JILL: *I can read.*

BILL/JILL: *Can you?*

Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 27 and to tell you what they can see in the pictures.
- Read each sentence with the class, and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor their work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Lesson 2

Aims

To revise *wh-* questions: *Where's (Jill)? What colour is (an elephant)?*

To revise the prepositions: *in, on, under, near*

To revise the personal pronouns: *he/she*

To sing a song

To write prepositions

To write the names of colours

Structures

Wh- questions: *Where's (Jill)?*

What colour is (an elephant)?

Prepositions: *in, on, under, near*

Personal pronouns: *he/she*

Functions

Describing pictures

Topic

Location

Writing

Writing prepositions

Writing the names of colours

Resources

Pupil's Book, page 28,

Exercise 2 Ask and answer

Exercise 3 Sing

Cassette, Unit 10,

Exercise 2 Ask and answer

Exercise 3 Sing

Activity Book, page 28,

Exercise 2 Write

Exercise 3 Colour and write

Pieces of paper (one per pupil)

Coloured pencils, scissors

Letter cards

Revision

- Pupils have had plenty of revision on prepositions but revise them quickly here before going on to the next exercise.
- Revise the pronouns *he* and *she* by walking round the class and asking pupils, 'How old are you?' Then ask them, 'How old is he/she?' pointing at another pupil in the class. Explain that they give you the answer by asking the pupil, 'How old are you?' and when the pupil answers, they then tell you, 'He/She's seven,' or 'He/She's eight.'

Pupil's Book, Exercise 2

Unit 10
Revision 2

2 Ask and answer

3 Sing

28

- Ask pupils to look at the exercise and explain that you want them to work in pairs asking and answering the question, 'Where's Jill?' by looking at the pictures e.g. '(She)'s (in the box),' etc.
- Walk round listening to the pairs and ensuring that both pupils are asking and answering the questions.

Tapescript

ZEINA: *Where's Jill?*
SALMA: *She's in the box.*

Answers

She's in the box.
He's on the sofa.
She's under the table.
He's near the chair.

Follow-up

- Give out a blank sheet of paper and coloured pencils to each pupil and ask them to fold it in half. Tell them that you want them to draw a picture of Bill on one half and a picture of Jill on the other. Ask them to look back through their Pupil's Book to choose a picture of each bear to copy. Ask them to draw their pictures. Walk round the class encouraging pupils and when they have finished drawing, tell them to colour in their pictures. Ask them to colour Bill's T-shirt green and Jill's T-shirt pink.
- Give out the scissors and ask pupils to cut out their pictures of Bill and Jill. Now explain that you are going to walk round and ask each pupil, 'Where's Bill?' or, 'Where's Jill?' First, they have to place their cut-out somewhere, e.g. near a pencil, under a book, in a desk, on a chair, etc. When you ask them, 'Where's Bill/Jill?' they then tell you, 'He/She's (under) a (chair).'
- Collect their pictures of Bill and Jill in to mount a classroom display.

Pupil's Book, Exercise 3

- Tell pupils that they are going to learn a song using some of the new language they have learnt.
- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song again, stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat after you.
- Now tell pupils that you are going to play the song a third time, but this time as they sing along they must put their hand up each time they hear a colour.

Tapescript

Pink or grey?

Pink or grey?

What colour is an elephant?

Grey or green?

Grey or green?

What colour is a crocodile?

Green or brown?

Green or brown?

What colour is a monkey then?

Activity Book, Exercise 2

- Ask pupils to look at the picture in their Activity Books on page 28 and describe what they can see using the language, *The dog is in the box. The boy is on the sofa.* etc.
- Read the first sentence and ask the class to fill in the missing preposition verbally. Now write the letters 'n' and 'i' on the board and ask a volunteer to come to the board and write the word 'in' by re-ordering the letters. Ask several pupils to come one at a time and write the preposition 'in' on the board. Now ask all pupils to write it in their books.
- Do the same for the second sentence (writing 'n' and 'o' on the board).
- Do the same for the third sentence (writing 'r', 'a', 'e' and 'n' on the board).

Activity Book, Exercise 3

- Ask pupils, 'What colour is an elephant?' Pupils should answer, 'Grey.' Read the first sentence with them and then ask them to colour the elephant grey.
- Ask pupils, 'What colour is a crocodile?' Pupils should answer, 'Green.' Read the second sentence with them and then ask them to write the word 'green' in the space and then colour the crocodile green.
- Finally, ask pupils, 'What colour is a monkey?' Pupils should answer, 'Brown.' Read the final sentence with them and then ask them to write 'brown' in the space and then colour the monkey brown.

Ending

- Show pupils letter cards containing the letters or combinations of letter that represent different vowel sounds in English. So far they have encountered the following combinations: *a, e, i, o, u, ee, oo, ea, ey, ow.* Show them the cards and say the sounds, asking them to repeat. Write examples of words containing these letters on the board, saying the sound of the letters as you write them and asking the class to repeat after you.
- Ask pupils again which activities have been their favourite and why. Encourage them to tell you what they like best in their English lessons and anything they don't like. Encourage shy pupils to talk more and tell them it is more important to talk in English and make mistakes than not to talk at all. Tell them that the best way to learn a language is to use it and speak it whenever they can.

Unit 11

Lesson 1

Aims

To teach the new vocabulary: *help, hoop, bat, football, tennis ball*

To teach the question: *Can you help me, please?*

To teach numbers 11–15

To revise *wh-* question: *How many (books) are there?*

To combine nouns and adjectives

To trace and match numbers numbers 11–15

Structures Modal *can*: *Can you help me, please?*
Wh- question: *How many (hoops) are there?*
Plurals

Functions Counting from 11–15

Topic Numbers

Vocabulary *help, hoop, bat, football, tennis ball*

Writing Tracing and matching numbers

Resources Pupil's Book, page 29,
Exercise 1 Listen and read
Cassette, Unit 11,
Exercise 1 Listen and read
Activity Book, page 29,
Exercise 1 Trace and match
Exercise 2 Count and write
A selection of flash cards
Numbers wall chart

Revision 1

- Use flash cards to revise the adjectives *big* and *small*. Point to various items and ask, 'Is it a big (car)?' 'Is it a big (animal)?' etc. Pupils answer, 'Yes, it's big,' or, 'No, it's small.'
- Name objects that pupils know and ask them to say *big* or *small*. Large objects could be e.g. *bus, house, tree* or *elephant*. Small objects could be e.g. *pen, bird, egg* or *shoe*.
- Draw simple objects or matchstick men on the board and point to each, asking pupils, 'Big or small?' Pupils say 'big' or 'small'.
- Quickly revise all adjectives with pupils again by saying an object and asking pupils to

give you a suitable modifying adjective, e.g. *tall, short, big, small, beautiful, horrible, lovely* or a colour.

Revision 2

- Use the wall charts to revise the question, *How many (books) are there?* by pointing at various things and asking the question. The class answer, 'There are (ten) (books).'
- Collect lots of different classroom objects and place them in a big pile on your desk. Ask individual pupils to come to the front and ask, 'How many (rulers) are there?' They must then count the (rulers) and give you their answer.

Presentation 1

- First, revise numbers 1–10 with the class by writing the numerals on the board together then pointing at each number and asking pupils to say it out loud. Ask pupils to look at the wall chart, and ask individual pupils, 'How many (books) are there?' They can answer, 'There are (seven) (books).'
- Now write numbers 11–15 on the board. Point at each number and say the number, asking pupils to repeat after you. Do this several times and ask the whole class, small groups and individuals to repeat the numbers.
- Now give out the flash cards of numbers 1–10 to ten pupils in the class and ask them to form a line in order at the front of the class. Each pupil in the line should hold up their flash card for the class to see. Ask another five pupils to come and stand in a group at the front of the class and give each of them a number flash card from 11 to 15. Explain to the class that you want the pupils to continue the line in the correct order, and ask them which number comes next. The class should respond, 'Eleven.' Ask the pupils holding flash cards 11–15, 'Who has number eleven?' and that pupil must join the line and hold up their number flash card.
- Repeat the procedure for numbers 12–15.
- You may have to adapt this activity depending on the size of your class.

Presentation 2

- Teach the new vocabulary using the flash cards or real objects in the classroom.

Presentation 3

- Teach pupils the question, *Can you help me, please?* by picking up lots of objects from the pile on your desk and pretending to struggle to carry them. Ask a pupil sitting nearby, 'Can you help me, please?' and gesture for them to come and help you pick up some of the objects. Translate the word *help* if necessary.
- Ask the whole class, small groups and individuals to repeat the question, 'Can you help me, please?' Now tell the class that they are going to listen to the cassette and they will hear the question.

Pupil's Book, Exercise 1

Unit 11

1 Listen and read

Can you help me, please?

Yes, Miss Nadia.

There are eleven big hoops.

There are twelve small hoops.

There are thirteen bats.

There are fourteen footballs.

There are fifteen tennis balls.

29

- Tell the class to open their Pupil's Books on page 29 and to look at the pictures. Explain that Miss Nadia is asking the children to help her count the number of pieces of gym equipment.

- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

MISS NADIA: *Can you help me, please?*
 CHILDREN: *Yes, Miss Nadia.*
 HASSAN: *There are eleven big hoops.*
 SALMA: *There are twelve small hoops.*
 ZEINA: *There are thirteen bats.*
 WALID: *There are fourteen footballs.*
 HASSAN: *There are fifteen tennis balls.*

Follow-up

- Choose five pupils to come to the front of the class and ask them, 'Can you help me, please?' Gesture for them to come to the front of the class and ask them, 'How many (pens) are there?' Ask each individual pupil to count the number of a certain item and to tell you, 'There are (five) (books),' etc.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 29. Write the numerals in a line on the board and invite individual pupils to say the numbers as you point to each of them in turn.
- Underneath each numeral write the number in words for each. Point to each word in turn as you say it and ask pupils to repeat. Do this several times. Now rub off the numerals and, pointing to the words in random order, ask pupils to tell you the number.
- Now tell pupils to look at the numbers and words in their books and to trace them as carefully and neatly as they can. Walk round and monitor pupils' work.
- Now ask them in pairs to match the numerals with the words by drawing a line from the numeral to the word.
- Go over the answers with the whole class.

Activity Book, Exercise 2

- Tell pupils to count in pairs the numbers of tennis balls, big hoops, small hoops and footballs.
- When pupils have finished counting, ask them to tell you how many tennis balls there are (answer: eleven). Write 'eleven' on the board, showing pupils how to form each letter shape and saying the sound of each as you write.
- Follow the procedure with the remaining pictures. Ask pupils each time to write in the correct number in words on the line below the picture.
- Go over their answers as a class and take in their work to check.

Lesson 2

Aims

To teach the new vocabulary: *line, triangle, diamond, circle, square*

To practise counting from 11 to 15

To revise *wh-* questions: *How many (red) (squares) are there? What are these?*

To write numbers 11–15

To colour shapes according to written instructions

Structures *Wh-* questions: *How many (red) (squares) are there? What are these?*

Functions Counting from 11 to 15

Topics Numbers and Shapes

Vocabulary *line, triangle, diamond, circle, square*

Writing Writing numbers 11–15
Colouring shapes according to written instructions

Resources Pupil's Book, page 30,
Exercise 2 Ask and answer
Cassette, Unit 11,
Exercise 1 Listen and read
Exercise 2 Ask and answer
Activity Book, page 30,
Exercise 3 Count and write
Exercise 4 Read and colour
A selection of flash cards
Numbers wall chart

Revision 1

- Play the cassette from Lesson 1 again to revise the new vocabulary with the class. Play it once, asking pupils to listen, then play it again, stopping at the end of each line and asking pupils to repeat the sentences.
- Show pupils flash cards or use pictures to ask, 'What's this/that?' or, 'What are these?'

Revision 2

- Quickly revise numbers and colours with the class by setting up a small display at the front of the classroom and asking pupils to count the number of (red) (books), (blue) (pencils), etc. Ask, 'How many (red) (books) are there?' Pupils answer, 'There are (ten) (red) (books).'

Presentation

- Teach the new vocabulary by drawing the various shapes on the board. Draw each shape and tell pupils the name of each, then ask the class to repeat in groups and as individuals.
- Now randomly point to the various shapes and ask individuals to tell you which shape you are pointing to.

Pupil's Book, Exercise 2

Unit 11

2 Ask and answer

11 12 13 14 15

... lines?

... triangles?

... diamonds?

... circles?

... squares?

How many squares are there? Eleven.

30

- Ask pupils to open their Pupil's Books on page 30. Ask them to look at the first frame and ask them, 'What are these?' The class reply, 'They're (lines).' Play the cassette. Do the same with the remaining shapes.
- Tell them that you want them to work in pairs to ask and answer the question, 'How many (lines) are there?' The other pupil answers, '(fourteen),' or, 'There are (fourteen) (lines).' Encourage pupils to answer in full sentences if they can.
- Walk round listening to the pairs and randomly pointing at various shapes, asking them, 'What is this?' or 'What are these?'
- When the class have finished the activity, choose individual pupils to come out to the front of the class and give them some chalk. Tell the pupil, 'Draw (a square),' and they should draw the correct shape on the board. Ask the class, 'Is that right?' The class

answer 'Yes' or 'No'. If the pupil has not drawn the correct shape ask another volunteer to come out and try.

Tapescript

JILL: *How many squares are there?*

BILL: *Eleven.*

Answers

- 11 squares
- 12 circles
- 13 triangles
- 14 lines
- 15 diamonds

Follow-up

- Tell pupils that you want them to find things in the classroom that are particular shapes. Choose groups of three or four pupils and say, 'Find a square,' and they walk round the classroom until they each find something that is in the shape of a square.
- Do this for all the shapes and make sure that they use the wall charts in addition to real objects to find their shapes.

Activity Book, Exercise 3

- Tell pupils to look at the shapes in the exercise and tell you which shapes they can see. Now ask them, 'How many squares are there?' They answer, 'There are thirteen squares.'
- Write the word 'thirteen' on the board and ask them to write the word in the space.
- Do the same with the remaining shapes and sentences.

Activity Book, Exercise 4

- Ask pupils what they can see at the bottom of the page (answer: a house).
- Ask them which shapes they can see (answer: a triangle, diamonds, squares, a circle), and explain that they are going to colour each part according to what is written in their books.
- Read the first sentence with them and point out that the letter *c* in English has two sounds, the sound that they are already familiar with in words like *cat* (/k/), but also

/s/, which they can hear in the word *circle*.

- Read through all the sentences with pupils, making sure that they are following the words and sentences by pointing to each as you read. Ask the class to repeat.
- Now ask them to work in pairs to colour their pictures correctly. Walk round the class and check that pupils are doing this correctly.

Lesson 3

Aims

To teach the new vocabulary: *hill, river, end, start, go*

To teach the imperatives: *start, go*

To play a board game

To complete a crossword

To join dots to form a picture

Structure Imperatives: *start, go*

Functions Following directions

Topics Numbers and Animals

Vocabulary *hill, river, start, go, end*

Writing Completing a crossword
Joining dots to form a picture

Resources Pupil's Book, page 31,
Exercise 3 Play
Activity Book, page 31,
Exercise 5 Write
Exercise 6 Draw and write
A pencil and small pieces of
card (one for each group)
Plastic counters or small pebbles
for each pupil
Flash cards: 40–41, 46, 98–99,
100
Numbers wall chart

Presentation 1

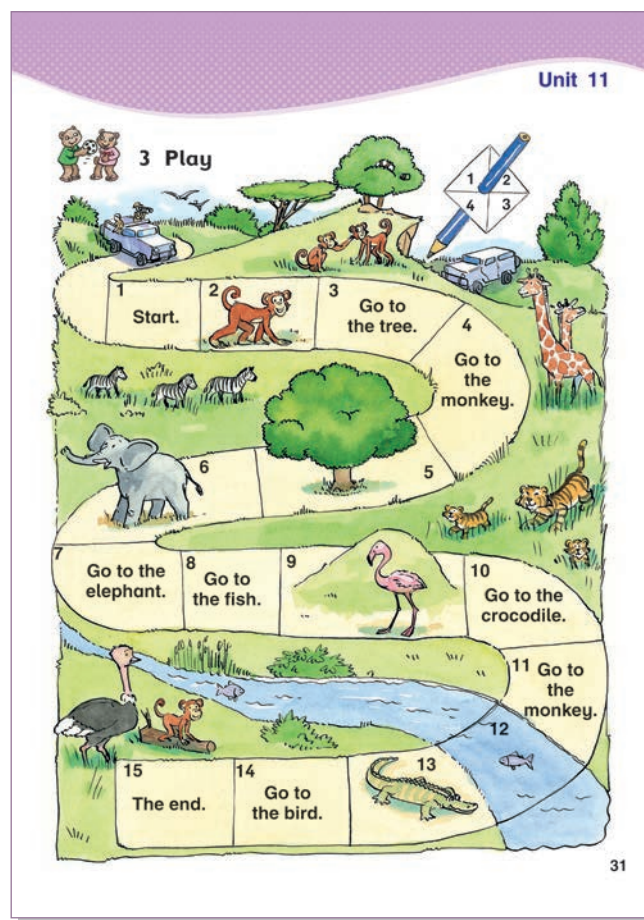
- Use the flash cards and wall charts to teach the new vocabulary *hill* and *river* and to revise the words *tree, monkey, fish, elephant* and *crocodile*.

Presentation 2

- Teach pupils the new vocabulary *start, go* and *end*. You can translate these words for them if necessary.
- Now tell them that they are going to play a

game to practise these words. Explain that you are going to choose individual pupils to come to the front. When you say 'Start', they must walk around the classroom until you say, 'Go to the (door), (Nawal),' etc. They walk to the object or person you have specified and then you say 'End', and they sit back down at their desk. Give as many pupils as possible the opportunity of doing this. Also let individual pupils come to the front and give out the instructions.

Pupil's Book, Exercise 3



- Ask pupils to look at the board game on page 31 and tell them that they are going to play the game in small groups but first each group will need to make a spinning number card which will function as a dice.

Instructions for making spinning cards

- Divide the class into small groups and give each of them a piece of card and a pencil.

Ask them to tell you which shape the card is (answer: square). Ask them to look at the diagram at the top of the page of their books above the board game, and explain that they need to make this before beginning the game.

- Draw a square on the board and divide it into quarters by drawing lines from corner to opposite corner. Ask one pupil in each group to do the same with their card.
- Now write numbers 1–4, one number in each square. Again choose a pupil from each group to do the same.
- Now pick up a piece of card and carefully push a pencil through the middle, like in the picture. Tell pupils to be careful not to have their fingers under the pencil point. It may be better if you do this for each group.

Instructions for playing the game

- Ask pupils to look at the game and tell you all the animals they can see. Ask them to point to the river, tree, hill, car, etc. Point out the numbers on the board game to them and read each instruction with them.
- Ask them to point to the squares that only have a number and a picture and ask them to name the animal or item on each one.
- Now explain to pupils that in their groups they will each take a turn to spin the card and move their counter on the board game the number of moves it shows. When they land on a square, they must follow the directions written in that square or, if they land on an animal, leave their counter on that square until their next turn. The first pupil to land on 'The end' is the winner, and can take his/her counter off the board until the rest of the group are finished.

Activity Book, Exercise 5

- Tell pupils to open their Activity Books on page 31. Tell them to look at the first picture in the crossword (beginning from the left), and ask them what the picture is to elicit 'bird'. Write the word on the board and point out how the letters fit the crossword.
- Let them finish the activity in pairs and go over the answers as a class.

Activity Book, Exercise 6

- Ask pupils to follow the numbers to join up the dots and form a picture. Ask them to do this as neatly and as carefully as they can.
- When all pupils have finished, walk round and ask, 'What is it?' Get pupils to respond, 'It's an elephant.'

Unit 12

Lesson 1

Aims

To teach the new vocabulary: *lemon, drink* (verb), *eat, read, cherry, juice, story*

To teach the present continuous tense: *I'm (eating) (lemon) (ice cream)*.

To teach *wh-* question: *What are you (eating)?*

To revise greetings and responses

To read and match sentences and pictures

To write responses to greetings

Structures *Wh-* question: *What are you (eating)?*
Present continuous: *I am (eating)*.

Functions Asking questions
Talking about activities

Topic Food

Vocabulary *lemon, eat, drink* (verb), *read, cherry, juice, story*

Writing Matching sentences and pictures
Writing a response to greetings

Resources Pupil's Book, page 32,
Exercise 1 Listen and read
Cassette, Unit 12,
Exercise 1 Listen and read
Activity Book, page 32,
Exercise 1 Read and match
Exercise 2 Write
Flash cards: 49–51

Revision 1

- Revise all food items with the class using the flash cards. Ask, 'What's this/that?' 'What colour is the (tomato)?' 'How many (bananas) are there?' etc.
- Explain to pupils that you are going to walk round the classroom showing them flash cards or pictures of food items and you want them to ask, 'Can I have (an apple), please?' Remind them of the importance of saying *please* and *thank you* in English. Do this with the whole class at first and then show individual pupils the flash cards to elicit the question.

Revision 2

- Remind pupils that when we use words to describe things in English, the adjective comes before the noun. Ask them to tell you all the adjectives they know, including colours.
- Now tell them that you are going to show them a flash card of some food and ask, 'What's this?' and they are to answer, 'It's a (red) (tomato),' 'It's a (green) (apple),' etc.
- Alternatively, ask individual pupils, 'Find a (red) (tomato),' 'Find a (black) (bag),' etc, and they have to find and point to the object you have mentioned.

Presentation 1

- Use the flash cards to teach *lemon, cherry, and juice* and to revise *ice cream*.
- Teach the word *story*. You may have to translate the word for them. Once you are clear that they understand the meaning, ask the class if they can tell you the names of any stories that they know. Tell them that a story has a beginning, a middle and an end.

Presentation 2

- To teach the present continuous to the class, mime an action, e.g. eating, and say, 'I'm eating.' Ask the class to mime eating and ask them to repeat, 'I'm eating.' Mime several actions (e.g. sitting, reading, drinking) and each time say, 'I'm (reading).' Ask the class to mime the action and repeat, 'I'm (reading).' You can use pictures or realia to help you mime (e.g. a picture of a sandwich, a glass and a book).
- Explain to pupils that we use this form of the verb to describe something we are doing right now. Point out to them that they use *I am/I'm + (verb) + ing*, when they are describing something they are doing.
- Walk round the class and ask pupils to mime an action and to use the present continuous to describe what they are doing (e.g. drinking, eating, reading, laughing, playing, jumping, standing up, sitting down, flying, counting, drawing, colouring, swimming, catching (a ball), riding (a bike), singing, dancing, talking, etc).

Presentation 3

- Choose about six volunteers to come to the front of the class. Ask the first pupil to mime an action and as they do so, ask the pupil, 'What are you doing?' Elicit the response, 'I'm (reading).' Ask the class to repeat, 'What are you doing?'
- Now tell the volunteers to mime an action in turn and each time the class must ask the pupil, 'What are you doing?' The pupil answers, 'I'm (swimming),' etc.
- Ask the volunteers to sit down and ask another six pupils (boys and girls) to come to the front. Ask the first pupil to mime an action and get the class to ask, 'What are you doing?' The pupil answers, 'I'm (drinking),' etc. Now ask the class, 'What's (she) doing?' to elicit the response, '(She)'s (drinking).'
- Do the same with the remaining pupils.

Pupil's Book, Exercise 1

Unit 12

1 Listen and read

Panel 1: Hello. How are you? / Fine, thank you.

Panel 2: What are you eating, Walid? / I'm eating lemon ice cream.

Panel 3: What are you drinking, Hassan? / I'm drinking cherry juice.

Panel 4: What are you reading, Bill? / I'm reading a story.

32

- Tell the class to open their Pupil's Books on page 32 and to look at the pictures of Jill, Bill, Hassan, Hassan's mother and Walid. Ask pupils to discuss the pictures using the language *I can see (a book)*. Ask the class, 'Where are they?' You could teach the word *café* here.
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through but first tell pupils that each time they hear a question they must put their hand up.

Tapescript

JILL: Hello. How are you?
 HASSAN/WALID: Fine, thank you.
 JILL: What are you eating, Walid?
 WALID: I'm eating lemon ice cream.
 JILL: What are you drinking, Hassan?
 HASSAN: I'm drinking cherry juice.
 JILL: What are you reading, Bill?
 BILL: I'm reading a story.

Follow-up

- Ask pupils to work in pairs. One pupil mimes an action and the other pupil asks, 'What are you doing?' The pupil miming replies, 'I'm (riding a bike).'
- Ask pupils to take turns at miming and asking a question. Give them a few minutes to do this and then bring pairs of pupils to the front of the class to act out their mimes and ask the question. After each pair have done this, ask the class, 'What's he/she doing?' and the class respond, 'He's/She's (riding a bike).'

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 32 and to tell you what they can see in the pictures using the language, '(He)'s (drinking) (juice), etc.
- Read each sentence with the class, and then

tell them that you want them to work in pairs to match the sentences with the pictures.

- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Activity Book, Exercise 2

- Read the greetings with the pupils. Explain that in the spaces they are going to write the response to these greetings.
- Read 'Hello' again and write it on the board after asking pupils what the sound of the initial letter is and whether it is a lower case or capital letter. Show pupils carefully how to form each letter and say the sound of each as you write. Now ask them to copy the reply 'Hello' in their books.
- Ask individual pupils, 'How are you?' to elicit the response, 'I'm fine, thank you,' or, 'Fine, thank you.' Point out the question mark to them and explain why we use it. Ask the class to trace a question mark shape in the air, first modelling with your back to the class. Ask them to give you the initial sound again in the word *How* and again ask if it is a lower case or capital letter. Write, 'How are you?' on the board, saying the sounds of each letter slowly as you write. Now write, 'Fine, thank you,' saying the sounds of each letter, and ask pupils to copy the reply in their books.
- Walk round the class checking pupils' work and asking, 'How are you?'

Lesson 2

Aims

To teach the new vocabulary: *chocolate*
To teach the polite request: *May I have (a chocolate) (ice cream), please?*
To trace and colour pictures
To complete sentences

Structure Polite request: *May I have (chocolate) (ice cream), please?*

Functions Asking politely and responding

Topic Food

Vocabulary *chocolate*

Writing Tracing and colouring
Completing sentences

Resources Pupil's Book, page 33,
Exercise 2 Ask and answer
Exercise 3 Sing
Cassette, Unit 12,
Exercise 2 Ask and answer
Exercise 3 Sing
Activity Book, page 33,
Exercise 3 Trace and colour
Exercise 4 Write
Flash cards: 48–55, 70–75

Revision

- Ask pupils if they remember another way to greet people (other than *hello*) if it is morning. If pupils can't tell you then remind them of the greeting *Good morning*. Ask them to tell you what they would say if it was the afternoon (answer: *Good afternoon*).
- Walk round the class saying, 'Good morning' and 'Good afternoon,' and asking them to respond, 'Good morning' or 'Good afternoon.'

Presentation 1

- Teach pupils the word *chocolate* using the flash card or a picture of some chocolate.

Presentation 2

- Remind pupils of the question, *Can I have (some water), please?* which they learnt in Unit 8. Use the flash cards to prompt pupils to use the question to ask for the thing you are showing them, and revise the vocabulary *fork, plate, glass, menu*, and for food items.

Ask the class and individual pupils to ask questions, e.g. 'Can I have (a fork), please?' 'Can I have (some water), please?' etc.

- Now tell pupils that a more formal and polite way to ask for something is to use *may* instead of *can*. Say the question, 'May I have chocolate ice cream, please?' and ask them to repeat it. Say it several times, each time asking the class and individuals to repeat it. Use the flash cards again to prompt pupils to ask for the thing you are showing them, so that they ask, 'May I have (a biscuit), please?' 'May I have (some chicken), please?' etc. Ask as many pupils as possible.

Pupil's Book, Exercise 2

Unit 12

2 Ask and answer

Good morning.
May I have chocolate ice cream, please?

Here you are.

Thank you.

3 Sing

May I have an orange?
An orange, an orange.
Yes, here you are.
Here you are.

May I have an apple?
An apple, an apple.
Yes, here you are.
Here you are.

33

- Tell the class to open their Pupil's Books on page 33 and play the cassette.
- Ask pupils to look at the first picture. Explain that there are four flavours of ice cream in the bowls and ask them which flavour they think is in each bowl by looking at the

colours. Read the labels with them and tell them that you want them to work in pairs, with one pupil asking the question, 'May I have (lemon) ice cream, please?' and the other answering, 'Here you are.' This should then elicit the response, 'Thank you,' from the first pupil.

Tapescript

SALMA: *Good morning. May I have chocolate ice cream, please?*
ICE CREAM LADY: *Here you are.*
SALMA: *Thank you.*

Pupil's Book, Exercise 3

- Tell pupils that they are going to learn a new song. Ask them to describe the pictures using the language *I can see (Bill)*, *I can see (some oranges)*, etc. Ask them to tell you what they think Bill and Jill are doing (answer: Bill is buying an apple, Jill is buying an orange).
- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song again, stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat after you.
- Now play the song again and ask the girls in the class to put up their hands each time they hear the word *orange* and the boys to put up their hands each time they hear the word *apple*.
- Play the song a final time and ask the class to sing along.

Tapescript

JILL: May I have an orange?
FRUIT SELLER: An orange, an orange.
FRUIT SELLER: Yes, here you are.
FRUIT SELLER: Here you are.
BILL: May I have an apple?
FRUIT SELLER: An apple, an apple.
FRUIT SELLER: Yes, here you are.
FRUIT SELLER: Here you are.

Follow-up

- Use the flash cards, or real food items if possible, and lay them out on your desk. Tell the class that your desk is a shop and choose pupils to come out to the front and

ask for something by saying, 'May I have (a biscuit), please?' Then say, 'Yes, here you are,' as you hand over the flash card or the food to the pupil and remind them to say, 'Thank you.'

Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 33 and to look at the pictures of ice cream. Read the three flavours underneath with the class and ask, 'What colour is strawberry?' Pupils respond, 'Pink.' Do the same with *chocolate* and *banana*, asking pupils to tell you the colours of each.
- Now ask pupils to colour their ice creams the correct colour. When pupils have finished colouring the pictures, ask them to trace over the words.

Activity Book, Exercise 4

- Ask pupils which fruit they can see and explain that they are going to write the word for each fruit in the spaces.
- Read through the sentences, asking them to fill in the missing words verbally, using the pictures as prompts.
- Write each word on the board, showing pupils how to form each letter and saying the sound of each as you write. Ask pupils to copy each word in their books. Walk round the class checking that pupils are writing the words correctly.

Lesson 3

Aims

- To teach the new vocabulary: *guess*
- To revise *wh-* question: *What are you (drawing)?*
- To revise *yes/no* question: *Are you (drawing) (a ball)?*
- To match words with pictures
- To complete sentences
- To trace and copy the letters *h/H* and *j/J*

Structures *Wh-* question: *What are you (drawing)?*
Yes/No question: *Are you (drawing) (a ball)?*

Functions Asking questions

Topics Shapes and Animals

Vocabulary *guess*

Writing Completing sentences
 Tracing and copying letters *h/H* and *j/J*

Resources Pupil's Book, page 34,
 Exercise 4 Play
 Exercise 5 Listen, read and match
 Cassette, Unit 12,
 Exercise 4 Play
 Exercise 5 Listen, read and match
 Activity Book, page 34,
 Exercise 5 Draw and write
 Exercise 6 Trace and copy
 Pieces of paper (one per pupil)
 Letter cards

Revision 1

- Revise the present continuous form of the verb with the class by miming an action e.g. eating, and saying, 'I'm (eating).' Mime several actions (e.g. sitting, reading) and each time say, 'I'm (reading).' Ask the class to mime the action and repeat, 'I'm (reading).'
- Remind pupils that we use this form of the verb to describe something we are doing in the present. Remind them that they use *I am/ I'm + (verb) + ing*, when they are describing something they are doing.
- Walk round the class and ask pupils to mime an action and to use the present continuous to describe what they are doing.

Revision 2

- Bring individual pupils to the front of the class and ask them to mime an action. Remind pupils of the question, 'What are you doing?' and get them to ask each pupil miming an action this question. The pupil miming answers, 'I'm (laughing),' etc.
- Ask individual pupils to ask the question, 'What are you doing?' and the pupil miming the action responds, 'I'm (writing).' Now ask the pupil who asked the question, 'What's he/she doing?' and the pupil responds, 'He/She's (writing).'
- Now mime some actions to the class yourself and ask them, 'What am I doing?' The class responds, 'You are (drinking).' 'You are (catching a ball),' etc.
- Explain how the verb changes depending on who's doing the action and, naming a verb (e.g. drawing), ask the class to repeat, 'I am (drawing),' 'You are (drawing),' 'He/She is (drawing),' etc. Ask them to repeat the sentences again using the contracted forms of the verb and explain to them that usually when we speak, we use the contracted forms *I'm (drawing), You're (drawing), He/She's (drawing)*.

Presentation

- Use the shapes (line, square, triangle, diamond, circle) that pupils learnt in Unit 11 to practise the question, *What am I drawing?* with the class.
- Start to draw a shape on the board and say to the class, 'What am I drawing? Guess.' Explain the word *guess* for them. They try to guess what you are drawing or wait until you have finished and answer, 'A (square).'
- Now teach pupils the question, *Are you drawing a (square)?* Ask a pupil to come to the front and draw a square on the board. As they are drawing, say to the pupil, 'You are drawing a square.' Ask the class to repeat, 'You are drawing a square.'
- Now explain to pupils that to turn this into a question, they need to put the verb at the beginning of the sentence. Ask the pupil at the front to draw another square and model the question for them, saying, 'Are you drawing a square?' Ask the class to repeat,

'Are you drawing a square?' Elicit the answer from the pupil, 'Yes, I am.'

- Now ask another pupil to come to the front and tell them that you want them to draw a circle. As they draw, ask, 'Are you drawing a square?' and elicit the answer, 'No, I'm not. I'm drawing a circle.'
- Ask pairs of pupils to come to the front and get them to practise these questions and answers in front of the class.

Pupil's Book, Exercise 4

Unit 12

4 Play

5 Listen, read and match

house hand Jill jug

34

- Ask pupils to look at the exercise in their books and explain that Hassan and Walid are playing a game. Walid is drawing something and Hassan has to guess what it is.
- Play the cassette, asking the class to repeat after you. Then ask small groups and individuals to repeat the sentences after you.
- Now ask pupils to work in pairs. Ask one pupil in each pair to think of something to

draw and ask them to draw it on their paper while the other pupil asks the question, 'Are you drawing (a horse)?' The pupil who is drawing answers, 'Yes, I am,' or, 'No, I'm not. I'm drawing (an elephant),' etc.

- When the pupils have finished their drawing and the other pupil has guessed, ask the pairs to swap over so that one pupil draws and the other asks the questions.
- Listen to the pairs as they do this activity. When they have all finished, ask them to colour in their pictures. You can use them as a classroom display.

Tapescript

WALID: *What am I drawing? Guess.*

HASSAN: *Are you drawing a ball?*

WALID: *No, I'm not.*

HASSAN: *Are you drawing a car?*

WALID: *Yes, I am.*

Game

- To introduce the next activity, play a quick game of *I-spy* to get pupils thinking about the initial sounds of words.

Pupil's Book, Exercise 5

- Ask pupils to look at the pictures and tell you what each one is as you point to them.
- Then ask them to look at the words in the box and to listen to the cassette to hear each of the words pronounced and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping anybody who is having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Use the letter cards and ask small groups or individuals to come to the front and re-order the letters to spell the words *house, hand, Jill* and *jug*. Ask them what is different about the first letter in the name *Jill*. Get them to tell you that the *J* is a capital letter and is used here because *Jill* is a name.

Tapescript

house, hand, Jill, jug

Activity Book, Exercise 5

- Ask pupils to look page at 34 in the Activity Books. Point at the half-drawn pictures and explain that they must complete the drawings and then fill in the correct word in each gap.
- Read through the first sentence with the class and ask them to fill in verbally the missing word. Write the word 'tree' on the board and then ask them to finish the picture and write the word in their books. As the pupils are drawing, walk round and ask them, 'What are you drawing?' to elicit the answer, 'I'm drawing a tree.'
- Now ask a pupil to try to read the second sentence and ask them to fill in the missing word verbally. Again, write the word 'bike' on the board and ask pupils to finish the picture and write the missing word in the gap in the sentence.
- Repeat the procedure with the remaining sentences and pictures and walk round the class asking, 'What are you drawing?' and getting pupils to answer. Students trace over the whole sentence and fill in the missing word.

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils to trace and copy letters, and for tracing words.

Unit 13

Lesson 1

Aims

To teach the new vocabulary: *grandmother, grandfather, grandparents, make, dinner, wash (verb), talk*

To revise *wh-* question: *What's (she) doing?*

To revise the present continuous: *She's (making) (dinner).*

To revise the personal pronouns: *Il/you/he/she/they*

To revise the possessive pronouns: *your/his/her*

To trace lines and write words

Structures *Wh-* question: *What's (she) doing?*
Present continuous: *She's (making) (dinner).*
Personal pronouns: *Il/you/he/she/they*
Possessive pronouns: *your/his/her*

Functions Describing actions

Topic Home

Vocabulary *grandmother, grandfather, grandparents, make, dinner, wash (verb), talk*

Writing Completing sentences
Writing pronouns

Resources Pupil's Book, page 35,
Exercise 1 Listen and read
Cassette, Unit 13,
Exercise 1 Listen and read
Activity Book, page 35,
Exercise 1 Read and write
Exercise 2 Write
Flash cards: 78–79

Revision 1

- Mime washing your face and ask the class, 'What am I doing?' to elicit the response, 'You are washing.'
- Now ask an individual to come to the front and mime an action. Ask them, 'What are you doing?' and elicit the response from the pupil, 'I'm (reading).'
- Ask a boy and a girl to come to the front and whisper an action to each of them that they must mime. Ask the class, 'What's he/she doing?' and get the class to answer, 'He/She's (drawing).'

- Now stand with the two pupils and all three of you mime the same action and ask the class, 'What are we doing?' to elicit the response, 'You're (eating).'
- Finally ask the boy and girl to mime another action together, e.g. talking, and ask the class, 'What are they doing?' to elicit the response, 'They're (talking).'

Revision 2

- Walk round the class, pick up an object belonging to a pupil and ask that pupil, 'Is this your (book)?' They answer, 'Yes, it is.' Ask another pupil, 'Is this his/her (book)?' They answer, 'Yes, it is.'
- Do this with as many pupils as possible.
- Now pick up an object belonging to one pupil and ask another pupil, 'Is this your (pen)?' They answer, 'No, it isn't.' Ask the pupil, 'Whose (pen) is it?' They answer, 'It's his/her (pen)' and point to the pupil whose object it is.

Presentation

- Use the flash cards or mime to teach the new vocabulary.
- Tell the class that an alternative word to *grandma* is *grandmother* and teach them the word *grandfather*. Make sure that pupils are clear as to the meaning of these words. Tell them that when they want to talk about their grandmother and grandfather together, they can use the word *grandparents*.
- Ask them to talk in Arabic about their own grandparents, and ask them in English, 'Where do they live?'
- Revise vocabulary for other family members with the class.

Pupil's Book, Exercise 1

Unit 13

1 Listen and read

35

- Tell the class to open their Pupil's Books on page 35 and to look at the pictures. Explain that Salma is talking to her grandmother on the phone and ask them to tell you who else they can see in the pictures. Ask them if they can use the present continuous to tell you what each person is doing.
- Tell the class they are going to listen to the cassette, and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

GRANDMA: *Hello Salma. It's Grandma.*
 SALMA: *Hello Grandma.*
 GRANDMA: *What's your mother doing, Salma?*
 SALMA: *She's making dinner.*
 GRANDMA: *What are your brothers doing?*
 SALMA: *They're playing on the computer.*
 GRANDMA: *What's your father doing?*
 SALMA: *He's washing his car.*
 SALMA: *What are you doing, Grandma?*
 GRANDMA: *I'm talking to you, Salma.*

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 35. Ask them to describe the pictures using the present continuous (answers: They're playing on the computer. He's washing his car. She's making dinner.).
- Explain to pupils that they have to trace the lines to match each picture with a sentence, and then write in the missing word. Ask them to trace the lines as carefully as they can.
- When all pupils have finished tracing the lines, ask them which picture is matched to the first sentence. Ask them to tell you what they think the first sentence says (answer: She's making dinner.) by looking at the picture. Write the word 'dinner' on the board. Read the sentence through with them slowly. Ask the class, small groups and individuals to repeat the sentence.
- Now ask them which picture is matched to the second sentence. Ask them to tell you what they think the sentence says (answer: They're playing on the computer.) by looking at the picture. Write the word 'computer' on the board and ask them to write the word in the gap in the sentence after reading through it with the class.
- Follow the same procedure for the third sentence.
- Walk round checking pupils' work and making sure that they have written the words correctly.

Activity Book, Exercise 2

- Ask pupils to describe the pictures using the present continuous (answers: She's talking. They're playing football. He's reading.)
- Explain to pupils that they are going to write

one of the pronouns at the top of the exercise into the gap in each sentence. Read each pronoun with them.

- Now ask, 'Who's talking?' Pupils respond, 'She's talking.' Write the word 'She' on the board showing pupils how to form the capital letter 'S'. Now ask them to write 'She' in the gap in the sentence. Read the sentence with the class, asking the whole class and individuals to repeat.
- Repeat the procedure with the remaining two sentences. When pupils have written the pronouns in their books, ask individual pupils to read a sentence to the class.

Lesson 2

Aims

To teach the new vocabulary: *climb*, *water* (verb), *wave*, *ladder*, *kite*
 To revise *wh-* question: *What's he/she doing?*
 To read and match sentences
 To circle words beginning with *s*

Structure *Wh-* question: *What's he/she doing?*

Functions Describing actions

Topic Activities

Vocabulary *climb*, *water* (verb), *wave*, *ladder*, *kite*

Writing Reading and matching sentences
 Circling words beginning with *c*

Resources Pupil's Book, page 36,
 Exercise 2 Ask and answer
 Cassette, Unit 13,
 Exercise 2 Ask and answer
 Activity Book, page 36,
 Exercise 3 Read and match
 Exercise 4 Circle the 'c' words
 Flash cards: 91, 101, 105

Presentation

- Teach the new vocabulary *ladder* using the flash card. Remind pupils of the other vocabulary needed for the next exercise *football* and *flowers*.
- Use mime to teach the new verbs *climb*, *water* and *wave*, asking pupils to copy the mime and say, 'I'm climbing a ladder,' 'I'm

watering the flowers,' 'I'm waving goodbye.'

- Invite individual pupils to the front of the class, whisper one of the new verbs to them and ask them to mime it for the class. The pupil asks, 'What am I doing?' and the class reply, 'You are (climbing a ladder),' etc. Ask different pupils to mime different actions.

Pupil's Book, Exercise 2

Unit 13

2 Ask and answer

36

- Discuss the silhouette pictures with the class, asking them to tell you, using the present continuous, what each person in the pictures is doing.
- Tell pupils that you want them to work in pairs to ask and answer questions about the pictures. Pupils take it in turns to point to a picture and ask, 'What's (he) doing?' and the other pupil answers, 'He's climbing a ladder,' etc.
- Walk round the class listening and ensuring that all pupils are both asking and answering the questions.

Tapescript

BILL: *What are they doing?*

JILL: *They're playing football.*

Follow-up

- Explain to pupils that you are going to show them random flash cards showing objects, and they have to mime an action that goes with that object. For example, show them a picture of a ball and they mime catching a ball (other possible mimes include reading a book, playing the piano, watering the flowers, climbing a ladder, flying a kite, waving goodbye, eating a sandwich, drinking some juice or washing a car).

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 36 and to tell you what they can see in the pictures, using the present continuous.
- Read each sentence with the class and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Activity Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what they can see.
- Tell them that you want them, in pairs, to circle all the words that begin with the sound /k/.
- When they have completed the activity, ask pupils to tell you which words they have circled. Ask them if they can think of any other words that begin with the same sound.
- Ask them to give you the initial sounds of the words they have not circled (answer: /d/ and /g/).

Lesson 3**Aims**

To revise *wh-* question: *What's (Valid) doing?*

To revise the present continuous: *He's (waving goodbye).*

To match words with pictures

To put a tick or a cross

To trace and write the letters *k/K* and *l/L*

Structures *Wh-* question: *What's (Valid) doing?*

Present continuous: *He's (waving goodbye).*

Functions Asking for confirmation

Asking questions

Describing action

Topic Activities

Writing Putting a tick or cross
Tracing and writing letters *k/K* and *l/L*

Resources Pupil's Book, page 37,
Exercise 3 Play
Exercise 4 Listen, read and match
Cassette, Unit 13,
Exercise 3 Play
Exercise 4 Listen, read and match
Activity Book, page 37,
Exercise 5 Tick or cross
Exercise 6 Trace and copy
Letter cards
Selection of wall charts

Revision

- Remind pupils of the question, *Is that right?* and the responses, *Yes, that's right,* and *No, it isn't,* by pointing to various objects in the wall charts and saying, 'That's (a tree). Is that right?' Pupils respond with, 'Yes, that's right,' or, 'No, it isn't. It's (a car).'
- Do the same with real objects in the classroom and with flash cards.

Pupil's Book, Exercise 3

Unit 13

3 Play

What's Walid doing?
He's climbing a ladder.
Is that right, Walid?
Yes, that's right.

What's Hassan doing?
He's waving goodbye.
Is that right, Hassan?
No, it isn't. I'm washing a car.

4 Listen, read and match

key kite leg ladder

kl

37

- Tell pupils to look at the pictures in their Pupil's Books on page 36. Play the cassette, asking them to repeat each sentence after you.
- Now divide the class into groups of three pupils and explain that one pupil is the 'teacher' who asks, 'What is (Walid) doing?', one pupil answers the question by saying e.g. 'He's waving goodbye,' and the third pupil performs the mime.
- Bring a group to the front of the class and model the activity with them for the rest of the class. When all pupils have performed two mimes, swap over their roles so that each pupil has the opportunity of performing all three parts in the group.

Tapescript

MISS NADIA: *What's Walid doing?*
SALMA: *He's climbing a ladder.*
MISS NADIA: *Is that right, Walid?*

WALID: *Yes, that's right.*
MISS NADIA: *What's Hassan doing?*
ZEINA: *He's waving goodbye.*
MISS NADIA: *Is that right, Hassan?*
HASSAN: *No, it isn't. I'm washing a car.*

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box and to listen to the cassette. Explain that they will hear each of the words pronounced and should point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Bring groups of pupils to the front of the class to re-order the letter cards and form these words.

Tapescript

key, kite, leg, ladder

Activity Book, Exercise 5

- Explain that they are going to read the sentences and compare them with the pictures to decide if the sentences are correct or not. If the sentence is correct, they put a tick; if the sentence is wrong, they put a cross.
- Read through each sentence with the class and then ask them to work in pairs putting a tick or a cross for each, depending on what they see in the picture.
- Go over the answers as a whole class.

Answers

He's climbing a ladder. ✓
He's washing a bus. X
She's making dinner. X
She's flying a kite. ✓

Activity Book, Exercise 6

- Follow the usual procedure for teaching the class to trace and write words, and for teaching the tracing of words.

Unit 14

Lesson 1

Aims

- To teach the new vocabulary: *shops, buy, cakes, pears, sweets, party*
- To teach *wh-* question: *Where are you going?*
- To revise the present continuous: *I'm going (to the shops).*
- To teach the numbers 16–20
- To match numerals and words
- To write numbers
- To practise the preposition: *to*

Structures *Wh-* question: *Where are you going?*
Present continuous: *I'm going (to the shops).*
Preposition: *to*

Functions Asking questions

Topics Food and Numbers

Vocabulary *shops, buy, cakes, pears, sweets, party*

Writing Tracing and matching numerals and numbers

Resources Pupil's Book, page 38,
Exercise 1 Listen and read
Cassette, Unit 14,
Exercise 1 Listen and read
Activity Book, page 38,
Exercise 1 Trace and match
Exercise 2 Write
Coins
Flash cards: 56–58, 64, 107–109
Food wall chart

Revision 1

- Remind pupils that we use the present continuous to describe actions which are happening in the present, and give them some examples, e.g. 'I'm reading.' 'I'm drawing.' 'I'm catching a ball.' Do the actions as you speak and make sure they understand that we use this form to describe actions which are happening now.

Revision 2

- Revise numbers 11–15 by writing the numerals on the board and counting up with

the class. Point at each number and ask pupils to say each number as you point to it. Ask pupils to look at the numbers and ask individuals, 'How many (bats) are there?' to elicit the answer, 'There are (twelve) (bats).'

Presentation 1

- Now write numbers 16–20 on the board. Point at each number, asking pupils to repeat after you. Do this several times and ask the whole class, small groups and individuals to repeat the numbers.
- Now give out flash cards of numbers 11–15 to five pupils in the class and ask them to form a line in order at the front of the class. Each pupil in the line should hold up their flash card for the class to see. Ask another five pupils to come and stand in a group at the front of the class and give each of them a number flash card from 16–20. Explain that you want them to continue the line in the correct order, and ask which number comes next. The class should respond, 'sixteen'. Ask the pupils holding flash cards 16–20, 'Who has number sixteen?' That pupil comes and joins the line and holds up their number flash card.
- Repeat the procedure for the remaining numbers 17–20.

Presentation 2

- Teach the word *shop*, and ask pupils to tell you in Arabic what they do when they go to a shop. Teach the class the word *buy*. Take some coins and walk over to a pupil. Ask, 'Can I buy your (book)?' and offer them the coins. Ask several pupils for different things, e.g. 'Can I buy your (bag)?' etc.
- Use the flash cards or Food wall chart to teach the new vocabulary *cakes, pears, sweets, party*. Ask pupils if they have ever been to a party and what they ate at the party.
- Revise the vocabulary *oranges* and *balloons*, which they learnt in Grade 1, with the class.

Presentation 3

- Pupils are already familiar with the question, *Where's (the spoon)?* but it is the first time they have heard the question, *Where are you going?*

- Say to the class, 'I'm going to the door,' and walk over to the door. Now say, 'I'm going to the window,' and walk over to the window.
- Now ask, 'Where am I going?' and walk to the door, saying again, 'I'm going to the door.' Ask pupils to repeat, 'I'm going to the door.'
- Ask a pupil to stand up and ask them to walk over to the door. As they are walking, ask, 'Where are you going?' and elicit the response, 'I'm going to the door.' Ask several pupils to walk to somewhere in the classroom and each time ask them, 'Where are you going?' to elicit a response, 'I'm going to the (wall chart),' etc.

- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette again, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette again and tell pupils that when they hear the words 'shops', 'cakes', 'sweets', 'pears', 'oranges' and 'party', you want them to raise their hands.

Tapescript

ZEINA: *Hello Jill. Where are you going?*

JILL: *I'm going to the shops.
I'm buying sixteen cakes ...
... and seventeen sweets.
I'm buying eighteen pears ...
... and nineteen oranges.
I'm buying twenty balloons. We're having a party.*

Pupil's Book, Exercise 1



Follow-up

- Tell the class that they are going to practise the dialogue that they have just heard. Explain that they are going to work in pairs. One pupil will be Zeina and the other pupil Jill. Give each pupil a flash card of something that they could buy in a shop.
- The pupil who is Zeina says, 'Hello Jill. Where are you going?' The other pupil answers, 'I'm going to the shops. I'm buying a (pear),' naming the object they have on their flash card.
- Bring several pairs of pupils to the front of the classroom to model the dialogue for the whole class before asking pupils to work alone in their pairs. Walk round listening to the pairs and giving out new flash cards when both pupils have each asked and answered the question once.

Activity Book, Exercise 1

- Tell the class to open their Pupil's Books on page 38 and to look at the pictures. Ask them what Jill is doing and what she is saying.

- Tell pupils to open their Activity Books on page 38. Write the numerals in a line on the board and invite individual pupils to say the numbers as you point to each of them in turn.
- Underneath each numeral write the number in words for each. Point to each word in turn

as you say it and ask pupils to repeat. Do this several times. Now rub off the numerals and, pointing to the words in random order, ask pupils to tell you the number.

- Now tell pupils to look at the number and words in their books and to trace them as carefully and neatly as they can. Walk round and monitor their work.
- Now ask them in pairs to match the numerals with the words by drawing a line from the numeral to the word.
- Go over the answers with the whole class.

Activity Book, Exercise 2

- Ask pupils to tell you which objects they can see. Now tell them that, in pairs, you want them to count the number of each. Ask them, 'How many (balloons) are there?' Pupils answer each question and you write each number on the board, taking care to show pupils how to form each letter.
- Ask them to write the correct number in each gap. Walk round the class checking that pupils are writing correctly.

Lesson 2

Aims

To teach the new vocabulary: *olive*

To teach the polite question: *Would you like (an olive)?*

To read and match sentences and pictures

To circle words in a word search

Structures Polite question: *Would you like (an olive)?*

Functions Offering and responding politely

Topic Food

Vocabulary *olive*

Writing Matching sentences and pictures
Circling words in a word search

Resources Pupil's Book, page 39,
Exercise 2 Ask and answer
Cassette, Unit 14,
Exercise 2 Ask and answer
Activity Book, page 39,
Exercise 3 Read and match
Exercise 4 Find and write
Flash cards: 48–49
Food wall chart

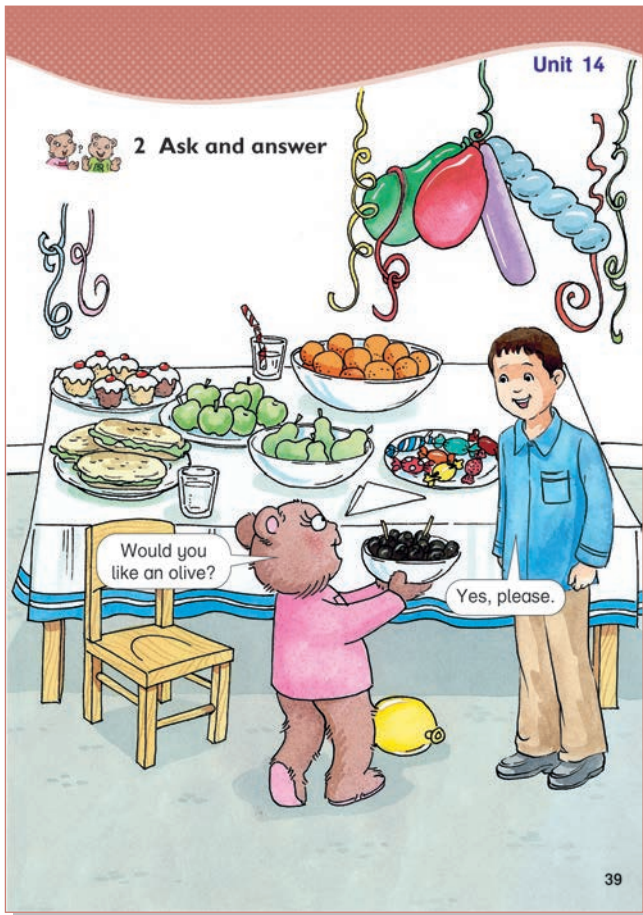
Revision

- Revise food vocabulary with the class. Say to the class that you are going to say the sound of a letter and you want them to tell you a food item or drink that begins with that letter (note: the game is similar to *I-spy*, which pupils have played before). Pupils can look at the Food wall chart for help.
- Alternatively, choose individuals to go and point at an item on the Food wall chart that you choose by saying, 'Find a (sweet).'
- Give out food flash cards to pupils in the class and ask them to look at them themselves but not to show or tell anyone which food item they have. Ask the pupils with the flash cards to stand up.
- Tell the other pupils that they have to find out which pupil has the (ice cream) by asking questions about the colour of the food. Choose individuals to ask the questions and each time a pupil asks a question that does not apply to the flash card held by the pupil he/she asks, that pupil sits down.
- There may be several pupils still standing before pupils have guessed who has the correct card, so say, 'Guess who has the (ice cream),' and the class guess. Make the activity fun and make sure that all pupils have a chance to take part.

Presentation

- If possible, bring in real food items to offer to the pupils, but if not use the flash cards or pictures from magazines. Walk round offering the food to various pupils and ask, 'Would you like (an olive)?' Explain to pupils that they should answer, 'Yes, please,' and when they accept the food from you, they should say, 'Thank you.' Say, 'You're welcome,' to each pupil who says 'Thank you.'
- Ask the class to repeat the question, 'Would you like (a cake)?' several times but each time substituting a new food item. Use the flash cards and ask the class to say, 'Would you like (an orange)?' naming the food they see on the flash card.

Pupil's Book, Exercise 2



- Ask pupils to look at the table and to tell you all the things they can see. Ask them what they think the food is for (answer: a party). Play the cassette, asking pupils to repeat after you.
- Explain that they are going to work in pairs asking and answering the question, 'Would you like (an olive)?' One pupil in the pair asks the question, 'Would you like (a pear)?' and chooses something from the table. The other pupil answers, 'Yes, please,' or, 'No, thank you.'
- Walk round the class listening to the pairs and making sure that both pupils are both asking and answering the questions.

Tapescript

JILL: *Would you like an olive?*
 HASSAN: *Yes, please.*

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 39 and explain that they are going to match the words on the right with the pictures by drawing a line between the two.
- Ask pupils which food items they can see. Now read the first part of the sentence and ask them to repeat.
- Now ask them to look at the words on the right and ask them if they can read the first word. Ask them to tell you the initial letter sound of this word, They should tell you /s/ and that the word says 'sandwich'.
- Do the same with the remaining words, each time asking them to tell you the initial sound of each word and then telling you what each word is using the pictures as clues.
- Read each sentence through with the class and then ask small groups and individuals to repeat.
- Now ask pupils to work in pairs to match the two parts of the sentence and to draw a line from the picture to the word.

Activity Book, Exercise 4

- Tell pupils to look at the word search puzzle. Explain that there are six hidden words in the puzzle and they have to find each of them and put a circle around the letters which form the words. Hold up flash cards of the six words in random order and get the class to name each item. Write the six words (*balloon, sandwich, cake, pear, sweet and olive*) on the board.
- Now tell pupils to look at the word grid in their books and to work in pairs to find the hidden words and circle them.
- When all the pupils have finished, go over their answers as a class.

Lesson 3

Aims

To teach the new vocabulary: *moon, plus, equals*

To revise *wh-* question: *How many (olives) are there?*

To revise numbers 16–20

To read and match words and pictures

To do simple addition

To write numbers 16–20

To trace and write letters *m/M* and *n/N*

Structures *Wh-* question: *How many (olives) are there?*

Functions Asking about quantity
Counting

Topic Food

Vocabulary *moon, plus, equals*

Writing Writing numbers 16–20
Tracing and writing letters *m/M, n/N*

Resources Pupil's Book, page 40,
Exercise 3 Play
Exercise 4 Listen, read and match
Cassette, Unit 14,
Exercise 3 Play
Exercise 4 Listen, read and match
Activity Book, page 40,
Exercise 5 Count and write
Exercise 6 Trace and copy
Flash card: 110
Letter cards

Presentation 1









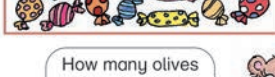

- Teach the words *plus* and *equals* by doing some simple arithmetic with the class. Draw three squares on the board and ask, 'What are these?' Pupils answer, 'They're squares.' Ask, 'How many squares are there?' and they answer, 'There are three.' Write a plus sign next to the three squares and say, 'Three squares plus.' Then draw another two squares after the plus sign and say, 'Three squares plus two squares equals,' and write the equals sign after the two squares. Ask, 'How many squares are there? Count,' and they reply, 'There are five squares.'

- Ask the class to repeat the sentence, 'Three squares plus two squares equals five squares,' pointing clearly to the signs on the board as you say the words. Do a few more examples like this until you are satisfied that everybody understands.
- Then write some more examples on the board and ask individual pupils to count the objects and say, '(Two) (circles) plus (eight) (circles) equals (ten) (circles),' etc.

Pupil's Book, Exercise 3

Unit 14

3 Play





	
	
	
	
	

How many olives are there? Nineteen.

4 Listen, read and match

mouth moon nose nine

m n

40

- Ask pupils to look at the pictures of food in the boxes and to tell you what they can see.
- Play the cassette, then explain to pupils that you want them to work in pairs to count the numbers of each item in each box and then add up the total number of each item.
- One pupil in the pair counts the pictures in one frame while the other pupil counts the same pictures in another frame. They then say, '(Ten olives) + (nine olives) = (nineteen olives).'

- Walk round helping pupils to count the pictures and do the arithmetic.

Tapescript

JILL: *How many olives are there?*

BILL: *Nineteen.*

Answers

Ten olives + nine olives = nineteen olives

Seven tomatoes + nine tomatoes = sixteen tomatoes

Eleven pears + six pears = seventeen pears

Twelve biscuits + eight biscuits = twenty biscuits

Five sweets + thirteen sweets = eighteen sweets

Presentation 2

- Use the flash card to teach the new vocabulary *moon*. Ask them to tell you in Arabic what they know about the moon, for example the names of the moon in its different phases.

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box, to listen to the cassette to hear each of the words pronounced and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Point out the sound of the letter combination *ou* in *mouth*, and point out the difference of the sound of the *o* in *nose*. Remind them of other words they know, e.g. *dog*, in which the *o* sound is different.
- Bring groups of pupils to the front of the class to re-order the letter cards and form these words.

Tapescript

mouth, moon, nose, nine

Game

- Play the game *I-spy* with pupils giving them the sound, but not the name, of the initial letter of an object. In addition to choosing objects in the classroom, you could say the sound and mime an action, e.g. /s/ and pretend to be eating a sandwich. Make the activity fun.

Activity Book, Exercise 5

- Ask pupils to look at the exercise on page 40 and explain that they are going to read the sentences, add the numbers and write in the missing number in each sentence.
- Read each sentence through with the class and ask them in each case to tell you how many food items there are in total. Write this on the board and ask them to copy the numbers in the correct spaces.
- Check over their work when they have finished.

Answers

Ten pears + six pears = sixteen pears

Ten biscuits + eight biscuits = eighteen biscuits

Ten tomatoes + nine tomatoes = nineteen tomatoes

Ten olives + ten olives = twenty olives

Activity Book, Exercise 6

- Follow the usual procedure for teaching pupils to trace and write letters, and for tracing words.

Ending

- Tell pupils that their next few lessons will be a chance to go over what they have learnt in the last month or so, and so you want them to think of anything they have found difficult or hard to remember. Ask them to think about this for their next lesson and to ask you to go over anything that they haven't understood well.

Unit 15 Revision 3

Lesson 1

Aims

To revise vocabulary

To revise the question: *Can you help me, please?*

To revise *wh-* question: *What's (he) doing?*

To revise the present continuous: *(Hassan)'s (eating an apple).*

To finish pictures

To read and match sentences to pictures

Structures *Wh-* question: *What's (he) doing?*
Present continuous: *(Hassan)'s (eating an apple).*

Functions Describing actions

Topic Activities

Vocabulary Revision of previous vocabulary

Writing Completing pictures
Matching sentences to pictures

Resources Pupil's Book, page 41,
Exercise 1 Listen and read
Cassette, Unit 15,
Exercise 1 Listen and read
Activity Book, page 41,
Exercise 1 Read and draw
Exercise 2 Read and match
Selection of flash cards
Selection of wall charts
Letter cards

Revision 1

- Revise vocabulary from the last 5 units using flash cards, wall charts and real objects in the classroom.
- Ask pupils, 'What's this/that?' 'What are these?' 'How many (oranges) are there?' etc.
- Revise shapes with the class by asking a pupil to come to the board and draw a shape for the rest of the class to guess. Whisper the shape to the pupil and as they draw it, they should ask the class, 'What am I drawing? Guess.' The other pupils try to guess what they are drawing before they have finished. The first pupil to guess takes the next turn to draw a picture on the board.

Revision 2

- Walk over to the door and pretend that you cannot open it. Ask a pupil, 'Can you help me, please?' and repeat the question until they come over and help you open the door.
- Try to pick up a bag but pretend that it is too heavy to lift and ask a pupil, 'Can you help me, please?' and wait for them to come over to help you.
- Place several of any one object on your desk and pretend to be struggling to count them all. Ask a pupil to help you and again wait for the pupil to come to your desk to help you count the objects.
- Ask several pupils to pretend to be struggling with different things e.g. the door, a bag, counting objects and tell them to ask a fellow pupil, 'Can you help me, please?'
- Choose individual pupils and tell each of them to walk over to somewhere in the classroom and ask them, 'Where are you going?' They respond with, 'I'm going to the (door),' etc.
- Take some money out of your pocket and pick up your bag and say, 'Where am I going?' until pupils respond, 'You're going to the shops.'
- Now show pupils the flash cards of *balloon*, *sweet*, *cake* and *sandwich* and ask, 'Where am I going?' They should respond with, 'You're going to a party.'
- Now show pupils flash cards of various animals and ask, 'Where am I going?' They should respond with, 'You're going to the zoo.'
- Mime various actions and ask pupils, 'What am I doing?' The class guess what you are doing and respond, 'You are (washing a car),' etc. Say, 'Yes, I am,' or, 'No, I'm not. I'm (flying a kite).'
- Bring individual pupils to the front to do a mime, and then ask, 'What is he/she doing?' or, 'What are they doing?' Get the class to respond, 'He/She is (waving goodbye),' or 'They are (watering the flowers).' The pupils respond with, 'Yes, I am,' 'No, I'm not,' 'Yes, we are,' or, 'No, we're not.'

Pupil's Book, Exercise 1

Unit 15 Revision 3

1 Listen and read

Look, Bill.

Hassan's eating an apple. Walid's drinking water.

Zeina's pointing to a butterfly. Salma's reading.

Miss Nadia's sitting under a tree.

She's drawing.

41

- Tell the class to open their Pupil's Books on page 41 and to look at the pictures. Ask the pupils to tell you what Bill and Jill are looking at. Ask them which characters they can see in the pictures. Then ask them to tell you what each character is doing in the pictures using the present continuous.
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the cassette through again but this time ask the class to raise their hand each time they hear an action word on the cassette.

Tapescript

JILL: *Look, Bill.*
 BILL: *Hassan's eating an apple. Walid's drinking water.*
 BILL: *Zeina's pointing to a butterfly. Salma's reading.*
 BILL: *Miss Nadia is sitting under a tree.*
 JILL: *She's drawing.*

Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 41 and explain that they are going to read each sentence to find out what is missing from the pictures. When they know what is missing from each picture, they then draw it in.
- Ask if any pupils can read the first word, 'Salma', and then ask them what Salma is doing (answer: she's pointing). Ask pupils if they can read the last word or can think of something that Salma may be pointing to in the air. Ask them which is the first letter of the last word in the sentence and ask if any pupils can read the word. Read the sentence with the class.
- Do the same with the remaining sentences and pictures, and then ask pupils to draw in the missing object in each picture. Walk round checking that pupils are drawing the correct objects and praise their drawings.
- Bring small groups of pupils to the front of the class to re-order the letter cards into the words *butterfly*, *car*, *tree* and *kite*.

Activity Book, Exercise 2

- Ask pupils to tell you what they can see in the pictures, using the present continuous.
- Read each sentence with the class, and then tell them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Lesson 2

Aims

- To revise vocabulary
- To revise numbers 11–15
- To revise *wh-* question: *How many (hoops) are there?*
- To revise modal *can*: *You can (swim)*.
- To sing a song
- To write numbers
- To join the dots to form a picture
- To write words to complete a sentence

Structures *Wh-* question: *How many (hoops) are there?*
Modal *can*: *You can (swim)*.

Functions Counting from 11–15

Topic Numbers

Vocabulary Revision

Writing Writing numbers
Joining the dots
Completing a sentence

Resources Pupil's Book, page 42,
Exercise 2 Sing
Exercise 3 Listen and say
Cassette, Unit 14,
Exercise 2 Sing
Exercise 3 Listen and say
Activity Book, page 42,
Exercise 3 Count and write
Exercise 4 Draw and write
A selection of flash cards
Numbers wall chart
Word cards
Letter cards

- Now point to the numbers out of sequence and ask pupils to put their hand up if they know which number you are pointing at.
- Finally, give out flash cards 11–15 to random pupils in the class and ask them to start passing the flash cards around. Tell them that when you say, 'Stop,' all the pupils holding a flash card have to stand up and tell you which number they are holding. Do this several times, giving as many pupils as possible the opportunity of holding a flash card and telling you which number they have.
- Now write the word for each number underneath each numeral. Read the words with the class. Ask them what they notice about the numbers *thirteen*, *fourteen* and *fifteen* (answer: they all end in *teen*). Point to the words and ask individual pupils to read them. Rub off the numerals and ask pupils to read the numbers again.

Revision 3

- Play a miming game with pupils to practise the modal verb *can*. Explain that you are going to mime an action of something you can do and they have to guess what you are miming. When they think they know, they shout out, 'You can (swim),' etc.

Revision 1

- Remind pupils of the request, *May I have (a pen), please?* Use the flash cards to show them pictures of things and choose individual pupils to ask, 'May I have (an orange), please?' requesting the object you have shown them in the flash card.

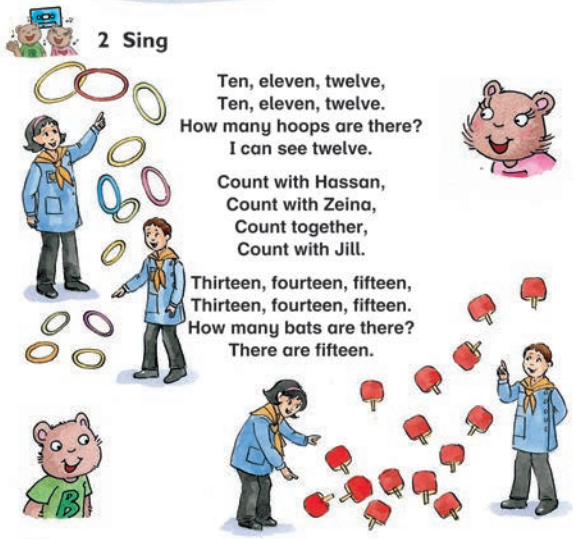
Revision 2

- Revise numbers 11–15 with pupils using the Numbers wall chart. Ask pupils to look at the wall chart and point to each number from one to ten in turn, asking them to repeat the numbers. Then ask individual pupils to repeat the numbers after you.

Pupil's Book, Exercise 2

Unit 15
Revision 3

2 Sing




Ten, eleven, twelve,
Ten, eleven, twelve.
How many hoops are there?
I can see twelve.

Count with Hassan,
Count with Zeina,
Count together,
Count with Jill.

Thirteen, fourteen, fifteen,
Thirteen, fourteen, fifteen.
How many bats are there?
There are fifteen.

3 Listen and say



The kite's on the house.
Malik's climbing a ladder.
Jill and Nur are watching him.

42

- Tell pupils to look at page 42 in their Pupil's Books, ask them to count the number of hoops and ask them how many blue, red, green and yellow hoops there are. Then ask them to count the number of bats.
- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song again, stopping the tape at the end of each line. Repeat the words and ask them to repeat after you.
- Play the song again, this time asking pupils to raise their hands when they hear the words *hoops* and *bats*. Ask them to sing along.

Tapescript

*Ten, eleven, twelve,
Ten, eleven, twelve.
How many hoops are there?
I can see twelve.*

*Count with Hassan,
Count with Zeina,
Count together,
Count with Jill.*

*Thirteen, fourteen, fifteen,
Thirteen, fourteen, fifteen.
How many bats are there?
There are fifteen.*

Pupil's Book, Exercise 3

- Play the cassette and ask pupils to follow the sentences they hear by pointing to each picture as they hear each sentence.
- Play the cassette again, stopping at the end of each sentence and asking the class to repeat. Ask individual pupils to repeat the sentences.
- If you have word cards prepared, ask small groups of pupils to come to the front to re-order the words to form the sentences from this exercise. Give as many pupils as possible the opportunity to do this.

Tapescript

*The kite's on the house.
Malik's climbing a ladder.
Jill and Nur are watching him.*

Game

- Play the game *I-spy* again to get pupils thinking about the initial sounds of words for objects they have learnt so far. Say, 'I spy something beginning with (/b/),' and they have to say a word beginning with that sound. Do this for several different sounds. Each time they give you a word, ask them if they know other words beginning with that sound.
- Alternatively, ask individuals or pairs to come to the wall charts and say, 'Find two things that begin with (/n/),' and ask them to point at two objects beginning with the same sound.

Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 42 and to count in pairs the numbers of bats, tennis balls, small hoops and footballs.
- When pupils have finished counting, ask them to tell you how many bats there are (answer: eleven). Write 'eleven' on the board, showing pupils how to form each letter shape and saying the sound of each as you write. Now ask pupils to write 'eleven' on the line below the bats.
- Follow this procedure with the remaining pictures, asking pupils each time to write in the correct number in words.
- Go over their answers as a class and take in pupils' work to check.

Activity Book, Exercise 4

- Explain to pupils that they have to join the dots to form the picture. Ask them to join the dots, starting at number one.
- When all pupils have finished joining the dots, ask them what they can see in the picture (answer: a boy flying a kite). Ask them to describe the picture using the present continuous (answer: 'He's flying a kite.') Tell them that they are going to write the missing words in the gaps to form the sentence, 'He's flying a kite.'
- Read the first word with them and then write the word 'flying' on the board. Pronounce each sound clearly as you write and ask them to repeat. Now ask them to copy the word in their books. Walk round the class and check that pupils are writing correctly.
- Ask pupils what the next word is (answer: a).
- Now write the word 'kite' on the board, saying the word as you write it and asking the class to repeat. Ask them to write this word in their books. Walk round the class checking that pupils are doing this correctly.

Ending

- If there is time ask pupils if they would like to play a game or listen again to a song from this unit or the previous four units.

Unit 16

Lesson 1

Aims

- To teach the new vocabulary: *flour, butter, sugar, like*
- To revise the determiner *some*: *Here is some (flour)*.
- To revise the present continuous: *You're (making a cake)*.
- To write the names of food items
- To colour a picture according to written instructions
- To complete a sentence

Structures Determiner: *Here is some (flour)*.
Present Continuous: *You're (making a cake)*.

Functions Talking about quantity

Topic Food

Vocabulary *flour, butter, sugar, like, guess*

Writing Writing the names of food items
Colouring pictures
Completing sentences

Resources Pupil's Book, page 43,
Exercise 1 Listen and read
Cassette, Unit 15,
Exercise 1 Listen and read
Cassette, Unit 16,
Exercise 1 Listen and read
Activity Book, page 43,
Exercise 1 Write
Exercise 2 Colour and write
Some flour, butter, sugar and
two eggs (if available)
Colouring pencils (yellow, pink,
red, green and blue)
Flash cards: 48–66, 101
Food wall chart

Revision 1

- Use the flash cards to show the food items and ask pupils to name the food or drink using a suitable modifier: *a, an* or *some*, e.g. *a (sandwich), an (apple), some (chicken)*.

Revision 2

- Ask pupils to open their Pupil's Books once more on page 41 and play the cassette for Unit 15 Exercise 1. Listen and read again to

revise the present continuous. Play the cassette once and ask pupils to listen carefully.

- Now ask pupils to look at the pictures and ask them, 'What's (Hassan) doing?' Discuss each of the pictures with them.
- Now play the cassette again and stop at the end of each line, asking them to repeat the sentences.
- Bring individual pupils to the front of the class and whisper an action for them to mime. Tell the class to ask, 'What are you doing?' and remind them of the word *guess*. Ask the pupil who is miming the action to say, 'Guess,' and the class have to guess the mime saying, 'You're (washing your car),' etc.

Presentation 1

- Teach the new vocabulary using the flash cards, the Food wall chart or real objects. Point out to pupils that *flour* sounds the same as the word *flower* they learnt earlier, but it is spelt differently. Tell them that they will write this word later in the lesson.
- Ask individual pupils to come up and point to items that you call out from the Food wall chart.
- Alternatively, place the food flash cards on your desk and ask pupils to come and select the ones you call out.

Presentation 2

- Teach the present simple verb *like*. Show them a flash card of ice cream and say, 'I like ice cream.' Smile and gesture with your hand on your stomach. Do the same with several flash cards, each time repeating, 'I like (chicken).' Ask the class to repeat each sentence after you. Now gesture to different things on the wall charts, and say which things you like, e.g. 'I like books,' etc.

Pupil's Book, Exercise 1

Unit 16

1 Listen and read

What are you doing?

Guess!

Here is some flour and some butter.

You're making a cake.

Here are two eggs. Here is some sugar.

That's right.

I like cakes.

43

- Tell the class to open their Pupil's Books on page 43 and ask the class, 'Where are Bill and Jill?' (answer: in a kitchen). Ask them to name the food items they can see (answer: flour, butter, eggs, sugar).
- Tell the class they are going to listen to the cassette, and play it all the way through.
- Play the cassette a second time, pausing after each sentence, repeating it, and asking them to repeat each sentence after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette again but ask pupils to raise their hands when they hear the words *flour*, *butter*, *eggs* and *sugar*.

Tapescript

BILL: *What are you doing?*
 JILL: *Guess!*
 JILL: *Here is some flour and some butter.*
 JILL: *Here are two eggs. Here is some sugar.*
 BILL: *You're making a cake.*
 JILL: *That's right.*
 BILL: *I like cakes.*

Follow-up

- If possible, use the real food items for this activity as they will help to make the language more real for pupils.
- Tell the class that they are going to practise the following dialogue in pairs. Read through the sentences again, asking the whole class then individuals to repeat them.
- Now bring a pair of pupils to the front to model the dialogue. One pupil is Bill and one pupil is Jill. Give Jill the food items, which she will need to show to Bill.
- Ask the class to help the pair if they forget their sentences. Bring as many pairs as possible to the front to practise the dialogue, and then ask the pairs to go back to their seats and practise. Walk round monitoring their dialogues and helping pupils who are having difficulties.

Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 43 and ask them which food items they can see (answer: some flour, some butter, two eggs, some sugar). Encourage pupils to use the determiner *some* before the uncountable nouns.
- Ask pupils to give you the initial sound of these words and write the letters on the board.
- Show pupils the flash cards of *flour* and *flower* and then write these two words on the board pointing out the difference in spelling but stressing that these two words sound the same in English.
- Write the remaining words on the board, pronouncing the letters carefully and showing pupils how to form the letters.
- When you write the word 'sugar', ask pupils to give you the initial sound of this word

(answer: /ʃ/), and ask them to tell you any other words that they can think of that begin with the same sound (e.g. *shoe, shirt, shops, short*). Write these words on the board and read them through with pupils. Point out that all the words except the word *sugar* begin with the two letters *s* and *h* and that these two letters together have the sound /ʃ/. Explain that *sugar* is an exception to this rule and that they just have to learn the different spellings.

Activity Book, Exercise 2

- Explain to pupils that they are going to colour each numbered segment of the picture according to the colours given to reveal what the picture is.
- Ask them to look at the number and colour key above the picture, and ask pupils, 'What colour is number 1?' If pupils cannot tell you, ask them to tell you the first letter or sound and to give you a colour beginning with this sound.
- Do the same with the remaining numbers and colours and then ask pupils to work in pairs to colour the segments of their cake.
- Walk round checking that pupils are doing this correctly.

Lesson 2

Aims

- To teach the new vocabulary: *watermelon, bread, honey*
- To teach *wh-* question: *What's in (my) (bag)?*
- To revise the verb *to have*: *I have (some bread)*
- To revise numbers
- To read and match sentences and pictures
- To draw a picture
- To complete a sentence

Structures

- Wh-* question: *What's in (your) (bag)?*
- Verb *to have*: *I have (some bread)*.
- Determiner: *some*

Functions

- Asking questions
- Talking about quantity

Topic

Food and Numbers

Vocabulary

watermelon, bread, honey

Writing

- Matching sentences and pictures
- Drawing a picture
- Completing a sentence

Resources

- Pupil's Book, page 44, Exercise 2 Ask and answer
- Cassette, Unit 16, Exercise 2 Ask and answer
- Activity Book, page 44, Exercise 3 Read and match
- Exercise 4 Draw and write
- A bag
- Flash cards: 67–68
- Food wall chart

Revision

- Put random flash cards into a bag. Put the bag on your desk and say, 'What's in my bag?' Pull out the flash cards and say, 'I have (an apple),' 'I have (some ice cream),' etc. Make sure that you've included flash cards of things you would never put in a bag, such as a flash card of a monkey or elephant. Pretend to be struggling with something in your bag as you say, 'What's in my bag?' Say, 'I have an animal. It's big. It's grey,' and ask again, 'What's in my bag?'

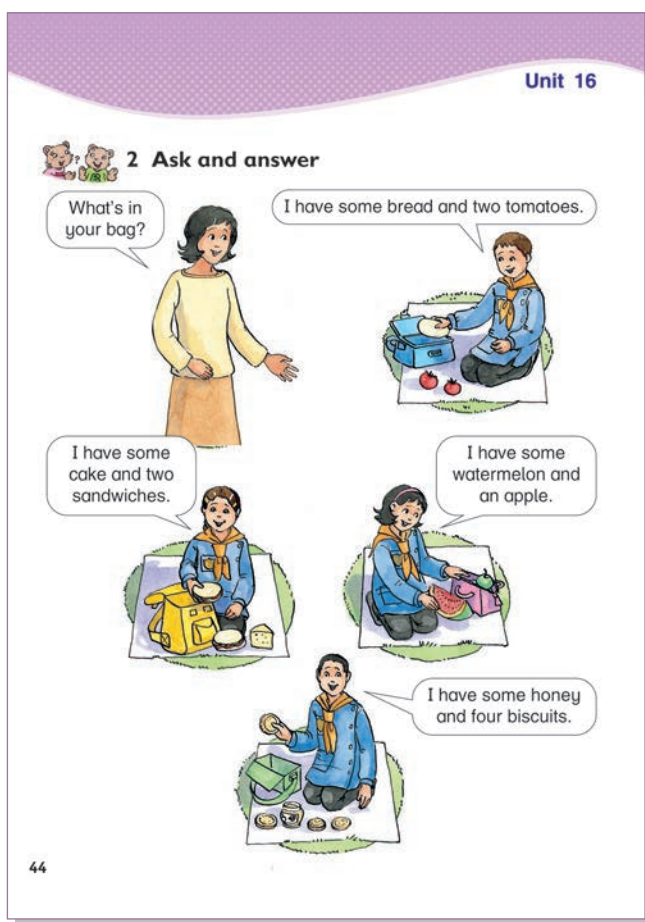
Pull out the elephant flash card and, looking surprised, show it to pupils and ask them again, 'What's in my bag?' They answer, 'It's an elephant.'

- Use this activity to revise lots of different vocabulary, including animals, food, colours, adjectives and verbs, e.g. 'What's in my bag? It can fly. It is beautiful.' 'It's a butterfly,' etc.

Presentation

- Introduce the new vocabulary using the flash cards or Food wall chart.

Pupil's Book, Exercise 2



- Tell pupils to look at the characters on page 44 of their Pupil's Book and ask them what each character has on their blanket in front or next to them. Pupils answer, '(Hassan) has (some bread) and (two tomatoes),' etc.
- Point at individual pupils and say, 'You are Hassan/Zeina. What's in your bag?' Ask the

pupils to look at the pictures and read the speech bubbles, e.g. 'I have (some bread) and (two tomatoes).'

- Play the cassette and ask pupils to listen to the pronunciation.
- Now ask pupils to work in pairs, each taking it in turn to ask the question, 'What's in your bag?' and the other pupil answering, 'I have (some honey) and (four biscuits),' etc.
- Walk round listening to the pairs, and, picking up their own bags, ask individuals, 'What's in your bag?' Pupils tell you what is in their school bags.

Tapescript

MISS NADIA: *What's in your bag?*
 HASSAN: *I have some bread and two tomatoes.*
 SALMA: *I have some cake and two sandwiches.*
 ZEINA: *I have some watermelon and an apple.*
 WALID: *I have some honey and four biscuits.*

Follow-up

- Give out random flash cards, dividing them evenly between all the pupils in the class. Ask each pupil to put the flash cards into their own bags.
- Explain that they are going to work in pairs; one pupil in the pair asks the question, 'What's in your bag?' and the other pupil pulls out a flash card without showing the other and describes (or mimes) it, saying, 'It's green. It's big. It's an animal,' etc. The pupil who has asked the question then guesses what the other one has in their bag, and says, 'You have a crocodile.' Ask pupils to place the flash cards face up on their desks when their partner has finished guessing what was in their bag.
- As pupils do this activity, walk round the class giving the upturned flash cards to other pupils to put in their bags and use. Pick up various flash cards and ask pupils nearby, 'What's in (Heba)'s bag?' to elicit the answer, '(She) has (a spoon),' etc.

Activity Book, Exercise 3

- Tell pupils to look at their Activity Books on page 44 and to tell you what they can see in the pictures.
- Read each sentence with the class, and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Activity Book, Exercise 4

- Explain to pupils that they are going to choose one of the sentences from the previous exercise and copy it into their books. Read through each sentence again with the class, asking them to follow each word as you read.
- Now ask them to choose one of the sentences and to write in the missing words in the sentence below. Walk round and check their work as they do this.
- Now ask them to illustrate their sentence by drawing the correct food items in the border given.
- Ask individual pupils to read their sentences to the class.

Ending

- Ask pupils to draw in their exercise books or give out some plain paper.
- Choose some food item flash cards and explain to the class that you are going to tell them what you have and you want them to draw it and then write its name under each picture.
- Say, 'I have (a tomato), (an apple), (some flour),' etc. and ask them to draw each item as you say it. Write the foods on the board. When they have drawn all the foods and written the names underneath their pictures, ask them to colour them in.
- Take in all the work to mount a classroom display.

Lesson 3

Aims

To teach the new vocabulary: *at school, at home, at the beach, quarter, shell, sand, park*
To revise the modal *can*: *I can see (some) (pens)*.

To teach the preposition: *at*
To revise *wh-* question: *Where am I?*

To match phrases and pictures
To trace and write letters *p/P, q/Q, r/R*

Structures Modal *can*: *I can see (some) (pens)*.
Preposition: *at*
Determiner: *some*
Wh- question: *Where am I?*

Functions Talking about location

Topic Places

Vocabulary *at school, at home, at the beach, quarter, shell, sand, park*

Writing Matching phrases and pictures
Tracing and writing the letters *p/P, q/Q* and *r/R*

Resources Pupil's Book, page 45,
Exercise 3 Play
Exercise 4 Listen, read and match
Cassette, Unit 16,
Exercise 3 Play
Exercise 4 Listen, read and match
Activity Book, page 45,
Exercise 5 Read and match
Exercise 6 Trace and copy
Place wall chart
Letter cards

Presentation 1

- If possible bring in a real shell and some sand to teach the vocabulary, and pass them round the class asking pupils to say what it is called when it is passed to them. Write the words 'shell' and 'sand' on the board and ask pupils to give you the initial sound of each word. Underline the 'sh' of 'shell' and say 'sh', exaggerating the sound. Ask pupils to repeat. Ask them to tell you other words they know beginning with the sound /ʃ/ (e.g.

sugar, shoe, shirt, shops, short). If you don't have the real items, teach the new vocabulary using the wall chart.

Presentation 2

- Tell pupils that they are going to learn some new vocabulary to describe different places. Ask them, 'Where are we now?' and then answer yourself, 'At school?' Translate or explain the word *at* for them. Ask pupils to repeat, 'At school.' Walk round the class asking individual pupils, 'Where are we now?' and they answer, 'At school.' Refer them to the school part of the Places wall chart and ask them to tell you what they can see, using the language *I can see (some desks)*, etc.
- Now ask them, 'Where are we now?' and point to the home part of the wall chart. Answer, 'At home,' and ask pupils to repeat. Ask individual pupils, 'Where are we now?' and get them to answer, 'At home.' Again ask the class to describe things found in the home using the language, *I can see (some chairs)*, *I can see (a table)*, etc.
- Now refer pupils to the beach part of the wall chart. Ask, 'Where are we now?' and answer, 'At the beach.' Ask the class to repeat, 'At the beach.' Point out to the class that with *school* and *home*, we use the preposition *at* and the word itself, but with *beach* we have to say *at the beach*, including the definite article. Ask the class to look at the wall chart and to tell you some of the things they can see using the language *I can see (some shells)*.
- Now point to the various parts of the wall chart in turn, asking the question, 'Where are we now?' and get the class to tell you, 'At school,' 'At home,' 'At the beach.'
- You can use this opportunity to teach the word *park*, and ask pupils what they can see in a park (trees, birds, children playing, etc).

Pupil's Book, Exercise 3

Unit 16

3 Play

at school at home at the beach

4 Listen, read and match

pencil quarter rabbit

pqr

45

- Tell pupils to open their Pupil's Books on page 45 and explain that they are going to work in pairs to describe the pictures and guess where they are.
- Discuss the pictures first with the class and read the speech bubbles with them. Point at each picture and ask the class, 'Where am I?' They reply, 'At the beach,' 'At home,' or, 'At school.' Ask them to tell you what they can see and get them to talk about the pictures. Ask them questions, e.g. 'How many shells can you see?' 'What colour are the chairs?' 'How many pictures are there?'
- Now play the cassette and tell pupils to listen to the pronunciation.
- Now tell them to work in pairs using the speech bubble text as a model to ask and answer questions about the pictures.
- Bring individual pupils to the wall charts and get them to point at a wall chart and ask,

'Where am I?' The class answer, 'You are at school,' 'You are at home,' 'You are at the beach.'

Tapescript

JILL: *I can see some sand, some water and some shells. Where am I?*

BILL: *You're at the beach.*

Presentation 3

- Draw a circle on the board and divide it into quarters by drawing two lines through it. Teach pupils the word *quarter* using your diagram. You could also take this opportunity to teach them *half* and *three quarters*.

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box, to listen to the cassette and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Bring groups of pupils to the front of the class to re-order the letter cards to form these words.

Tapescript

pencil, quarter, rabbit

Activity Book, Exercise 5

- Ask pupils to look at their Activity Books on page 45 and to tell you what they can see. Write the words 'at the beach', 'at home' and 'at school' on the board, carefully showing pupils how to form the letters and pronounce sounds. After you have written the three expressions, point at them randomly and ask pupils to tell you what each one says.
- Now explain to pupils that, in pairs, they have to match the various objects to the places by drawing a line between the two.

- Walk round checking that pupils are doing the activity correctly.

Activity Book, Exercise 6

- Follow the usual procedure for teaching the class to trace and write letters, and for tracing words.

Unit 17

Lesson 1

Aims

- To teach the new vocabulary: days of the week, *visit*, *go out*, *today*
- To teach the preposition: *with*
- To revise the simple present: *I like (ice cream)*
- To write the days of the week
- To complete a sentence

Structures Simple present: *I like (ice cream)*
Preposition: *with*

Functions Talking about routines
Expressing likes

Topic Weekly routines

Vocabulary days of the week, *visit*, *go out*, *today*

Writing Writing the days of the week
Completing sentences

Resources Pupil's Book, page 46,
Exercise 1 Listen and read
Cassette, Unit 17,
Exercise 1 Listen and read
Activity Book, page 46,
Exercise 1 Write
Exercise 2 Write
Flash cards: 48–59, 65
A selection of wall charts

Revision

- Use food item flash cards with the class to revise the present simple verb *like*.
- Ask pupils to come to the wall charts and tell the class what they like.

Presentation

- Now tell pupils that they are going to learn to say the days of the week in English. Ask them how many days there are in a week. Ask them to tell you in Arabic what the day today is. Ask them which is the first day of the week (Sunday), and tell them that in England the first day of the week is Monday.
- Ask them again to tell you what day it is and then say, 'Today is (Tuesday).' Ask the class to repeat the sentence after you.
- Write numbers 1–7 on the board and under

each number write the days of the week, starting with Sunday. Say the name of each day clearly as you write it, and then read each day again, asking pupils to repeat. Ask the class what they notice about the words (that each word for the days of the week ends in *day*).

- Teach the new verbs *to visit* and *to go out* by translating the words for them. You can also use actions and mime to make it fun.

Pupil's Book, Exercise 1

Unit 17

1 Listen and read

I like Sunday and Monday. I play football.

I like Tuesday. I visit my grandmother.

I like Wednesday and Thursday. I play with my friends.

I like Friday and Saturday. I go out with my mother and father.

46

- Tell the class to open their Pupil's Books on page 46 and ask them to look at the pictures. Ask them to talk about each character and what they see in the pictures. Encourage them to use all the vocabulary they have learnt to discuss the pictures.
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing

after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.

- Play the cassette all the way through a final time.

Tapescript

HASSAN: *I like Sunday and Monday. I play football.*

SALMA: *I like Tuesday. I visit my grandmother.*

ZEINA: *I like Wednesday and Thursday. I play with my friends.*

WALID: *I like Friday and Saturday. I go out with my mother and father.*

Follow-up

- Explain to the class that they have to choose their favourite activity from the previous exercise and put their hand up when asked. When it is their turn they must act out the choice they have made.
- Ask the class, 'Who likes football?' and wait for any pupils to raise their hands. Tell them that they will act out the first sentence. Ask them to stand in one group.
- Then ask, 'Who likes visiting their grandmother?' and tell pupils to raise their hands if their favourite activity is visiting their grandmother. Ask them to form another group.
- Finally ask, 'Who likes playing with their friends?' and, 'Who likes going out with their mother and father?' Ask both sets of pupils to get into their groups.
- Now read the sentences again and ask pupils in turns to come out and say their sentences. You can act as the grandmother, their friend(s) or their parent(s).

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 46 and read through Bill and Jill's speech bubbles with the class.
- Ask them which day comes first. When pupils answer 'Sunday', ask them which letter or letter sound Sunday begins with. Ask them to say it and point to the letter 'S' on the first

line. Ask them if days of the week start with small letters or capitals. Ask them to write the day 'Sunday' in the space provided.

- Do the same with the remaining days.

Activity Book, Exercise 2

- Ask pupils to write their favourite day here to complete the sentence. Once they have finished, discuss their answers with them and ask them to tell you why this is their favourite day.
- Collect everyone's work in to check.

Lesson 2

Aims

To teach the new vocabulary: *shopping*

To revise the days of the week

To revise *wh-* questions: *What do you do on (Monday)? What about (Tuesday)?*

To revise the present simple: *He (swims) on (Monday).*

To complete sentences

To trace and colour a picture

Structures *Wh-* questions: *What do you do on (Monday)?*

Present simple: *I (play football).*

Functions Talking about activities

Topic Daily routines

Vocabulary *shopping*

Writing Completing sentences
Tracing and colouring a picture

Resources Pupil's Book, page 47,
Exercise 2 Ask and answer
Cassette, Unit 17,
Exercise 2 Ask and answer
Activity Book, page 47,
Exercise 3 Write
Exercise 4 Draw and write
Coins
Selection of wall charts
Word cards

Revision 1

- Revise days of the week with the class by first saying the name of each day, starting with Saturday, and then asking the class to repeat the name after you. Do this several

times. Ask small groups to repeat the days of the week.

- Now write the days of the week spread out on the board and say the name of each as you write. Now choose seven pupils and whisper the name of a day to each. Ask them to go and stand by their day written on the board. Help them to do this if they are unsure by reading through the days again.

Revision 2

- Revise all the verbs that pupils know by playing a mime game with them. Choose individual pupils to come to the front of the class and mime an action. Ask the class, 'What's he/she doing?' and the class answer, 'He/She's (flying),' etc. Verbs include *eat, drink, see, write, colour, watch, ride, play, catch, sing, visit, go out, make, point, draw, buy, climb, wave, water, fly, wash, talk, help, swim, run, stand (on your hands), laugh.*

Presentation 1

- Remind pupils of the word *shop* and ask the class and individuals to repeat the word 'shop'. Now explain that this word can also be used as a verb and teach them the form *shopping*. Put on your jacket, pick up your bag, count some coins in your hand and say to the class, 'I like shopping. Bye,' and walk towards the door as though you are leaving. Ask pupils, 'Where am I going?' They answer, 'You're going to the shops.' Ask, 'What am I doing?' to elicit 'You're going shopping.'

Presentation 2

- Teach the class the question *What do you do on (Monday)?* Say, 'On Monday I come to school. I visit my sister. I go shopping.' Ask the class, then small groups and individuals, to repeat, 'What do you do on Monday?' Now ask them to repeat, 'On Monday I come to school. I visit my sister. I go shopping.'
- Now ask some individuals the question, varying the day, and ask them to reply telling you what they do on that day. Tell them to use the wall charts as prompts if they need more ideas.

Pupil's Book, Exercise 2

Unit 17

2 Ask and answer

Sunday I play on the computer.

Monday I go shopping.

Tuesday I visit my grandmother.

Wednesday I ride my bike.

Thursday I ride my bike.

Friday I ride my bike.

Saturday I ride my bike.

What do you do on Monday?

I ride my bike on Monday.

47

- Ask pupils to look at the words down the middle of the page and ask if anyone knows what these words say.
- Play the cassette for Exercise 2 and ask pupils to repeat after you. Read again the question, 'What do you do on Monday?' at the bottom of the page. Explain to the class that they are going to work in pairs and can use the pictures as prompts to ask and answer the question, 'What do you do on (Monday)?' 'I (ride my bike) on (Monday).'
- Explain that one pupil should ask a question and the other one answer and then they should swap over so that both pupils have the opportunity of asking and answering the questions.

Tapescript

MISS NADIA: *What do you do on Monday?*
 WALID: *I ride my bike on Monday.*

Follow-up

- Teach pupils to use the present simple in the third person and stress the change to the verb by emphasising the *s* ending.
- Bring out pairs of pupils in turn to the front of the class. Whisper an action to one pupil, who will mime that action. To the other pupil, say a day of the week. That pupil decides what action the pupil is miming and say to the class, 'He/She (swims) on (Monday).'
- Now ask the pupil, 'What about (Tuesday)? What does he/she do on (Tuesday)?' The pupil asks, 'What do you do on (Tuesday)?' and the pupil miming answers, 'I (play football) on (Tuesday).'
- Bring as many pupils as possible to the front to do this activity and then ask pupils to work in pairs at their desks, one pupil deciding on the action and the other pupil guessing it and adding the day.

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 47 and ask them to say what they can see. Read through the sentences with the class and ask them to fill in the missing words verbally.
- Explain to them that before they fill in the missing words, you want them to describe the pictures using the third person present simple, e.g. 'He plays on the computer.' Do this with all four pictures and remind them of the need to change the possessive pronoun *my* to *his/her* depending on the character in the picture, e.g. 'She visits her grandmother.'
- After they have described each picture in the third person, read through the actual sentences again in the first person and write each missing word on the board.
- Ask pupils to write in the missing words in the sentences in their books. Walk round checking that pupils are doing this correctly and help any pupils who are having difficulties.

Activity Book, Exercise 4

- Ask pupils to say what they can see in each picture (answer: a computer, a bike and a park). Ask them to say a full sentence to match each picture, e.g. 'I play on my computer,' 'I ride my bike,' 'I go to the park.'

Read each sentence adding 'on Saturday'.

Ask the class to repeat each full sentence: 'I play on my computer on Saturday,' etc.

- Ask pupils to trace over the lines of each picture, and then explain that they are going to complete the sentence below each one. Ask them again to tell you what the first picture is and to give you the full sentence. Write this sentence on the board carefully, pronouncing the sounds of the letters as you write and showing pupils how to form the letters. Now ask them to copy the sentence into their books and walk round checking their work as they do so.
- Do the same with the remaining two pictures and sentences.
- If possible, give out word cards to groups of pupils after they have finished the activity and ask them to form the sentences again using the word cards.

Lesson 3

Aims

To teach the new vocabulary: *coffee, tea, sock*

To revise the present simple: *I like (tea)*.

To sing a song

To circle words beginning with *s*

To trace and write the letters *s/S* and *t/T*

Structures Present simple: *I like (tea)*.

Functions Expressing likes

Vocabulary *coffee, tea, sock*

Writing Circling words beginning with *s*
Tracing and writing the letters
s/S and *t/T*

Resources Pupil's Book, page 48,
Exercise 3 Sing
Exercise 4 Listen, read and
match
Cassette, Unit 17,
Exercise 3 Sing
Exercise 4 Listen, read and
match
Activity Book, page 48,
Exercise 5 Circle the 's'
words
Exercise 6 Trace and copy
Flash cards: 76–77, 94

Revision

- Mime various actions and ask pupils to give you the verb in the present simple. Bring individual pupils to the front and ask them to mime an action. Write a day of the week on the board and say, 'You (swim) on (Tuesday).' Now write another day on the board and ask the pupils to do another mime. The first pupil to read the day, guess the action and say the sentence takes the next turn to mime.
- Translate the words coffee and tea for the class. Ask them if they like coffee or tea. Ask them what other drinks they know in English and walk round the class asking individual pupils, 'Do you like (juice)?'

Pupil's Book, Exercise 3

Unit 17

3 Sing

I like coffee,
I like tea.
I like Hassan
And he likes me.

I like coffee,
I like tea.
I like Zeina
And she likes me.

4 Listen, read and match

sock sixteen tree two

s t

48

- Ask pupils to open their Pupil's Books on page 48 and tell them that they are going to learn a song.

- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song, stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat after you.
- Now play the song again but explain to pupils that you want them to mime the action of drinking when they hear, *I like coffee*, *I like tea*, and make sure they sing along with the tape. Make the activity fun and perform the actions, as this will encourage pupils to take part themselves.

Tapescript

WALID: *I like coffee,
I like tea.
I like Hassan
And he likes me.*

SALMA: *I like coffee,
I like tea.
I like Zeina
And she likes me.*

Follow-up

- Ask pairs or small groups to make up a song for themselves, swapping the names *coffee*, *tea*, *Zeina* and *Hassan* for other names. It doesn't matter that their words don't rhyme, it is important that they work together and have fun with the activity.
- Alternatively, ask them to sing the song but to replace the words with the names for items that you hold up on random flash cards.

Presentation

- Revise clothing vocabulary *jacket*, *shirt*, *skirt*, *shoes*, *trousers*, *T-shirt*, and teach the new word *sock* using the flash cards or real objects.

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Then ask them to look at the words in the box, to listen to the cassette to hear each of the words pronounced, and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it

represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.

- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you. Point out the silent *w* in the word *two*.
- Bring groups of pupils to the front of the class to re-order the letter cards to form these words.

Tapescript

sock, sixteen, tree, two

Activity Book, Exercise 5

- Ask pupils to look at the pictures on page 48 and tell you what they can see.
- Tell them that you want them to work in pairs to circle all the words that begin with the sound /s/.
- When they have completed the activity, ask pupils to tell you which words they have circled. Ask them if they can think of any other words that begin with the same sound.
- Ask them to give you the initial sounds of the words they have not circled.

Activity Book, Exercise 6

- Follow the usual procedure for teaching the class to trace and write letters, and for tracing words.

Unit 18

Lesson 1

Aims

- To teach the new vocabulary: *all, tennis*
- To revise the imperative: *Let's (watch TV)*.
- To teach the auxiliary *do/don't*: *Do you (like) (ice cream)? Yes, I do./No, I don't.*
- To revise the interrogative: *Can we (watch tennis)?*
- To revise the verb *to like*: *We all like (videos)*.
- To revise numbers 11–20
- To complete sentences
- To trace words
- To write a sentence

Structures Verb *to like*: *We all like (videos)*.
Imperative: *Let's (watch TV)*.
Modal *can*: *Can we (watch tennis)?*
Auxiliary *do/don't*: *Yes, I do./No, I don't.*

Functions Expressing likes and dislikes

Topic Sport

Vocabulary *all, tennis*

Writing Completing sentences
Tracing words
Writing a sentence

Resources Pupil's Book, page 49,
Exercise 1 Listen and read
Cassette, Unit 18,
Exercise 1 Listen and read
Activity Book, page 49,
Exercise 1 Read and write
Exercise 2 Write
Pieces of paper (one per pupil)
Flash cards: 48–65, 114
At Home wall chart
Letter cards

Revision 1

- Revise imperatives with the class by saying, 'Let's (watch TV),' miming an action and naming it. Do a few examples with the class, asking them to repeat the sentence after you. Then say 'Let's', and mime the action only. Individual pupils in the class answer, 'Let's (swim),' etc.
- Then bring individual pupils to the front to say, 'Let's (read),' and mime an action. The

class respond, 'Let's (read),' and name the action the pupil has mimed.

Revision 2

- Revise the question, *Can you (catch a ball)?* by asking pupils to look at the wall chart. Point at various characters on the wall chart doing different things and elicit the question, 'Can you (ride a bike)?'
- Alternatively, ask pupils to mime an action to elicit the question, 'Can you (play the piano)?'

Revision 3

- Revise the verb *to like* with pupils. Say, 'I like salad' and hold up the flash card of salad as you say this. Make a gesture to show you like this food by placing your hand on your stomach and smiling. Ask the class to repeat the sentence after you.
- Do the same with all the food items that pupils know, each time saying, 'I like (tomatoes),' and holding up the flash card for that item. Ask the class to repeat the sentences after you.
- Ask individual pupils to come to the front of the class and show them a flash card. They look at the flash card and say to the class, 'I like (pears).' Now ask the class, 'Does he/she like (pears)?' and the class answer, 'Yes, he/she does,' or 'No, he/she doesn't.'

Revision 4

- Quickly revise numbers 11–20 with the class by giving out number flash cards 11–20 to ten pupils in the class. Write the numerals 11–20 on the board and point to number 11. Ask, 'Who has number eleven?' and ask the pupil with that number flash card to come to the front, point to number 11 on the board and say, 'eleven'. Ask the class to repeat 'eleven'.
- Do the same for numbers 12–20. Repeat the procedure several times, giving as many pupils as possible the chance of coming to the front.

Presentation 1

- Give out one piece of paper per pupil. On the board draw a smiley face and a sad

face. Tell pupils to fold their paper in half and draw a smiley face on one half and a sad face on the other half. Explain to them that you are going to ask them if they like something and they have to hold up the smiley face if they like it and the sad face if they don't like it.

- Teach pupils the question, *Do you like (ice cream)?* Say to the class, 'Do you like (ice cream)?' and ask them to hold up the smiley or sad face. Ask the question several more times, substituting ice cream for different things each time. Ask individuals who are holding up a smiley face if they like the food and get them to answer, 'Yes, I do.' Now ask all the pupils holding up a smiley face, 'Do you all like (salad)?' Use gestures to help explain the meaning of *all* to them or translate into Arabic if necessary. Get them to answer, 'Yes, we do.'
- Ask a pupil who is holding up a sad face, 'Do you like (salad)?' and teach *No, I don't*. Ask the class and individuals to repeat, 'No, I don't.' Now ask the pupils holding up sad faces, 'Do you all not like salad?' stressing the words *not like*, and elicit from them, 'No, we don't.'
- Tell the class that you are going to hold up flash cards of various things and they have to ask the question, 'Do you like (tea)?' naming the object you are holding up. Do this several times asking the whole class, groups and individuals to ask the question.
- Now ask the class, 'Do you like (chicken)?' and tell them again to hold up their smiley face or sad face depending on whether they like the thing or not. Each time you hold up a card, ask those holding a smiley face to say together, 'We like (chicken),' and ask those holding a sad face to say, 'We don't like (chicken).' Do this several times and make the activity fun for pupils.

Presentation 2

- Teach the word *tennis* by miming the action of playing tennis and using the flash card if necessary.

Pupil's Book, Exercise 1



- Tell the class to open their Pupil's Books on page 49 and ask pupils to describe the pictures. Ask them to look at the first frame and ask, 'Who can you see?' (answer: Salma, Zeina, Hassan, Walid), 'Where are they?' (answer: in the sitting room), etc.
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

HASSAN: *Let's watch TV.*
 SALMA: *Can we watch tennis?*
 WALID: *I don't like tennis.*
 HASSAN: *Let's watch football.*
 SALMA: *I don't like football.*
 ZEINA: *Let's watch a video.*
 ALL: *Yes. We all like videos!*

Follow-up

- Explain to pupils that you are going to hold up various flash cards (e.g. *football, video, bike, ball, piano*) and the class has to say an imperative sentence including that object: 'Let's (play football),' 'Let's (watch a video),' etc.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 49 and ask them what they can see. Explain to pupils that they are going to trace the lines to match the pictures with the sentences and then will complete each sentence appropriately.
- Ask them to trace the lines carefully. Now ask them which picture goes with the first sentence (answer: tennis game on TV). Read the first sentence with them and ask them to fill in the sentence verbally. Write 'tennis' on the board, showing them carefully how to form and pronounce the letters. Ask them to write in the word to complete the sentence.
- Do the same with the remaining two sentences and ask pupils to write in the words as neatly as they can, taking care to keep their writing on the lines.
- Ask pupils to come to the front and re-order the letter cards to spell these words.

Activity Book, Exercise 2

- Ask pupils what Jill is thinking about (answer: football) and ask if they think the cross means that she likes football or doesn't like football. Ask them to say, 'She likes football,' or, 'She doesn't like football.' Read the sentence with them and ask them to repeat it after you.
- Now ask them to look at the picture of Bill, and ask them if they think the cross means that Bill likes or doesn't like tennis. Explain

that they are going to write the sentence underneath and ask any pupils if they can tell you what they think that sentence is.

- Write the sentence 'I don't like tennis,' on the board and ask them to write it into their books. Remind pupils to take their time to write carefully and neatly.

Ending

- Ask pupils to keep their smiley and sad faces for the next lesson when they will use them again. Ask them to keep them safe by putting them into their Pupil's Books.
- Ask them if they like their English classes and get them to answer, 'Yes, I like English.'

Lesson 2**Aims**

To teach the new vocabulary: *fish* (as food), *cheese*

To revise *yes/no* question: *Do you like (fish)? Yes, I do./No, I don't.*

To circle words in a word search

To complete sentences

Structures *Yes/No* question: *Do you like (fish)? Yes, I do./No, I don't.*

Functions Expressing likes and dislikes

Topic Food

Vocabulary *fish, cheese*

Writing Circling words in a word search
Completing sentences

Resources Pupil's Book, page 50,
Exercise 2 Ask and answer
Cassette, Unit 18,
Exercise 2 Ask and answer
Activity Book, page 50,
Exercise 3 Find and write
Exercise 4 Write
Flash cards: 63, 65–68, 115
Food wall chart

Revision

- Repeat the first Presentation activity from the previous lesson, and ask pupils to take out their smiley and sad faces.
- Revise the question *Do you like (fish)?* and ask the class to repeat the question several

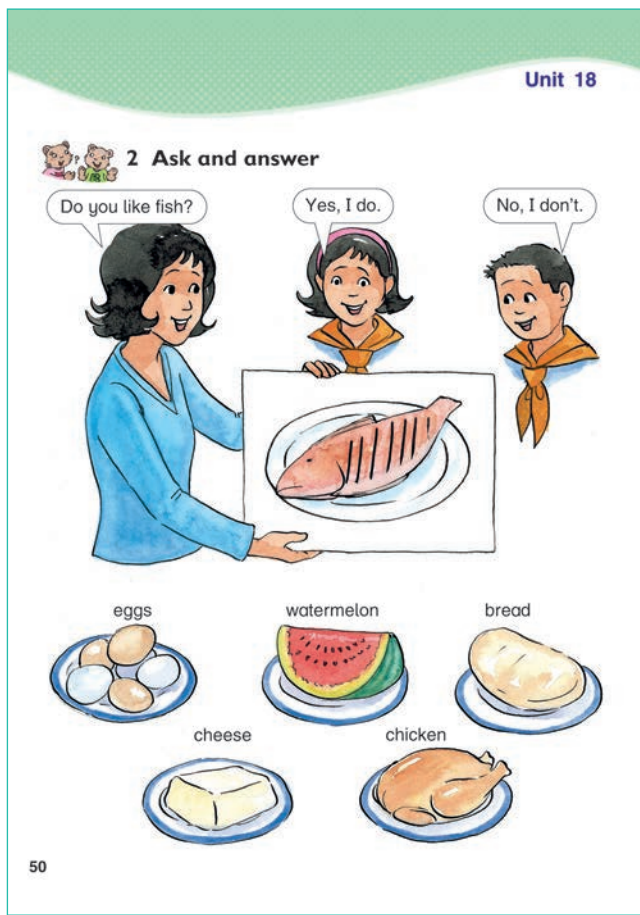
times.

- Ask them questions about what they like and each time ask them to hold up the smiley or sad face. Ask individuals who are holding up a smiley face if they like the food and get them to answer, 'Yes, I do.'
- Now say to a pupil who is holding up a sad face, 'Do you like (chicken)?' and elicit the answer, 'No, I don't.'

Presentation

- Introduce the new vocabulary *fish* (as food) and *cheese* to pupils using flash cards and the wall chart. Ask individuals, 'Do you like cheese?' and get them to answer, 'Yes, I like cheese,' or, 'No, I don't like cheese.' Do the same for *fish*. Point out that this is the cooked fish.

Pupil's Book, Exercise 2



- Tell pupils to turn to page 50 in their Pupil's Books. Explain that they are going to work in pairs to ask and answer the question *Do you like (...)? Yes, I do. No, I don't.* Play the cassette and ask them to repeat after you.
- Explain that the pupil who is asking the question points at one of the food items and asks, 'Do you like (chicken)?' and the other pupil answers, 'Yes, I do,' or, 'No, I don't.' If possible, also give out flash cards of other items to pupils to use in the activity to get an even distribution of positive and negative answers.
- Walk round listening to the pairs and asking pupils yourself, 'Do you like (fish)?' etc.

Tapescript

MISS NADIA: *Do you like fish?*
 ZEINA: *Yes, I do.*
 WALID: *No, I don't.*

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 50 and to tell you what they can see in the middle of the page. Write these words on the board.
- Ask pupils to write these words in their books next to each relevant picture. Walk round and check that pupils are doing this correctly.
- Now tell pupils to look at the word grid and tell them that each word is hidden in the grid and they have to find these words and circle them.
- Ask them to do this activity in pairs, helping each other to find the other hidden words.

Activity Book, Exercise 4

- Show pupils flash cards for *watermelon*, *bread*, *cheese*, *egg* and *chicken* and ask them to tell you what each one is. Show the flash card for *watermelon* again and ask the class, 'Who likes watermelon?' Ask pupils to give a big smile if they like watermelon. Ask some of these pupils, 'Do you like watermelon?' and get them to respond, 'Yes, I do.'
- Now ask, 'Who doesn't like watermelon?' and ask pupils to put on an unhappy face if they

don't like watermelon. Ask these pupils, 'Do you like watermelon?' and they respond, 'No, I don't.' Do the same with the other food items.

- Explain to pupils that they are going to write 'like' or 'don't like' in the gaps in the sentence, depending on whether they like that food or not. Point to the words at the top of the exercise and then write them on the board, pointing at each letter as you read the words with the class.
- Read through the food items with the class and ask them to write 'like' or 'don't like', depending on whether they like the food or not.

Lesson 3

Aims

To teach the new vocabulary: *hobby, coin, badge, stamp*

To teach *wh-* question: *What's your hobby?*

To revise *wh-* question: *How many (stamps) are there?*

To write numbers

To colour a picture according to written instructions

Structures *Wh-* questions: *How many (stamps) are there? What's your hobby?*

Functions Counting
Talking about hobbies

Topic Numbers

Vocabulary *hobby, coin, badge, stamp*

Writing Writing numbers
Colouring a picture according to written instructions

Resources Pupil's Book, page 51, Exercise 3 Count
Cassette, Unit 18, Exercise 3 Count
Activity Book, page 51, Exercise 5 Count and write
Exercise 6 Read and colour
Stamps, badges and coins
Pieces of paper (one per pupil)
Coloured pencils
Flash cards: 113–115

Revision

- Quickly revise colours with the class by asking pupils to find something e.g. green in the classroom. Ask individual pupils to point to things in the classroom of various colours.

Presentation

- If you have real stamps, badges and coins, use these to teach the new vocabulary, otherwise use the flash cards. Ask them to tell you in Arabic what we use stamps for. Ask pupils if they ever wear badges and to tell you what badges are used for (decoration, identification). Ask them which sort of people might wear a badge. Finally ask them to tell you what coins are used for, and try to elicit the words *shops* and *buy*.
- Teach the word *hobby* to pupils and explain its meaning. Ask the class what their hobbies are and teach them any new vocabulary they need to describe their hobbies.

Pupil's Book, Exercise 3

Unit 18


3 Count

What's your hobby?



I like stamps.

How many stamps are there?



Twenty.

How many badges are there?



How many coins are there?



51

- Now tell pupils that they are going to count the number of stamps, badges and coins in the pictures. Read the first frame speech bubbles with them and then ask them to work in pairs to count the objects. Ask them, 'How many stamps are there?' pointing to the second frame.
- When pupils have finished counting, play the cassette and ask them if they were correct in their counting. Ask them questions about the pictures such as, 'How many stamps are there on the table?' 'How many badges are there on Salma's hat?' 'How many coins are there in Walid's hand?' etc.

Tapescript

JILL: *What's your hobby?*

HASSAN: *I like stamps.*

JILL: *How many stamps are there?*

HASSAN: *Twenty.*

JILL: *How many badges are there?*

JILL: *How many coins are there?*

Follow-up

- Give out a piece of paper and coloured pencils to each pupil.
- Tell pupils that you want them to draw a picture of themselves doing something that they like doing (e.g. riding a bike, playing tennis, flying a kite, making a cake, etc.) and then to colour their pictures in. Walk round the class admiring pupils' drawings and asking, 'What's your hobby?' Ask pupils to answer, 'I like (riding my bike),' etc.
- Collect pupils' drawings to mount a classroom display.

Activity Book, Exercise 5

- Ask pupils to tell you which items they can see on page 51 of their Activity Books. Ask them, 'How many stamps are there?' Ask them to count the number of stamps in pairs. When all pupils have finished counting, ask them to tell you how many stamps there are and write 'twenty' on the board. Tell them to write the number in the gap in the sentence.
- Ask pupils to count the number of coins and badges and write the number of each on the board. Ask pupils to write the numbers in the sentences.

Activity Book, Exercise 6

- Read through each sentence with the class and then ask pupils to colour the number of badges, coins and stamps with the correct colour.

Unit 19

Lesson 1

Aims

To teach the new vocabulary: *o'clock*, *get up*, *lunch*, *friend*

To revise *wh-* question: *What's your hobby?*

To revise the present simple: *I (get up) at (six) o'clock.*

To match pictures and sentences

To circle words beginning with *f*

Structures *Wh-* question: *What's your hobby?*
Present simple: *I (get up) at (six) o'clock.*

Functions Talking about daily activities

Topic Time

Vocabulary *o'clock*, *get up*, *lunch*, *friend*

Writing Matching pictures and sentences
Circling words beginning with *f*

Resources Pupil's Book, page 52,
Exercise 1 Listen and read
Cassette, Unit 19,
Exercise 1 Listen and read
Activity Book, page 52,
Exercise 1 Read and match
Exercise 2 Circle the 'f' words
Clock with numerals
A selection of flash cards

Revision 1

- Revise the question *What's your hobby?* by pointing to the pupils' drawings on the wall from the previous lesson. Choose individual pupils to come to the wall display and point at their drawing. Ask them, 'What's your hobby?' and get them to respond with, 'I like (drawing),' etc.

Revision 2

- Quickly revise numbers 1–20 with the class by asking them to count up together from 1 to 20.

Presentation 1

- Teach pupils the time using a real clock with numbers rather than markings, or draw a clock on the board with the numbers on.

- Set the clock at one o'clock, and say, 'It's one o'clock.' Ask the class to repeat. Do this with several different times and ask pupils to tell you, 'It's (four) o'clock,' each time you set a new hour. Teach pupils up to 'It's twelve o'clock.'
- Now set the time randomly and ask the class to tell you, 'It's (nine) o'clock,' etc.

Presentation 2

- Teach the new vocabulary *get up*, *lunch* and *friend*, using pictures or mime and translating into Arabic if necessary. Pronounce each word carefully and ask pupils to repeat. Make sure they are pronouncing the consonant cluster at the end of *lunch* correctly.

Pupil's Book, Exercise 1

Unit 19

1 Listen and read

I get up at six o'clock.

School starts at eight o'clock.

I have lunch at two o'clock.

I play with my friends at four o'clock.

52

- Tell the class to open their Pupil's Books on page 52 and to look at the pictures of Salma's day. Ask them to describe each picture and what Salma is doing.

- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence, repeating it and asking the pupils to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

SALMA: *I get up at six o'clock.
School starts at eight o'clock.
I have lunch at two o'clock.
I play with my friends at four o'clock.*

Follow-up

- Read Salma's sentences from the exercise above again with the class and ask them to repeat each one. Now bring individual pupils to the front of the class to say the lines.

Activity Book, Exercise 1

- Ask pupils to tell you what they can see in the pictures.
- Read each sentence with the class, and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Activity Book, Exercise 2

- Ask pupils to look at the pictures and to tell you what they can see.
- Tell them that you want them to work in pairs to circle all the words that begin with the sound /f/.
- When they have completed the activity, ask pupils to tell you which words they have circled. Ask if they can think of any other words which begin with the same sound.
- Ask them to give you the initial sounds of the words they have not circled.

Lesson 2

Aims

To teach *wh-* question: *What time is it? It's (one) o'clock.*

To draw and write the time

Structures *Wh-* question: *What time is it? It's (one) o'clock.*

Functions Telling the time

Topic Time

Writing Writing the time
Circling words beginning with *f*

Resources Pupil's Book, page 53,
Exercise 2 Ask and answer
Cassette, Unit 19,
Exercise 2 Ask and answer
Activity Book, page 53,
Exercise 3 Write
A clock with numerals
Flash cards: 1–12

Revision

- Quickly revise numbers with pupils by choosing twelve pupils and giving each of them a flash card from 1 to 12. Ask them to form a line at the front of the class standing in order according to the number they have.
- The first pupil in the line holds up their flash card and the class say, 'One.' Now ask them to repeat, 'One o'clock.' Choose another pupil to come to the clock and set it at one o'clock.
- Do the same for all the times.

Presentation

- Teach pupils the question *What time is it?* by showing them a clock with the time set by the hour. Tell them to look at the clock and ask them several times, 'What time is it?' Ask them to repeat, 'What time is it?' and answer, 'It's (eight) o'clock,' etc.

Pupil's Book, Exercise 2

Unit 19

2 Ask and answer

What time is it?

It's three o'clock.

53

- Play the cassette and ask pupils to look at the clock faces. Tell pupils to work in pairs so that one pupil asks the question, 'What time is it?' and the other pupil answers, 'It's (three) o'clock.'
- Walk round the class listening to the pairs. Randomly point at the clocks and ask pupils, 'What time is it?'

Follow-up

- Now ask pupils to draw a clock face in their exercise books and to draw a time. Starting at one o'clock, ask pupils to raise their hands if they have drawn this time. Do the same up until twelve o'clock and write each time on the board. Ask pupils to write underneath their clock, 'It's (five) o'clock,' filling in the time that they have chosen.

Tapescript

MISS NADIA: *What time is it?*
SALMA: *It's three o'clock.*

Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 53, then point to the first clock and ask them what the time is. Tell them that they are going to write the times in the spaces provided.
- Point out that the first two sentences only require them to write the time, the next two sentences require them to write the time and 'o'clock,' and the final two sentences require them to write the whole sentence.
- Ask them to work in pairs to decide on the times and then to write the sentences.
- Walk round and check that they are writing in the correct times.

Lesson 3

Aims

To teach the new vocabulary: *teeth, clean*

To revise the present simple: *I (go to bed) at (ten) o'clock.*

To teach *wh-* questions: *What time do you (go to bed)? When do you (go to bed)?*

To draw and write the time

Structures Present simple: *I (go to bed) at (ten) o'clock.*

Wh- questions: *What time do you (go to bed)? When do you (go to bed)?*

Functions Talking about daily routines

Topic Daily routines

Vocabulary *teeth, clean*

Writing Drawing and writing the time

Resources Pupil's Book, page 54,
Exercise 3 Play
Cassette, Unit 19,
Exercise 3 Play
Activity Book, page 54,
Exercise 4 Draw and write
Pieces of paper (one per pupil)
Coloured pencils

Revision 1

- Revise the present simple and days of the week with the class by asking the question, 'What do you do on (Saturday)?' Ask individual pupils to give you their answers using the language *I (visit my grandmother) on (Saturday)*.

Revision 2

- Revise times again with the class by setting the clock at various hours. Bring pairs of pupils to the front and ask one pupil to ask the question, 'What time is it?' and the other pupil to answer, 'It's (seven) o'clock,' etc.

Presentation 1

- Explain to pupils that another way to ask *What time?* is to say *When?* Teach them the question, *What time do you (go to bed)?* by saying it and asking them all to repeat. Ask individual pupils, 'What time do you go to bed?' and they should answer, 'I go to bed at (eight),' etc.
- Now ask, 'When do you go to bed?' Ask individual pupils to answer, 'I go to bed at (eight) o'clock.' Then ask pupils to repeat the question, 'When do you go to bed?'
- Write both questions on the board, taking care to show pupils how they form the letters and pointing out that the questions are the same except for *What time* and *When*.
- Now ask the class what time they do certain activities using both questions, *What time do you go to bed?* and *When do you go to bed?* and making sure they understand that the meaning of both questions is the same.

Presentation 2

- Teach the new vocabulary *teeth* by pointing at your teeth, saying the word and asking the class and individuals to repeat. Explain to the class that *teeth* is plural, and teach them the singular *tooth*. Ask them to show you their teeth as they say the word. Make sure they are pronouncing the word correctly and are pronouncing the final *th* clearly. Mime cleaning your teeth and say to the class, 'I'm cleaning my teeth. I clean my teeth every morning.' Ask the class to repeat.


Pupil's Book, Exercise 3

Unit 19

3 Play




I go to bed.




I watch TV.



I have lunch.



I clean my teeth.



I go to bed at ten o'clock.



54

- Tell pupils to open their Pupil's Books on page 54 and ask them to describe each picture using the language *I (go to bed), I (watch TV)*, etc. Finally, play the cassette and tell them to repeat after you.
- Now tell pupils to look at the clocks on the right and point at each clock in turn, asking, 'What time is it?' They then answer, 'It's two o'clock,' etc.
- Read the speech bubble at the bottom of the page, and explain that they are going to work in pairs. One asks the question, 'What time do you (go to bed)?' or, 'When do you (go to bed)?' and the other answers, 'I (go to bed) at (ten) o'clock,' giving a realistic time for the activity chosen.
- Walk round and randomly ask pupils, 'What time do you (get up)?' or, 'When do you (watch TV)?'.

Tapescript

HASSAN: *I go to bed at ten o'clock.*

Follow-up

- If you have time, give out pieces of paper and coloured pencils and ask pupils to draw a picture of themselves doing an activity that they do every day. On the same page ask them to draw a clock and to put on it the time when they do this activity.
- Ask them to colour in their pictures.
- Bring individual pupils to the front of the class to show their picture and say, 'I (clean my teeth) at (seven) o'clock,' giving the time they have drawn on their clock.
- Take in their work to mount a classroom display.

Activity Book, Exercise 4

- Ask pupils to look at the pictures on page 54 of the various activities (go to bed, watch TV, have lunch, clean teeth). Then ask them if each of them do these activities every day. Explain that they are going to complete the sentences one at a time and write their own times.
- Ask them to work in pairs and to look at Exercise 3 in their Pupil's Books to find the missing words from the sentences. Ask pupils to complete the first sentence and write the time in word form in the gap.
- When all pupils have completed their first sentence, ask them to fill in the time on the clock next to the picture. Walk round checking that pupils are doing the activity correctly.
- Now ask pupils to look at the second sentence and ask them which word is missing. Ask pupils to complete the sentence by writing in the missing word and the time and then drawing in their chosen time on the clock.
- Do the same with the remaining sentences, making sure that you walk round and check that pupils are writing correctly and are filling in the correct times to match their clocks.

Unit 20 Revision 4

Lesson 1

Aims

To revise *wh*- question: *When (can you come)? What about (Thursday)?*

To revise imperatives: *Come to my house on (Sunday).*

To write the days of the week

To match pictures and sentences

Structures *Wh*- questions: *When (can you come)? What about (Thursday)?*
Imperative: *Come to my house on (Sunday).*

Functions Talking about weekly routines

Topic Weekly routines

Vocabulary Revision of previous vocabulary

Writing Writing the days of the week
Matching pictures and sentences

Resources Pupil's Book, page 55,
Exercise 1 Listen and read
Cassette, Unit 20,
Exercise 1 Listen and read
Activity Book, page 55,
Exercise 1 Write
Exercise 2 Read and match
Flash cards 1–12
Letter cards

Revision 1

- Revise imperatives with the class by giving them an imperative command and asking them to mime the action. Say, 'Count,' and ask them to mime counting something or to count their fingers. Say, 'Draw,' and they mime drawing a picture, etc. Do this with as many verbs as they know (e.g. *count, draw, fly, laugh, write, swim, water, eat, drink*). Make the activity fun.
- Remind pupils of the verb *come* and say, 'Come here,' to various pupils. Wait for them to come to you and then give them an instruction, such as, 'Walk to the door,' 'Close the window,' etc.

Revision 2

- Revise days of the week with the class by

writing the numbers 1–7 on the board and the days of the week underneath. Read the days of the week with the class. Now explain to them that you are going to say a number and you want them to say which day of the week that is. Do this with the whole class at first and then with individuals.

- Alternatively, give out the days of the week flash cards to seven pupils in the class and tell them that you want them to give you a sentence including that day of the week, e.g. 'I (ride my bike) on (Wednesday).' Give out the flash cards to as many pupils as possible so they are given the chance to read a flash card and give you a sentence.
- Give out the number flash cards 1–12 to twelve pupils in the class and tell them that you want them to give you a sentence about what they do using the number as the time they do it. Ask them to show you the number they are holding and ask, 'What do you do at (six) o'clock?' They answer, 'I (eat my dinner) at (six) o'clock.' Model the activity for them so that they are clear about what you want them to do.

Revision 3

- Ask individual pupils, 'When do you (clean your teeth)?' and ask them to reply, 'I (clean my teeth) (in the morning).'
- Ask each pupil what time they e.g. come to school, go home, have lunch or clean their teeth. Do this naming as many different activities as possible and asking pupils to give you appropriate replies for the time of day.

Pupil's Book, Exercise 1

Unit 20 Revision 4

1 Listen and read

55

- Tell the class to open their Pupil's Books on page 55 and to look at the pictures of Bill and Jill. Ask them to describe what Bill is doing in each of the first three pictures (answer: He's playing football. He's visiting his grandmother. He's shopping.).
- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a final time all the way through.

Tapescript

JILL: *Come to my house on Sunday.*
 BILL: *Sorry. I play football on Sunday.*
 JILL: *What about Tuesday?*
 BILL: *I visit my grandmother on Tuesday.*
 JILL: *What about Thursday?*
 BILL: *I go shopping on Thursday.*
 JILL: *When can you come?*
 BILL: *Today. It's Saturday.*

Follow-up

- Explain to pupils that they are going to role-play the dialogue in pairs. Read through the speech bubbles again with the class. Ask them to follow the pictures and the words as they listen. Ask them to repeat each sentence.
- Divide the class into two groups and tell the girls that they are going to repeat Jill's sentences, and tell the boys that they are going to repeat Bill's sentences. Read through the dialogue asking both groups of pupils to repeat their parts.
- Bring confident pairs of pupils to the front to model their dialogues to the rest of the class.
- Now ask pupils to work in pairs to role-play the dialogue using the pictures as prompts. Walk round listening to the pairs and helping any pupils who are having difficulties.

Activity Book, Exercise 1

- Tell pupils to look at their Activity Books on page 55 and explain to them that the words with gaps are the days of the week and that they are going to fill in the missing letters to complete the words. Ask them to remind you what is common in the spelling to all the days of the week (answer: the fact that they all end in *day*). Write this word on the board. Ask them what else is the same for the first letter in each day of the week (answer: each day begins with a capital letter).
- Copy the words with the missing letters on the board and ask them which is the first day (answer: Sunday). Ask them which sound or letter comes after S, elicit *u*, and do the same with each letter. As they give you the sounds or the letters, write these into the

gaps in your words on the board. After completing each word on the board, ask them to write in the missing letters in the gaps in the words in their books.

- Point out the inconsistencies in English spelling in the days *Tuesday*, *Thursday* and *Wednesday*. Ask them which letter appears in the word *Wednesday* but which is silent when we say it (answer: *d*).
- Divide the class into seven groups and tell them to close their books. Give each group the letters to form one day of the week and ask them to order the letters to spell the day. When each group has finished, move the cards from group to group so that all the groups spell each day at least once.

Activity Book, Exercise 2

- Ask pupils to tell you what they can see in the pictures.
- Read each sentence with the class, and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Lesson 2

Aims

To revise *wh*- questions: *Where am I? What time is it?*

To read, trace and draw times

To write the letters *p, q, r, s, t*

Structures *Wh*- questions: *Where am I? What time is it?*

Functions Talking about daily routines
Telling the time

Topic Daily routines

Vocabulary Revision of previous vocabulary

Writing Reading, tracing and drawing times
Writing the letters *p, q, r, s, t*

Resources Pupil's Book, page 56,
Exercise 2 Sing
Exercise 3 Listen and say
Cassette, Unit 20,
Exercise 2 Sing
Exercise 3 Listen and say
Activity Book, page 56,
Exercise 3 Read, trace and draw
Exercise 4 Write *p, q, r, s, t*
A selection of flash cards
A selection of wall charts

Revision 1

- Revise all the vocabulary pupils have learnt so far by asking questions using real objects, flash cards or the wall charts.

Revision 2

- Ask pupils to look at the Place wall chart and say, e.g. 'I can see some shells, some water and some sand. Where am I?' Elicit the reply, 'I'm at the beach.'
- Now say, e.g. 'I can see some trees, some girls, some boys and some birds. Where am I?' and elicit, 'I'm at the park.' You can do this with several different places even without the wall charts, e.g. say, 'I can see some spoons, some knives, some forks and some plates. Where am I?' (answer: 'I'm in the


kitchen'). 'I can see some elephants and monkeys. Where am I?' (answer: 'I'm at the zoo'). etc.


Revision 3

- Tell pupils that they are going to play a quick game to revise time. Explain to them that you are going to choose a number flash card and you are not going to show it to them. Draw a clock face on the board with numbers but no hands.
- The class have to ask, 'What time is it?' Then invite individual pupils to ask, 'Is it (one) o'clock?' The pupil who guesses the time correctly then has to come to the board and draw the correct time on the clock face.


Pupil's Book, Exercise 2

Unit 20
Revision 4



2 Sing




Look at the time,
It's seven o'clock,
It's seven o'clock,
I get up.




Look at the time,
It's twelve o'clock,
It's twelve o'clock,
I have lunch.



Look at the time,
It's eight o'clock,
It's eight o'clock,
I go to bed.


3 Listen and say



Salma plays tennis with Salwa at ten o'clock.

56

- Ask them to describe the pictures on page 56. Tell pupils that they are going to learn a song about time.
- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song stopping the tape at the end of each line. Repeat the words yourself and ask them to repeat after you.
- Play the song a third time, asking pupils to mime the actions *get up*, *have lunch* and *go to bed*, when they hear these words on the cassette.

Tapescript

WALID: *Look at the time,
It's seven o'clock,
It's seven o'clock,
I get up.*

SALMA: *Look at the time,
It's twelve o'clock,
It's twelve o'clock,
I have lunch.*

HASSAN: *Look at the time,
It's eight o'clock,
It's eight o'clock,
I go to bed.*

Pupil's Book, Exercise 3

- Ask pupils to look at the pictures and ask, 'What are they doing?' Pupils reply, 'They're playing tennis.'
- Play the cassette through once and then play it again, asking the class and individuals to repeat the sentence, 'Salma plays tennis with Salwa at ten o'clock.' Remind pupils that we use *at* when we're talking about a specific time, and *on* when we're talking about a specific day.
- Ask them the questions, 'What do they do at ten o'clock?' 'Who does Salma play tennis with?' 'What time do they play?'

Tapescript

Salma plays tennis with Salwa at ten o'clock.

Activity Book, Exercise 3

- Tell pupils to look at their Activity Books on page 56 and explain that they are going to read the sentences and draw the correct times on the clocks.
- Ask for individual pupils to read the sentences, and then ask pupils to work in pairs to draw the times on their clocks.
- Walk round the class checking that pupils are drawing the correct times. When all pupils have finished drawing their times, then ask them to trace the sentences.

Activity Book, Exercise 4

- Ask pupils to look at the pictures and explain that they are going to fill in the missing letter of each word.
- Ask pupils to look at the first picture and ask, 'What's this?' Pupils answer, 'It's a rabbit.' Say, 'Yes, that's right,' and ask them to tell you the first letter or letter sound of the word. Then ask them to write the letter in the gap. When they have done this, write the word on the board and then quickly check each pupil's work to see if they have done this correctly.
- Do the same with the remaining pictures and words.

Unit 21

Lesson 1

Aims

To teach the new vocabulary: *wash* (noun), *work* (noun), *half past*, *breakfast*
To teach *wh-* question: *What does (your father) do (in the morning)?*
To revise the present simple: *He (has breakfast) at (half past six).*
To match pictures and sentences

Structures *Wh-* question: *What does (your father) do (in the morning)?*
Present simple: *He (gets up) at (six o'clock).*

Functions Talking about daily routines

Topic Daily routines

Vocabulary *wash* (noun), *work* (noun), *half past*, *breakfast*

Writing Matching pictures and sentences

Resources Pupil's Book, page 57,
Exercise 1 Listen and read
Cassette, Unit 21,
Exercise 1 Listen and read
Activity Book, page 57,
Exercise 1 Read and match
A clock with numerals
At Home, Places and Times and
days of the week wall charts

Revision

- Ask the class, 'What do you do in the morning?' and elicit the answers, 'I get up,' 'I have breakfast,' 'I go to school,' etc. Ask the class to repeat the question and then give the answer. Do this several times. Ask individuals to tell you what they do in the morning.
- Ask, 'What time do you get up?' and ask the class and individuals to tell you, 'I get up at (six) o'clock,' etc. Again ask the class to repeat the question and give the answer. Do this several times and ask individuals to tell you what time they get up.
- Do the same with other questions, e.g. what time they have breakfast or go to school.
- Divide the class into two groups and tell the first group that they are going to ask the question, 'What do you do in the morning?'

and the second group are going to answer, 'We (get up).' The first group then ask, 'What time do you (get up)?' and the second group answer, 'We (get up) at (six) o'clock.'

- After the first group have asked the questions, swap the groups round so that they both have the opportunity of asking and answering the questions. Remind the class of all the vocabulary they know and ask them to practise asking the questions about different activities.

Presentation 1

- Teach pupils *half past* using a real clock with numerals, or draw a clock on the board with the numbers on. Set the clock at half past one, and say, 'It's half past one.'
- Point out that at *half past (one)* the small hand comes half way between (one) and (two).
- Do the same with several different times.
- Now set the time randomly and ask the class, and then individuals, to tell you the time, 'It's half past (seven),' etc.

Presentation 2

- Mime the action of washing your face or washing a car to elicit the word *wash* from the class. Explain to them that *wash* can also be a noun and explain the meaning to them. Mime washing your face and say to the class, 'Every morning I have a wash.' Ask them to mime the action and repeat, 'Every morning I have a wash.'
- Explain or translate the word *breakfast* to pupils. Say, 'Every morning I have breakfast' and mime the actions of eating and drinking. Ask the pupils to repeat the sentence and mime.
- Explain the meaning of *work* to pupils and say, 'Every morning I go to work.' Ask pupils to repeat, 'Every morning I go to work.' Remind them of the phrases *at home*, *at school* and *at the beach*, and tell them that we also say *at work*. Say, 'I'm at work,' and ask them to repeat. Ask them to say, 'I'm at work,' 'I'm at home,' etc. and point to the At Home and Places wall chart.

Presentation 3

- Now ask the class, 'What does your father

do in the morning?' Elicit e.g. 'He gets up, cleans his teeth, has a wash, has breakfast, goes to work,' etc.

- Ask the class what time their father does various things in the morning, e.g. 'What time does your father (get up)?' and ask individuals to answer, 'He (gets up) at (six) o'clock,' etc.
- Refer pupils to the Times and days of the week wall chart and ask, 'What time does (Salma) go to school,' 'What time does school start?' etc. Ask individual pupils to come to the wall chart and ask a question about a character's daily routine.

Pupil's Book, Exercise 1

- Tell the class to open their Pupil's Books on page 57 and tell them that Miss Nadia is talking to Hassan about what his father does in the morning. Ask pupils to look at the pictures and tell you what Hassan's father does each morning, using the present simple.

- Tell the class they are going to listen to the cassette and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette one more time all the way through.

Tapescript

MISS NADIA: *What does your father do in the morning?*

HASSAN: *He gets up at six o'clock.
He has a wash.
He has breakfast at half past six.
He cleans his teeth at seven o'clock.
He goes to work at half past seven.*

Follow-up

- Bring pairs of pupils to the front of the class to model the dialogue for the rest of the class. Then ask pupils to work together in pairs to ask and answer questions about what their father, mother, brother or sister does in the morning.
- Remind pupils of other vocabulary (e.g. *washes his car, has lunch, reads a story, watches TV*) and now ask pupils to ask in their pairs, 'What does your father do in the afternoon?' One pupil asks a question and then the pairs swap over so both have the opportunity of asking and answering the questions.

Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 57 and ask them to discuss the pictures using the present simple.
- Read each sentence with the class, and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Lesson 2

Aims

To revise telling the time
 To revise *wh-* question: *What time is it?*
 To draw and write the time

Structures *Wh-* question: *What time is it?*

Functions Telling the time

Topic Time

Writing Drawing and writing the time

Resources Pupil's Book, page 58,
 Exercise 2 Ask and answer
 Cassette, Unit 21,
 Exercise 2 Ask and answer
 Activity Book, page 58,
 Exercise 2 Write
 Exercise 3 Draw and write
 A clock with numerals

Revision

- Drawing a clock face on the board or using a real clock, set the time at an hour and ask the class 'What time is it?' They tell you the time, and continue to set the clock at different times with the class telling you, 'It's (two) o'clock,' etc.
- Do the same again, this time setting the times at half past the hour. Again ask the class, 'What time is it?' and ask them to reply, 'It's half past (six),' etc.
- Now ask individual pupils to come to the board or to set a time on the clock and ask the class, 'What time is it?' The rest of the class replies.

Pupil's Book, Exercise 2

Unit 21

2 Ask and answer

What time is it?

It's half past one.

58

- Ask pupils to look at their Pupil's Books on page 58 and read through the speech bubbles with them.
- Explain that you want them to look at the times on the clocks and to practise asking in pairs, 'What time is it?' 'It's half past (one),' etc.
- Walk round listening to the pairs and making sure that pupils are taking it in turns to both ask and answer the same question.

Tapescript

MISS NADIA: *What time is it?*
 WALID: *It's half past one.*

Activity Book, Exercise 2

- Tell pupils to open their Activity Books on page 58 and to look at each clock face. Point to each clock and ask pupils, 'What

time is it?' and ask them to tell you the time on each clock using the language, *It's half past (one)*.

- Explain to pupils that they are going to complete the sentences next to each clock to write the times. Ask them to look at the sentences and to tell you what is different about each one (answer: the first two sentences only require pupils to write the time, the next two sentences require them to write 'past' and the time, and the final two require pupils to write the whole sentence except for 'It's').
- Ask pupils to work together in pairs to write the sentences in their books. Walk round checking that pupils are writing correctly and helping pupils who are having difficulties.

Activity Book, Exercise 3

- Tell pupils to look at the clock and ask them which number the large hand is pointing to (six). Ask them, 'What time is this?' to elicit, 'half past,' from them.
- Now explain that they have to decide what time it is and draw the small hand on the clock. They can choose any time they like. Remind the students that at half past, the hand comes half way between the previous hour and the following one, e.g. for half past seven, the small hand comes half way between the numerals seven and eight. They then write in their time in the sentence below. Walk round the class checking that pupils are doing this correctly and helping any pupils who are having difficulties.

Lesson 3

Aims

To teach the new vocabulary: *van, wall, watch*
To revise the present simple: *She (gets up) at (seven) o'clock.*

To revise telling the time

To match words with pictures

To complete sentences

To trace and write the letters *v/V* and *w/W*

Structures Present simple: *She (gets up) at (seven) o'clock.*

Functions Talking about daily routines

Topic Daily routines

Vocabulary *van, wall, watch*

Writing Matching words with pictures
Completing sentences
Tracing and writing the letters *v/V* and *w/W*

Resources Pupil's Book, page 59,
Exercise 3 Play
Exercise 4 Listen, read and match
Cassette, Unit 20,
Exercise 2 Sing
Cassette, Unit 21,
Exercise 3 Play
Exercise 4 Listen, read and match
Activity Book, page 59,
Exercise 4 Write
Exercise 5 Trace and copy
Flash cards: 85, 96, 103
Transport and Time and days of the week wall charts
Letter cards

Revision 1

- Tell the class that they are again going to listen to the song from Unit 20. Say, 'Listen,' and play the song all the way through, letting pupils just listen.
- Now play the song again, stopping at the end of each line and asking pupils to repeat each sentence. Finally play the song again all the way through and let pupils sing along.
- Divide the class into three groups and ask each group to sing a verse.

Revision 2


- Revise the question, *What time does (Salma) get up?* by referring pupils to the wall chart. Point at various characters and ask, 'What does (Salma) do every day?' Pupils answer, '(She) gets up.'
- Now ask, 'What time does (she) get up?' and make sure that pupils are looking at the times on the clocks on the wall chart to answer, '(She) gets up at (six) o'clock.'
- Revise the vocabulary *get up*, *have lunch*, and *go to bed*.

Presentation

- Teach the new word *van* using the Transport wall chart and revise the words *bus*, *bike* and *car* with the class using the wall chart or the flash cards. Point to each vehicle on the wall chart and ask, 'What's this/that?' Revise the words *road*, *tree* and *bus stop*.
- Now ask pupils questions about the pictures in the wall chart, e.g. 'What colour is the (van)?' 'How many (cars) are there?' 'Is the (tree) (tall)?' 'Who can you see (next to) the (bike)?' etc.
- Use the walls in the classroom or outside to teach the word *wall*, and use your own watch if you have one to teach the word *watch*. Ask pupils if they have a watch and say, 'Show me your watch.' Ask any pupil who has shown you a watch, 'What time is it?' (note: Pupils will only be able to answer this question if it is on the hour or half past when you ask.)







Pupil's Book, Exercise 3


Unit 21




3 Play

Salma Zeina




She gets up at seven o'clock.






Salma

4 Listen, read and match

van
video
wall
watch





59

- Now ask pupils to open their Pupil's Books on page 59 and discuss the pictures with them. Ask them to look at the first picture and ask, 'What does Salma do every day?' The class answer, 'She gets up.' Say, 'That's right. What time does she get up?' and ask them to tell you by looking at the clock.
- Do the same with all the pictures. Read the speech bubbles with the class then play the cassette. Explain that they are going to work in pairs. One pupil in the pair says a name, e.g. Salma, and the other pupil describes an action and the time the character does it in the pictures. Walk round listening to the pairs.

Tapescript

BILL: *She gets up at seven o'clock.*
 JILL: *Salma.*

Pupils' Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to them.
- Now ask them to look at the words in the box and to listen to the cassette to hear each of the words pronounced and to point to each word as they hear it. Play the cassette a second time, asking pupils to draw a line between the word and the object it represents. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you. Take extra care to make sure that pupils are pronouncing the *v* correctly and that they aren't pronouncing it as */f/*. Give them extra help with the pronunciation of the three-letter consonant cluster *tch*.
- Use the letter cards and ask small groups or individuals to come to the front and to re-order the letters to spell the words *van*, *video*, *wall* and *watch*.

Tapescript

van, video, wall, watch

Activity Book, Exercise 4

- Now ask pupils to open their Activity Books on page 59 and read the sentences through with them. Explain that they will write in their own answers.
- Ask pupils what time they usually get up in the morning, elicit several answers from pupils and write these different times on the board. Pointing at these different times, ask pupils, 'What time is this?' and ask them to tell you the time on the board. Now tell pupils to complete the first sentence by writing the time that is true for them.
- Now read the second sentence through with the class and ask them, 'What time do you have breakfast?' Elicit several different times and write these times on the board. Point again at the different times and ask individuals to tell you the times. Ask them to complete the sentence by writing the time which is true for them.

- Read the third sentence through with the class and ask them, 'What time do you go to bed?' Again, write their different answers on the board. Ask them again to each write the time that they go to bed.

Activity Book, Exercise 5

- Follow the usual procedure for teaching the class to trace and write the letters, and for tracing words.

Unit 22

Lesson 1

Aims

To revise the present continuous: *You are (eating lunch).*

To revise days of the week

To revise the present simple to talk about habitual actions: *Every (morning) (Jill) (gets up) at (half past six).*

To match sentences and pictures

To tick or cross a sentence

Structures Present continuous: *You are (eating lunch).*
Present simple: *Every (morning) (Jill) (gets up) at (half past six).*

Functions Talking about daily routines

Topic Daily routines

Writing Completing sentences
Ticking and crossing sentences

Resources Pupil's Book, page 60,
Exercise 1 Listen and read
Cassette, Unit 22,
Exercise 1 Listen and read
Activity Book, page 60,
Exercise 1 Read and write
Exercise 2 Tick or cross
Flash cards: 21–27

Revision 1

- Revise days of the week with pupils by giving out the days of the week flash cards to seven different pupils. Ask the seven pupils to form a line in any order at the front of the class, and to hold their cards up for the class to see.
- Now ask pupils to tell you the first day of the week (answer: Sunday), and ask, 'Who has Sunday?' and wait for pupils to tell you '(Hind).' Say, 'Number one,' and ask (Hind) to go first in line. Now ask the pupils to tell you the second day (answer: Monday), and ask, 'Who has Monday?' etc. Do the same for each of the days until the seven pupils are in a line in order according to the day of the week they have.
- Bring out different pupils to stand at the front and each hold a day of the week flash card.

Revision 2

- Revise all verbs with the pupils by playing a mime game. You whisper a mime to the pupil and they act it out. Then the class answer in the present continuous what the pupil is doing, e.g. 'You are (eating lunch).'
- Pupils have learnt the following: *read (a story), catch (a ball), play (the piano), draw (a picture), count, write, eat (breakfast/lunch/dinner), drink (juice), make (a cake), water (flowers), wave goodbye, dance, laugh, clean teeth, get up, go to bed, have (a wash), wash (a car), ride (a bike), buy (some sweets), fly (a kite), run, walk, watch (TV), go to (school), play (tennis).* Try and get pupils to always name the action followed by a noun to test all their vocabulary.

Revision 3

- Ask the class to tell you what they do every day. Say, 'What do you do every day?' and wait for pupils to answer, 'I go to school,' 'I read a story,' etc. Ask as many pupils as possible to tell you what they do every day. Ask them, 'What time do you (go to school)?' and get them to tell you what time they do the action.
- Now ask them, 'What do you do in the morning?' and wait for them to answer, 'I get up,' 'I clean my teeth,' 'I have my breakfast,' etc. Make sure pupils are giving you appropriate actions. Ask them, 'What time do you (clean your teeth)?' so they respond, 'I (clean my teeth) at (eight) o'clock,' etc.
- Now ask them, 'What do you do in the afternoon?' Pupils answer, 'I go home,' 'I play with my friends,' 'I see my friends,' 'I eat my lunch,' 'I watch TV,' etc. Ask them what time they do each of these things.
- Now ask pupils, 'What do you do on Friday?' and get them to discuss their different answers about what they do when they don't come to school. Ask them, 'Do you visit your grandma?' 'Do you go out with your mother and father?' 'Do you fly your kite?' 'Do you play with your friends?' etc. Remind pupils that we use the preposition *with* when we say *play with my friends*, but *to* when we say *talk to my friends*. Ask pupils to repeat, 'I play with my friends,' 'I talk to my friends.'

Pupil's Book, Exercise 1

Unit 22

1 Listen and read

Every morning Jill gets up at half past six.

Every afternoon Bill rides his bike.

She eats an apple.

He plays with his friends.

She drinks orange juice.

He watches TV.

60

- Tell the class to open their Pupil's Books on page 60 and to look at the pictures. Explain to them that the pictures on the left are things that Jill does every morning, and the pictures on the right are the things that Bill does every afternoon. Explain *left* and *right*. Say, 'Every morning Jill (gets up) at (half past six)', if necessary. Ask the whole class at first and then small groups to say the sentence. Do the same for all the pictures and sentences for Jill. Then do the same with the pictures of Bill.
- Now say, 'Listen,' and tell the class they are going to hear the cassette and play it all the way through.
- Play the cassette again, pausing after each sentence and asking them to repeat the sentences after you. Make sure pupils are following the pictures and speech bubbles as they listen to each sentence.

- Play the cassette a final time all the way through.

Tapescript

- BILL: *Every morning Jill gets up at half past six.
She eats an apple.
She drinks orange juice.*
- JILL: *Every afternoon Bill rides his bike.
He plays with his friends.
He watches TV.*

Follow-up

- Bring four pupils to the front of the class (two girls and two boys), and explain that one pupil is going to be Jill and another Bill. The other two pupils are going to say the sentences from the exercise above and those playing Bill and Jill are going to mime out the actions as they say them by pretending to e.g. eat an apple, ride a bike, etc.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 60 and ask them to describe the pictures using the present simple.
- Read through the sentences with the class and ask them to fill in the missing words verbally using the pictures.
- Ask pupils to look at the words on the left and ask if any pupils can read the words. Read through each word with the class and then ask them to work in pairs to write the words in their books to complete each sentence.

Activity Book, Exercise 2

- Ask pupils, in pairs, to look at the picture and read the sentences below to decide which sentence describes the picture. They must then tick the sentence which is correct and cross the sentence that does not match.
- Walk round checking that pupils are doing the activity correctly and helping any pupils who are having difficulties.

Answers

- Jill eats watermelon.* ✓
Jill drinks orange juice. ✗

Lesson 2

Aims

To teach the new vocabulary: *listen to, radio*
To revise *wh-* question: *What does (Salma) do every day?*

To revise the verb *to listen to*: *She (listens to the radio).*

To revise personal pronouns: *he/she*

To match sentences and pictures

To complete sentences

Structures *Wh-* question: *What does (Salma) do every day?*
Present simple: *She listens to the radio.*
Personal pronouns: *he/she*

Functions Talking about daily routines

Topic Daily routines

Vocabulary *listen to, radio*

Writing Matching sentences and pictures
Completing sentences

Resources Pupil's Book, page 61,
Exercise 2 Ask and answer
Cassette, Unit 22,
Exercise 1 Listen and read
Exercise 2 Ask and answer
Activity Book, page 61,
Exercise 3 Read, trace and write
Flash card: 88
Pieces of paper (one per pupil)
Times and days of the week wall chart
Word cards

teeth, I go to school,' etc. Now turn to another pupil and ask, 'What does he/she do every day?' The pupil answers, 'He/She gets up, cleans his/her teeth, goes to school,' etc.

- Do this with as many pupils as possible in the class, asking them to use the pictures on the wall chart to remind them of vocabulary they may need.

Presentation

- Pupils know the word *listen* from the rubrics in their books and from your classroom instructions but revise it here when you teach the word *radio*. If possible bring in a real radio, turn it on and say to the class, 'I listen to the radio every day.' Ask the class to repeat, 'I listen to the radio every day.' Otherwise use the flash card and mime listening to it.
- Point out the use of *to* following the verb *to listen*. In contrast, remind them of the verb *watch*, and say, 'Every day I listen to the radio and I watch TV.' Ask them to repeat.

Revision 1

- Play the cassette again from Lesson 1, Exercise 1. Play the cassette through once, and then play it again, stopping at the end of each line and asking pupils to repeat the sentences.
- Finally play it through again, asking pupils to say the lines as they point to the words and pictures in their books.

Revision 2

- Ask a pupil, 'What do you do every day?' and elicit the answer, 'I get up, I clean my

Pupil's Book, Exercise 2



- Ask pupils to look at the exercise on page 61 and, pointing at each character, ask them if they can tell you the names. Ask them to read the names with you and write each name on the board. Then ask pupils what is different about the first letter of every name, and the rest of the letters (answer: the names all begin with a capital letter).
- Now read the speech bubbles with the class, then play the cassette. Explain that you want them to work in pairs asking and answering the question, 'What does (Walid) do every day?' 'He (plays on the computer),' etc.
- Walk round listening to the pairs and making sure that they are asking and answering questions on all the characters in the exercise.

Tapescript

MISS NADIA: *What does Salma do every day?*
 ZEINA: *She listens to the radio.*

Follow-up

- Tell pupils that they are going to draw a picture of something that they like to do every day. They are to draw a picture of themselves doing the action. Ask them, 'What's your hobby?' and tell them that they can draw a picture of their hobby, or something they do every morning or every afternoon.
- When pupils have finished their drawings, ask them to colour them in and then ask individuals, 'What do you do every day?' They answer, 'I (read a book),' and tell you what they have drawn.
- Collect pupils' pictures in to mount a classroom display.

Activity Book, Exercise 3

- Turn to page 61 and ask pupils which characters and objects they can see. Then explain that they have to trace the lines from the characters to the objects to see which object belongs to which character. Ask them to do this first and then ask, 'Who has a (computer)?' Pupils answer, '(Walid) has a (computer).' Do the same with the remaining characters, asking pupils to tell you who owns what.
- Now ask pupils to look at the first sentence. Explain that they are going to fill in the gaps. Ask if any pupils can read the first word (Walid), and then ask them to give you the letter or sound of the letter of the next word, and ask, 'What does Walid do on his computer?' The class answer, 'Plays.' Write this word on the board and ask them to write it in the gap in the sentence. Now ask if anyone can read the next word and the next, and then see if any pupils can give you the letter or sound of the letter of the next word. Ask, 'What does Walid play on every day?' and wait for them to answer, 'Computer.' Write this word on the board and ask pupils to write it in the space in the sentence. Now read the sentence with the class, asking the class and individuals to repeat after you.

- Follow the same procedure for the remaining sentences.
- If you have prepared word cards, ask small groups to re-order the words to form these sentences.

Lesson 3

Aims

To teach the new vocabulary: *finish*

To revise the present simple: *She (cleans her teeth) every day.*

To revise numbers 1–10

To join dots to form a picture

To write a sentence

To circle words beginning with *t*

Structures Present simple: *She (cleans her teeth) every day.*

Functions Talking about daily routines

Topic Daily routines

Vocabulary *finish*

Writing Joining dots to form a picture
Writing a sentence
Circling words beginning with *t*

Resources Pupil's Book, page 62,
Exercise 3 Play
Cassette, Unit 22,
Exercise 3 Play
Activity Book, page 62,
Exercise 4 Draw and write
Exercise 5 Circle the 't' words
Circular piece of card and pencil
(one for each pair)
Plastic counters or pebbles (one
per pupil)

Revision 1

- Revise the following vocabulary with pupils by asking them to come to the front and giving each one of them the following actions to mime: *play football, clean your teeth, play on the computer, draw a picture, read a story, watch TV, ride a bike, eat an apple, drink juice, listen to the radio.* Tell the class that you want them to name the action using the present simple with *every day*, e.g. *You (play football) every day.*
- After each pupil has mimed the action, ask

the class, 'What does he/she do every day?' and the class respond, 'He/She (plays football) every day.'

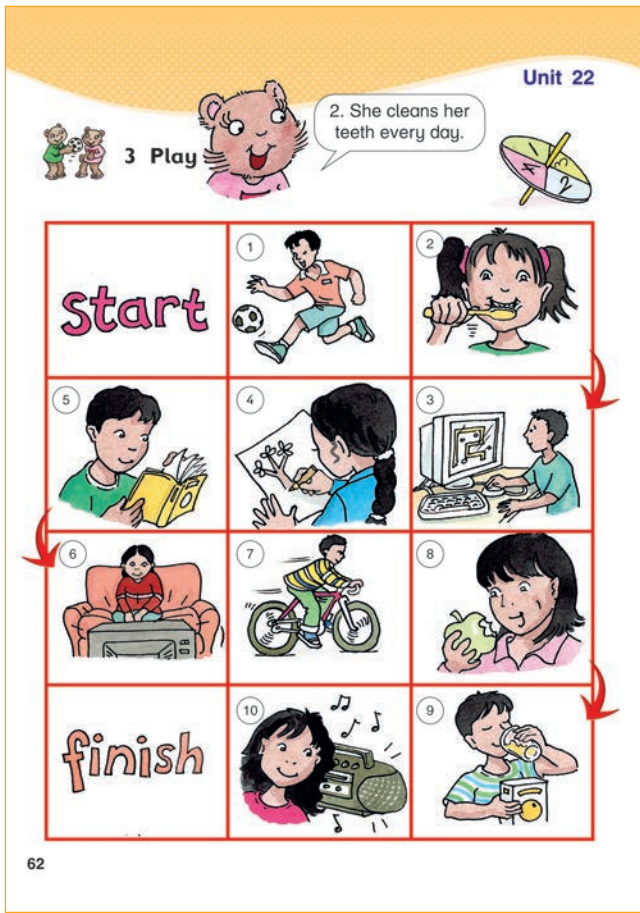
Revision 2

- Ask the class to look at the wall chart and point at a character. Say, '(Hassan) (plays football) every day.' Ask the class to repeat.
- Explain to the class that when you point to one of the characters you want them to say what that character does every day. Do a few examples with the whole class, then ask small groups and individuals to tell you using the present simple what the character does daily.
- Continue the activity telling pupils to replace *every day* with *in the morning/afternoon.*

Revision 3

- Tell pupils that they are going to play a game for the next exercise. Remind them of the vocabulary *start* and *end*. Teach them the new word *finish* and explain that it means the same as *end*. Write the words *start* and *finish* on the board and read the words with the class. Now ask them to look at the game on page 62 and ask them to point first to the word 'start' and then secondly to the word 'finish'.

Pupil's Book, Exercise 3



- Ask pupils to look at the game on page 62 of their Pupil's Book, and explain that they are going to play the game in pairs. First they will have to make more spinners. If some pupils have kept their spinning cards from the game in Unit 11, and want to use them, they can help other pupils make their new spinning cards.

Instructions for making spinning cards

- Divide the class into pairs and give each of them a piece of card and a pencil. Ask them to tell you which shape the card is (answer: a circle). Ask them to look at the diagram at the top of the page of their books, above the board game, and explain that they need to make this before beginning the game.
- Draw a circle on the board and divide it into quarters by drawing lines through it. Point to one quarter and ask pupils, 'What's this?'

they should reply, 'It's a quarter.' Ask one pupil in each pair to do the same with their piece of card.

- Now write numbers 1–4, one number in each quarter. Again choose a pupil from each pair to write these numbers on the card.
- Now pick up a piece of card and drive a pencil through the middle as in the picture. It may be better that you do this for each group rather than asking them to do it themselves.

Instructions for playing the game

- Explain to the pupils that each pair will take it in turns to spin the spinning wheel and move their counter or pebble the number of moves shown on the board. When they land on a square, they have to say the number they have landed on, and name the action that that character is doing in the present simple followed by *every day*. Read Jill's speech bubble at the top of the page with the class, then play the cassette.
- Now tell them to put their counters or pebbles on the word 'Start' and ask them to spin the card and move their counter by that number.
- Walk round the class listening to the pairs and helping any pairs who are having difficulties.
- If pupils throw a number that lands them on 'finish', then they have finished the game and are the winner. Pupils have to throw a number that lands them on the word 'finish' to finish the game.

Tapescript

JILL: *She cleans her teeth every day.*

Activity Book, Exercise 4

- Explain to pupils that they are to join the dots to form the picture. Then ask them to tell you what the picture is. When they tell you, 'Bill is eating an apple,' say, 'Yes, that's right. Bill eats an apple every day.'
- Write this on the board showing pupils how to form the letters correctly and pronouncing the sound of each carefully.
- Ask pupils to write the sentence in their

books and walk round checking that they are writing correctly and helping any pupils who are having difficulties.

Activity Book, Exercise 5

- Ask pupils to look at the pictures and to tell you what they can see.
- Tell them that you want them to work in pairs to circle all the words that begin with the sound /t/.
- When they have completed the activity, ask pupils to tell you which words they have circled. Ask them if they can think of any other words that begin with the same sound.
- Ask them to give you the initial sounds of the words they have not circled.

Unit 23

Lesson 1

Aims

To teach the new vocabulary: *ready*
To revise *have got*: *I've got a (green) (dress)*.
To match sentences and pictures
To colour pictures
To complete a crossword

Structures *Have got*: *I've got a (green) (dress)*.

Functions Describing people

Topics Clothes and the Body

Vocabulary *ready*

Writing Matching sentences and pictures
Colouring pictures
Completing a crossword

Resources Pupil's Book, page 63,
Exercise 1 Listen and read
Cassette, Unit 23,
Exercise 1 Listen and read
Activity Book, page 63,
Exercise 1 Match and colour
Exercise 2 Write
Pieces of paper (one per pupil)
Coloured pencils (grey, pink,
black, white, brown, red,
green, blue and yellow)

Revision 1

- Put some pictures of clothing in a bag, put your hand in the bag and ask, 'What have I got in my bag?' Pull out a picture and show it to the class and ask, 'What have I got?' Ask the class to answer, 'You've got (a shirt),' etc. Do this with all the clothing pictures or cards you have.
- Bring a couple of pupils to the front and give each of them random flash cards. Tell them to ask the class, 'What have I got?' The class reply, 'You've got (a bike),' etc.
- Then give out flash cards to all pupils in the class and ask them to take it in turns in their pairs to ask each other, 'What have I got?' The other pupil answers, 'You've got (a radio),' etc.

Revision 2

- Quickly revise colours with the class by asking individual pupils to point to something brown, blue, yellow, etc.
- Alternatively, revise shapes with pupils by drawing various shapes on the board (square, circle, triangle, diamond) and asking pupils, 'What's this?' Ask pupils to draw various shapes in their exercise books, and tell them, 'Colour (the circle) (pink),' etc.

Presentation

- Teach pupils the question, *Are you ready?* Explain the meaning and make sure that they understand. Ask the whole class, small groups and individuals to repeat the question. Get them to ask each other the question in pairs and to respond, 'Yes, I'm ready,' or, 'No, I'm not ready.'

Pupil's Book, Exercise 1

Unit 23

1 Listen and read

Are you ready?

I've got a green dress and a green hat.

I've got a blue hat and a blue jacket.

I've got a red nose and orange hair.

63

- Tell the class to look again at the pictures on page 63 and explain that the characters are dressing up because they are going to put on a school play. Ask them if they have ever been to a play or to a theatre. Ask them if they have ever had a school play, and whether they were in it. What parts did they play?
- Tell the class you are going to play the cassette and ask them, 'Are you ready?' Play the cassette.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.
- Play the cassette a third time all the way through, letting pupils just listen.

Tapescript

MISS NADIA: *Are you ready?*
 SALMA: *I've got a green dress and a green hat.*
 HASSAN: *I've got a blue hat and a blue jacket.*
 WALID: *I've got a red nose and orange hair.*

Follow-up

- Give out pieces of paper to each pupil in the class and tell them that you want them to draw two articles of clothing, e.g. a jacket, trousers, socks, dress, hat, shirt or skirt. Then tell them that you want them to colour the two items different colours. Pupils have learnt the colours *black, white, pink, red, blue, green, yellow, brown* and *grey*.
- Walk round checking pupils' work and when they have all finished, ask individual pupils to come to the front of the class and tell the class what they have drawn, e.g. 'I have a (grey) (hat) and a (pink) (sock).' Remind pupils that if they use the word *socks* or *trousers* that they do not use the indefinite article.

Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 63. Ask pupils to tell you which

pictures they can see, and write these words on the board.

- Read through the sentences with the class, asking them to read with you.
- Ask the pupils to work in pairs and to use the sentences as prompts for which colour to use for the objects on the page.
- Walk round the class checking that pupils are colouring their pictures correctly.

Activity Book, Exercise 2

- Ask pupils to look at the first picture in the crossword (beginning left), ask them what the picture is to elicit the word 'jacket'. Write the word on the board or point out how the letters fit into the squares of the crossword.
- Continue with all the pictures. Let them finish the activity in pairs and then go over the answers as a class.

Ending

- Praise the class for all their efforts and ask them if they enjoyed playing the game in this lesson. Tell pupils that they are nearly at the end of the book and that they have learnt to say a lot of things in English.

Lesson 2

Aims

To teach the new vocabulary: *fair, purple*
 To teach *wh-* question: *Who's got (fair) (hair)?*
 To draw a picture according to written instructions
 To write sentences

Structures *Wh-* question: *Who's got (fair) (hair)?*

Functions Asking questions
 Describing people

Topic Physical appearance

Vocabulary *fair, purple*

Writing Drawing a picture according to written instructions
 Writing sentences

Resources Pupil's Book, page 64,
 Exercise 2 Ask and answer
 Cassette, Unit 23,
 Exercise 1 Listen and read
 Exercise 2 Ask and answer
 Activity Book, page 64,
 Exercise 3 Read and draw
 Exercise 4 Write
 Colour wall chart

green dress?' and answer yourself, saying, 'Salma has.' Then ask them to repeat, 'Who's got a green dress?' followed by, 'Salma has'. Ask pupils if they can tell you which two words make up *Who's* (answer: *who* and *has*).

Presentation 2

- If any of your pupils have fair hair, point to them and say, '(Salwa) has fair hair,' and ask the class to repeat. Point to another pupil and say, '(Hassan) has black hair,' and do the same with a pupil who has brown hair. Make sure that the class are clear on the meaning of *fair* as a colour used to describe hair. Tell them that we use *fair* to describe physical appearance and not the colour of objects, which we may describe as *yellow*. Explain that we don't use *yellow* to describe someone's hair if they are fair.
- Teach the colour *purple* using the Colour wall chart or by pointing to a real object in the classroom and saying, 'This is purple.' Ask the class, 'What colour is it?' and they should reply, 'It's purple.'

Revision

- Play the cassette from Lesson 1 again to remind pupils of the structure *I've got (a blue) (hat)*.
- Play the cassette all the way through, then play it a second time stopping at the end of each line and asking pupils to repeat the sentences.
- Finally play it all the way through again, making sure each time that pupils are following the pictures and the speech bubbles in their books as they listen to the tape.
- Choose four pupils to come to the front and give them each a character: Miss Nadia, Salma, Hassan and Walid. Ask them to role-play the dialogue in front of the class.


Presentation 1

- Now ask pupils to look at the pictures in Exercise 1 again and ask, 'Who's got a


Pupil's Book, Exercise 2

Unit 23

2 Ask and answer

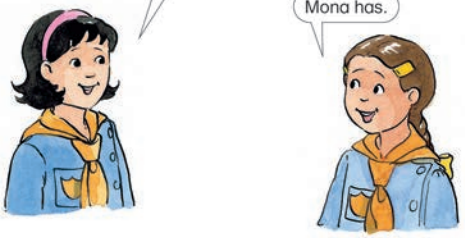


Mona
Yasmin



Who's got fair hair?

Mona has.



64

- Ask pupils to turn to page 64 and tell you what they can see in the box at the top of the page (answer: hair, eyes and hats). Explain that these items belong to either Mona or Yasmin, and pupils are to use these pictures to ask each other in pairs what each girl has.
- Ask pupils to point to Mona on the page and walk round checking that pupils are pointing to the correct girl. Now ask them to point to Yasmin and again ask them to point at the correct girl.
- Read the two speech bubbles with them, then play the cassette. Tell them that they will ask and answer the question, 'Who's got (blue) (eyes)?' and then the other pupil will answer, '(Mona) has.' Remind them that with *hair* and *eyes* they do not have to use the indefinite article.

Tapescript

ZEINA: *Who's got fair hair?*

SALMA: *Mona has.*

Activity Book, Exercise 3

- Ask pupils to look at their Activity Books on page 64 and explain that they are going to read the sentences to find out which features they will draw on the face and which colour these will be.
- Ask them to tell you which features are missing from the face template (answer: hair and eyes). Read through the sentences with the class, asking them to read with you and then repeat.
- Now ask pupils to work in pairs to add the features and then colour them in using the appropriate colour.

Activity Book, Exercise 4

- Ask pupils, 'What has Jill got?' They should answer, 'She's got a flower and a balloon.' Now ask them, 'What has Bill got?' They answer, 'He's got a ball and an apple.'
- Ask if any pupils can read the first sentence, then read it through with the class. Ask them to tell you the first word in the sentence, and remind them that this is two words, *who* and *has*, joined together. Ask them, 'Who's got a balloon?' and wait for them to answer, 'Jill.' Then say, 'That's right. Jill has.'
- Read the remaining sentences through with them and ask them to tell you, 'Bill/Jill has.' Write, 'Bill has' and 'Jill has' on the board. Then ask pupils to work in pairs to answer each question.

Lesson 3

Aims

To teach the new vocabulary: *zero, tail*
 To revise *wh-* questions: *What is it? What have you got in your (bag)?*
 To revise *have got*: *It's got (four) (legs)*.
 To revise colours
 To match words with pictures
 To complete a sentence
 To trace and write the letters *x/X* and *z/Z*

Structures *Wh-* question: *What is it? What have you got in your (bag)?*
Have got: It's got (four) (legs).

Functions Describing animals

Topic Animals

Vocabulary *zero, tail*

Writing Matching words with pictures
 Completing a sentence
 Tracing and writing the letters
x/X and *z/Z*

Resources Pupil's Book, page 65,
 Exercise 3 Play
 Exercise 4 Listen, read and match
 Cassette, Unit 23,
 Exercise 3 Play
 Exercise 4 Listen, read and match
 Activity Book, page 65,
 Exercise 5 Read and write
 Exercise 6 Trace and copy
 Flash cards: 38–47
 Selection of wall charts
 Letter cards

Revision 1

- Ask pupils, 'What have you got in your bag?' Take your own bag, pull out some things that you have put in earlier (e.g. a book, a pen, a crayon, a watch and an apple), and say, 'In my bag, I have (a book, a pen, a crayon, a watch and an apple),' etc.
- Ask pupils the question again and ask them to tell you what they have in their bags.
- Ask them, 'What have you got in your desk?' and ask them to name some of the things in their desks.

- Ask them, 'What have you got in your bedroom?' and get them to tell you some of the things they have at home in their rooms.

Revision 2

- Revise all animal vocabulary with the class using the flash cards or pictures. Point at various animals and ask the pupils, 'What's this?' or, 'What are these?' Pupils reply, 'It's (an elephant),' or, 'They're (monkeys).'

Revision 3

- Quickly revise colours with the class by asking individuals to point at something on the wall charts that is the colour you ask. Say, 'Point to a green object.' The pupil must then come to the wall charts, point to an object and say, e.g. 'An apple is green.'

Revision 4

- Quickly revise parts of the body by playing a game. Ask all pupils to stand up and tell them, 'Touch your (head),' 'Touch your nose,' 'Touch your eyes,' etc. but tell them they only touch that part of their body if you say 'please'. Practise slowly at first, both with and without *please*, then play the game quickly, trying to catch pupils out. If any pupil touches a part of their body when you haven't said 'please' then they are out and must sit down.

Presentation

- Write a zero on the board followed by numbers 1–10. Point to the zero and say, 'zero', asking the class to repeat. Explain that zero is less than one and explain it means there are none. Make sure they understand the meaning clearly and get them to tell you the meaning in Arabic.
- Use the animal flash cards or some pictures to teach the new vocabulary *tail*. Point at the tails of various animals and say, 'It's got a tail.' Ask pupils to repeat, 'It's got a tail.' Point at other animals (e.g. an elephant), and say, 'It's got (big ears),' etc. Ask individual pupils to point at an animal and name a feature that animal has.

Pupil's Book, Exercise 3

Unit 23

3 Play

It's got four legs.
It's got a tail.
It says meow.
What is it?

meow

It's a cat.

4 Listen, read and match

box yellow zero

xyz

65

- Explain that Zeina and Salma are playing a guessing game. Read through Zeina's speech bubble with the class and ask them to repeat each sentence after you. Ask them which animal Zeina is thinking of and then read Salma's speech bubble, 'It's a cat.' Then play the cassette.
- Tell them that you are going to divide the class into small groups of four and that they will each take it in turns to think of an animal and give some clues about it (e.g. colour, abilities, size, the sound it makes, etc.), ending with the question, 'What is it?' Then the other pupils in the group must guess the animal.

Tapescript

ZEINA: *It's got four legs. It's got a tail. It says meow. What is it?*

SALMA: *It's a cat.*

Pupil's Book, Exercise 4

- Ask pupils to look at the pictures and to tell you what each one is as you point to it.
- Now ask them to look at the words in the box, to listen to the cassette and to point to each word as they hear it. Play the cassette again, asking pupils to draw a line between the word and the correct object. Walk round checking pupils are doing this correctly and helping any pupils who are having difficulties.
- Write each word on the board in large, clear letters. Point to each letter and ask pupils to say the sounds with you.
- Use the letter cards and ask small groups or individuals to come to the front and re-order the letters to spell the words.

Tapescript

box, yellow, zero

Activity Book, Exercise 5

- Ask pupils to look at the pictures on page 65 and ask them to tell you which picture relates to each of the first two sentences. Ask them to tell you which animal they think this belongs to. Tell them you will read the sentences for clues to the animal's identity.
- Read through the first sentence with pupils, and ask them to name all the animals they know that have four legs. Now ask them which of these animals have a tail (answer: all of them).
- Read the final sentence with the class and ask them which animal says 'neigh'. The class should answer 'horse'. Say, 'That's right. It's a horse.' Write 'horse' on the board and ask pupils to write this word in their books to complete the sentence.
- Ask pupils to draw a horse in their exercise books and to colour it in. Take in their drawings to mount a classroom display.

Activity Book, Exercise 6

- Follow the usual procedure for teaching the class to trace and write letters, and for tracing words.

Unit 24

Lesson 1

Aims

To teach the new vocabulary: *headache, toothache, earache*

To teach *wh-* question: *What's the matter?*

To revise *have got*: *I've got (a headache)*.

To match sentences with pictures

To trace words

Structures *Wh-* question: *What's the matter?*
Have got: *I've got (a headache)*.

Functions Asking about illness

Topic The Body

Vocabulary *headache, toothache, earache*

Writing Matching sentences with pictures
Tracing words

Resources Pupil's Book, page 66,
Exercise 1 Listen and read
Cassette, Unit 24,
Exercise 1 Listen and read
Activity Book, page 66,
Exercise 1 Read and match
Exercise 2 Trace and match

Presentation 1

- Teach the new vocabulary to pupils by pointing at each part of the body and gesturing pain and discomfort. Put your hand on your ear and say, 'I've got earache.' Teach pupils the two words *ear* and *ache*. Say 'ear' and 'ache'. Ask them to repeat this, and then to say, 'I've got earache,' miming discomfort as they put their hands against their ears.
- Teach *toothache* and *headache* the same way but point out to pupils that the sentence for *headache* is 'I've got a headache.' Explain that there is no rule for this but pupils just have to learn it.

Presentation 2

- Teach pupils the question, *What's the matter?* Translate if necessary and make sure that all pupils understand the meaning.
- Ask each pupil in the class to pretend to either have toothache, earache, or a headache. Walk round the class asking sympathetically, 'What's the matter?' They

answer, 'I've got (toothache).'

- Choose individual pupils to walk round the class asking, 'What's the matter?'

Pupil's Book, Exercise 1



- Tell the class to open their Pupil's Books on page 66 and to look at the pictures. Ask pupils, 'What's the matter with Hassan?' and they should respond, 'He's got a headache.' Do the same with the pictures of Walid and Zeina.
- Tell the class they are going to listen to the cassette. Ask the class, 'Are you ready?' and play the cassette.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.

- Play the cassette a final time all the way through, asking pupils to mime having a headache, toothache or earache when they hear the words on the tape.

Tapescript

MISS NADIA: *What's the matter, children?*

HASSAN: *I've got a headache.*

WALID: *I've got toothache.*

ZEINA: *I've got earache.*

Follow-up

- Ask pupils to work in pairs. One pupil mimes having a headache, toothache or earache, and the other pupil asks, 'What's the matter?' The pupil who is miming the action says, 'I've got (a headache).' Tell pupils to take it in turns to do a mime, and walk round listening and asking them, 'What's the matter?'
- Bring groups of three pupils to the front of the class and whisper to each of them to mime either a headache, toothache or earache. Ask the class, 'Who's got (earache)?' and the class answer, '(Samira) has,' etc.

Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 66 and to tell you what they can see in the pictures.
- Read each sentence with the class and then tell them that you want them to work in pairs to match the sentences with the pictures.
- Monitor pupils' work as they do this activity and help any pupils who are having difficulties by reading the sentences again.
- When they have finished, go over the answers with the whole class.

Activity Book, Exercise 2

- Ask the class if they can read the words around Jill's face (answer: *nose, eye, tooth and ear*). Ask them to trace the words.
- Read through each word with them again, and then ask them to work in pairs to draw a line from the words to the correct part of Jill's face.
- Walk round checking that they are doing this

correctly and helping any pupils who are having any difficulties.

Lesson 2

Aims

- To teach the new vocabulary: *sore, finger, toe*
- To revise *have got*: *She's got a sore (arm)*.
- To teach the question: *Has (Salma) got a sore (leg)?*
- To find and circle words in a word search puzzle
- To complete sentences

Structures *Have got: She's got a sore (arm).*
Interrogative: *Has (Salma) got a sore (leg)?*

Functions Describing illness

Topic The Body

Vocabulary *sore, finger, toe*

Writing Circling words in a word search
Completing sentences

Resources Pupil's Book, page 67,
Exercise 2 Ask and answer
Cassette, Unit 24,
Exercise 1 Listen and read
Exercise 2 Ask and answer
Activity Book, page 67,
Exercise 3 Find and write
Exercise 4 Write
The Body wall chart

Revision

- Tell pupils to look at their Pupil's Books on page 66 and play the cassette again to revise the vocabulary *headache, toothache and earache*.
- Play the cassette through once, asking pupils to follow the words by looking at the pictures and speech bubbles as they listen. Play the cassette a second time, stopping at the end of each line and asking the class to repeat the sentences after you.
- Play the cassette a final time asking pupils to mime the actions when they hear *headache, toothache and earache*.

Presentation 1

- Use the The Body wall chart to revise parts of the body (*hand, foot, eye, ear, hair, nose, mouth, leg, arm, head and teeth*). Point at the various parts of the body, say the name and ask the whole class to repeat. Write all the parts of the body on the board and read each one carefully through with the class. Draw a quick picture next to each word and then point at the various words asking individuals to tell you what the word says.
- Now teach the word *fingers* by holding up your own fingers. Wiggle all your fingers and say 'fingers'. Ask the class to hold up their hands and to wiggle all their fingers as they say, 'fingers.' Teach pupils the word *toes* and tell them to wiggle their toes as they repeat the word 'toes'. Write these words on the board and draw a picture of each.
- Tell them that you want them to say either 'fingers' if you hold up your hands, or 'toes' if you point to your feet. Tell them that they have to wiggle either their toes or their fingers as they say it. Now hold up your fingers or point to your toes and get the class to shout out either 'fingers' or 'toes' as they wiggle theirs. Do this several times quickly and make the activity fun.
- Now teach the word *sore* by holding various parts of your own body and looking in pain. Hold your arm and say, 'I've got a sore arm,' then ask pupils to hold their own arms and repeat, 'I've got a sore arm.' Do this with all parts of the body and ask pupils to repeat. Make sure that they understand the meaning of *sore*.

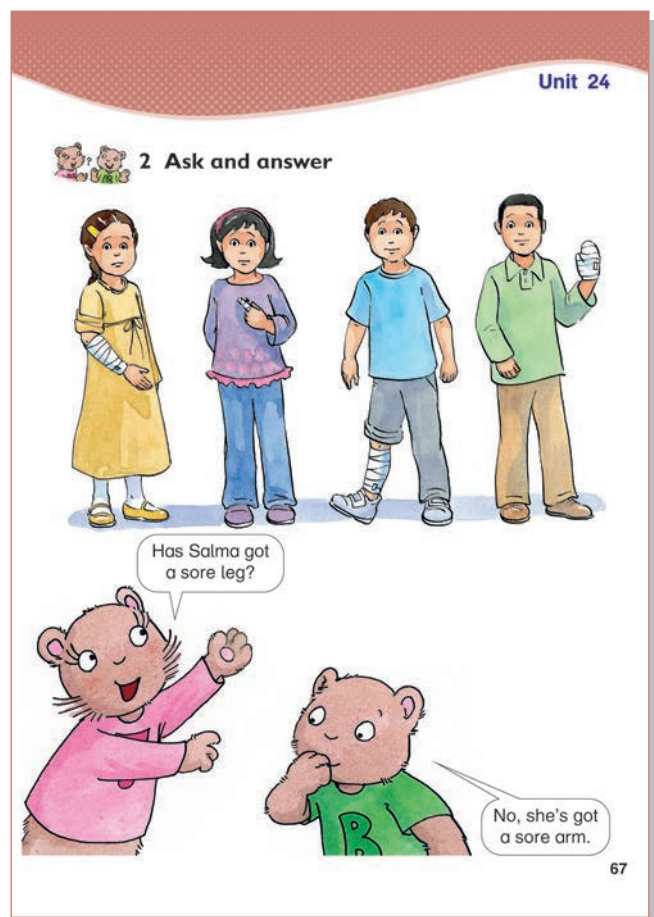
Presentation 2

- Tell pupils that they are going to play a miming game. Ask a pupil to come to the front and explain that you are going to name a part of the body and they have to mime having a pain in that part of their body. Whisper to the pupil, '(hand),' and tell the pupil to hold his/her (hand) and pretend to have a sore hand. The class has to say, '(Sawsan) has got a sore (hand).'
- Now ask, 'Has (Sawsan) got a sore (hand)?' and then answer yourself, saying, 'Yes, (she) has.' Ask the class to repeat, 'Has (Sawsan)

got a sore (hand)?' and, 'Yes, (she) has.' Bring different pupils to the front and ask them to mime an injury and then ask the class, 'Has (Ahmad) got a sore (leg)?' etc. and get them to reply, 'Yes, (he) has.' Tell pupils to each mime a different part of the body.

- Now bring a pupil to the front and tell them to mime an injury, e.g. a sore finger, but this time ask, 'Has (Dina) got a sore (foot)?' shake your head and elicit from the class, 'No, (she) has a sore finger.' Bring different pupils to the front and each time ask the question to elicit from the class, 'No, he/she has got a sore (toe),' etc.

Pupil's Book, Exercise 2



- Ask pupils to look at pictures of Salma, Zeina, Hassan and Walid and ask them to tell you what is wrong with each of the characters: '(Salma) has a sore arm,' etc. Read the speech bubbles through with them,

then play the cassette.

- Ask the class questions about each of the characters, 'Has (Walid) got (earache)?' to elicit the answer, 'No, he/she's got a sore (hand).'
- Now ask them to work in pairs to ask and answer questions about the characters' injuries.

Tapescript

JILL: *Has Salma got a sore leg?*

BILL: *No, she's got a sore arm.*

Follow-up

- Ask pupils to pretend to have either a sore limb or feature such as a headache, toothache or earache. Walk round the class and ask individual pupils, 'What's the matter?' and get them to tell you either, 'I have (a headache),' or, 'I've got a sore (leg),' etc.

Activity Book, Exercise 3

- Tell pupils to open their Activity Books at page 67 and look at the word search puzzle.
- Explain that there are four hidden words in the puzzle and they have to find each of them and put a circle around the letters which form the words. Hold up flash cards of the four words in random order and get the class to name each item. Write the four words on the board.
- Now tell pupils to look at the word grid in their books and to work in pairs to find the hidden words and circle them.
- When all the pupils have finished, go over their answers as a class.

Activity Book, Exercise 4

- Explain to pupils that they are going to complete the sentences by filling in the correct word.
- Ask them to describe each picture using the language, '(Salma's) got a sore (hand),' etc. Remind them that all these words were used in the previous exercise. Now ask them to complete the sentences by writing in the correct word.
- Remind them to write neatly and carefully, taking care to write on the line. Walk round

the class checking that pupils are writing correctly.

Lesson 3

Aims

To teach the new vocabulary: *doctor, well*
 To revise the question: *Have you got (earache)?*
 To revise *to have*: *Yes, I have./No, I've got (earache).*
 To revise the interrogative: *Can you come?*
 To complete sentences
 To circle words beginning with *d*

Structures Interrogative: *Have you got (earache)? Can you come?*
To have: Yes, I have./No, I've got (earache).

Functions Asking about illness

Topic The Body

Vocabulary *doctor, well*

Writing Completing sentences
 Circling words beginning with *d*

Resources Pupil's Book, page 68,
 Exercise 3 Play
 Exercise 4 Sing
 Cassette, Unit 24,
 Exercise 3 Play
 Exercise 4 Say
 Activity Book, page 68,
 Exercise 5 Write
 Exercise 6 Circle the 'd'
 words
 Letter cards
 The Body wall chart

Revision

- Ask a pupil to come to the front of the class and whisper to them an illness or injury to mime. Ask them to mime the action and ask, 'Have you got (earache)?' They answer, 'Yes, I have.' Do this with several pupils asking questions to elicit both, 'Yes, I have,' and 'No, I've got (toothache).'
- Now mime several illnesses or injuries to the class and invite individual pupils to ask, 'Have you got (a sore finger)?'

Presentation

- Teach pupils the word *doctor* using the wall chart. Ask them to tell you in their own language what a doctor does. Ask them if they like going to see the doctor, and explain that they go to the doctor when they are not well. Teach them the word *well*. Hold your head and say, 'I've got a headache. I'm not well.' Ask the class to repeat, 'I've got a headache. I'm not well.' Change the illness and repeat the sentence several times, asking the class to repeat after you.
- Ask individual pupils to tell you what's wrong with them and say, 'I've got (earache). I'm not well.'

Pupil's Book, Exercise 3

Unit 24

3 Play

Have you got earache?

Yes, I have.

4 Sing

Doctor, doctor,
Can you come?
Jill's got earache,
She's not well.

Doctor, doctor,
Can you come?
Bill's got toothache,
He's not well.

Doctor, doctor,
Bill and Jill,
Can you help them?
They're not well.

68

- Ask pupils to open their Pupil's Books on page 68 and ask them what's wrong with Walid. They answer, 'He's got earache.' Ask them to read the speech bubbles, 'Have you

got earache?' Ask them to tell you what Walid is saying, 'Yes, I have.' Then play the cassette and tell pupils to listen to the pronunciation.

- Now ask pupils to work in pairs. One pupil mimes an illness or injury and the other pupil asks, 'Have you got (a sore hand)?' Each pupil takes it in turns to do a mime. Walk round listening to the pairs and asking pupils the question, 'Have you got (a sore arm)?' when you see them doing a mime.

Tapescript

WALID: *Have you got earache?*
HASSAN: *Yes, I have.*

Pupil's Book, Exercise 4

- Tell pupils that they are going to learn a song using some of the new language they have learnt.
- Play the cassette and let them listen to the whole song once all the way through.
- Now play the song, stopping the tape at the end of each line. Repeat the words yourself and ask the pupils to repeat after you.
- Now play the cassette a final time and ask the class to mime the actions *earache* and *toothache* when they hear it on the cassette.

Tapescript

*Doctor, doctor,
Can you come?
Jill's got earache,
She's not well.*

*Doctor, doctor,
Can you come?
Bill's got toothache,
He's not well.*

*Doctor, doctor,
Bill and Jill,
Can you help them?
They're not well.*

Follow-up

- Repeat the follow-up from the previous lesson. Ask pupils to pretend to have either a sore part of the body or an ache. Walk round the class and ask individual pupils, 'What's the matter?' and get them to tell you

either, 'I'm not well. I have (earache),' or, 'I'm not well. I've got a sore (leg),' etc.

Activity Book, Exercise 5

- Tell pupils to look at their Activity Books on page 68 and tell them that they are going to complete the sentences.
- Read the beginning of the sentence and ask the class to fill in the missing word verbally, using the picture as a prompt, 'I've got toothache.'
- Ask pupils to look at the second picture and to give you the whole sentence again using the picture as a prompt, 'I've got earache.'
- Tell pupils to turn to page 66 in their Pupil's Books and ask them first to find the word *toothache* and then the word *earache*. Ask them to point to these words and walk round the class checking that all pupils are pointing to the correct words.
- Now write these words on the board, showing pupils how to form the letters and pronouncing the sounds. Point out the /k/ sound of the letters *ch* together. Ask them if they know any words beginning with *ch* and ask them to tell you what sound this usually is. (Pupils have learnt the words *chair* and *cheese*.)

Activity Book, Exercise 6

- Ask pupils to look at the pictures and to tell you what they can see.
- Tell them that you want them to work in pairs to circle all the words that begin with the sound /d/.
- When they have completed the activity, ask pupils to tell you which words they have circled. Ask them if they can think of any other words that begin with the same sound.
- Ask them to give you the initial sounds of the words that they have not circled.

Unit 25 Revision 5

Lesson 1

Aims

- To revise vocabulary
- To revise *wh-* questions: *What do (you) do every (day)?*
- To revise the present simple: *We go to (the park).*
- To revise telling the time
- To match pictures with words
- To complete sentences

Structures *Wh-* questions: *What do (you) do every (day)?*
Present simple: *We go to (the park).*

Functions Asking about weekly activities
Describing weekly activities

Topic Weekly activities

Vocabulary Revision of previous vocabulary

Writing Matching words with pictures
Completing sentences
Ticking or crossing a sentence

Resources Pupil's Book, page 69,
Exercise 1 Listen and read
Cassette, Unit 25,
Exercise 1 Listen and read
Activity Book, page 69,
Exercise 1 Read and write
Exercise 2 Tick or cross
A selection of flash cards
A selection of wall charts

Revision 1

- Revise all vocabulary with the class using the flash cards, wall charts or real objects.
- Ask them to mime actions to revise verbs.

Revision 2

- Play a game with pupils to revise the question, *What do you do every day/every morning/every afternoon?* Explain that you are going to ask a pupil the question and they have to say, 'Every day I (get up),' or name any action that they do every day. Go to the next pupil and ask them the question again. They say, 'Every day, I (get up) and (clean

my teeth),' and the game goes on with each pupil remembering what the person before them said and adding their own activity. Make the activity as fun as possible.

- Play the game but change the person, so that the question becomes, 'What does (your father) do (every morning)?'
- Revise times with the class by drawing some clocks on the board and asking pupils, 'What time is it?' Do this several times, drawing times on the hour and at half past. Get pupils to tell you, 'It's (half past eight),' etc.
- Ask individual pupils to come to the front and draw a time on one of the clocks and ask, 'What time is it?' to the class. The class should then respond with the time.

Pupil's Book, Exercise 1

Unit 25 Revision 5

1 Listen and read

What do you do on Friday and Saturday?

We go to the park.

We play football.

We talk to our friends.

And we eat ice cream.

69

- Ask pupils to open their Pupil's Books on page 69 and ask them which characters are talking and what else they can see.
- Tell the class they are going to listen to the cassette. Ask the class, 'Are you ready?' and play it all the way through.
- Play the cassette a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures and speech bubbles as they listen to each sentence.

Tapescript

MISS NADIA: *What do you do on Friday and Saturday?*
HASSAN/WALID: *We go to the park.*
HASSAN: *We play football.*
HASSAN: *We talk to our friends.*
WALID: *And we eat ice cream.*

Follow-up

- Write the days of the week in a column on the board. Next to each day of the week draw a simple picture, e.g. a kite, an apple, a bike, a TV, teeth, a flower, water, etc.
- Explain to pupils that they have to pick a day and give you a sentence including both the day and the object, e.g. 'I fly my kite on Saturday,' 'I eat an apple on Sunday,' 'I ride my bike on Monday,' 'I watch TV on Tuesday,' etc.
- Do this several times and encourage pupils to come up with funny sentences.

Activity Book, Exercise 1

- Ask pupils to tell you what they can see (answer: a park, a football and some ice cream). Explain that they have to trace the grey lines between the pictures and the days to match the two. Ask pupils to read the days of the week.
- Now ask, 'What do we do on Friday?' and the class answer, 'We go to the park.' Write the word 'park' on the board and ask pupils to complete the sentence with the missing word and the day of the week.

- Now ask pupils, 'What do we play on Tuesday?' and they answer, 'We play football.' Write the word 'football' on the board, and again ask pupils to complete the sentence with the missing word and the day of the week.
- Finally ask pupils, 'What do we eat on Saturday?' and they answer, 'We eat ice cream on Saturday.' Ask them which word is missing from the third sentence that is given in the other two (answer: *on*). Ask them to write the missing words and day of the week.
- Walk round the class and check over their work as they write.

Activity Book, Exercise 2

- Ask any pupils if they can read the sentences and to tell you what they say. Read the sentences with the class.
- Explain that you want pupils to decide what they do on Saturdays and to put a tick next to that sentence and a cross next to the other. Ask pupils to tick one sentence and cross the other.
- Now walk round the class and, looking at individuals' books, ask them, 'What do you do on Saturday?' If they've ticked the first sentence they should say, 'I go to the park,' and if they've ticked the second, they should say, 'I eat ice cream.'

Lesson 2

Aims

- To revise vocabulary
- To revise *wh-* questions: *What's Jill got in her basket? Who's got (a monkey)?*
- To revise *have got*: *(She)'s got (a book)*.
- To complete a sentence
- To trace and copy a sentence

Structures *Wh-* questions: *What's Jill got in her basket? Who's got (a monkey)?*
Have got: (She)'s got (a book).

Functions Asking questions

Topic Revision

Vocabulary Revision of previous vocabulary

Writing Completing a sentence
 Tracing and copying a sentence

Resources Pupil's Book, page 70,
 Exercise 2 Ask and answer
 Exercise 3 Listen and read
 Cassette, Unit 25,
 Exercise 2 Ask and answer
 Exercise 3 Listen and read
 Activity Book, page 70,
 Exercise 3 Write
 Exercise 4 Trace and copy
 A selection of flash cards

Revision

- Put random flash cards into your bag and then rummage around in your bag in front of the class and ask, 'What have I got in my bag?' Pull out the flash cards one by one and say, 'I've got (a crocodile), (some cheese), (a tennis ball) and (a fork), etc. and pretend to look surprised.
- Hold the flash cards up and ask the class to tell you what you have in your bag, using the language, 'You've got (some cheese).'
- Give out random flash cards to all the pupils in the class, and then walk round asking, 'Who's got (a monkey)?' 'Who's got (the colour purple)?' etc. Pupils respond, 'I've got (a monkey),' 'I've got (the colour purple).'
- Now walk round the class and ask, 'Who's got (brown) hair?' Ask pupils to raise their

hand if they have and ask individuals to reply, 'I have.' Then ask the class, 'Has (Ahmed) got (black) hair?' and the class reply, 'Yes, (he) has,' or 'No, (he's) got (brown) hair.'

- Ask pupils to pretend again that they are not well. Tell each pupil in the class to pretend to have either a headache, toothache, earache, or a sore head, arm, leg, finger, etc. Walk round the class asking individual pupils, 'What's the matter?' and get them to tell you, 'I'm not well,' followed by what is wrong with them.
- When pupils tell you what is wrong with them, turn to the class and ask them, 'Has he/she got (toothache)?' and get the class to answer, 'Yes, he/she has,' or, 'No, he/she's got a sore (arm),' etc.

Pupil's Book, Exercise 2

Unit 25
Revision 5

2 Ask and answer

What's Jill got in her basket?
 She's got a book.

3 Listen and read

o d b y e
 G

70

- Tell pupils to look at the picture of Bill and Jill and ask them to tell you some of the things they can see (e.g. trees, baskets, biscuits, a book, bananas, a bat, a tennis ball, a kite) using the language, 'I can see (trees), (baskets) and (a kite),' etc.
- Now read the speech bubbles with the class, play the cassette and tell pupils that you want them to work in pairs asking and answering the question, 'What's Jill got in her basket?' 'She's got (a book),' etc.
- Walk round listening to the pairs and making sure that each pupil in the pair asks and then answers the question.

Tapescript

SALMA: *What's Jill got in her basket?*

ZEINA: *She's got a book.*

Pupil's Book, Exercise 3

- Tell the class to open their Pupil's Books on page 70 and to look at the pictures of the characters saying 'Goodbye.'
- Tell the class they are going to listen to the cassette. Ask the class, 'Are you ready?' and play the cassette for Exercise 1 all the way through once.
- Play the cassette a second time, pausing after each letter and asking them to repeat after you. Make sure that pupils are following the letters as they listen to the cassette.
- Play the cassette a final time all the way through, asking pupils to mime the shapes of the letters with their hands.

Tapescript

G, O, O, D, B, Y, E.

Follow-up

- Ask pupils to come to the front individually, in pairs or in small groups and ask them to form letter shapes with their bodies or hands. Ask the groups to each make a letter and to form the word *goodbye* together.

Activity Book, Exercise 3

- Ask pupils what they can see in Jill's basket (answer: a bat, a book and a doll). Ask pupils what letter 'bat' begins with, and write *b* on the board. Now say that you want them to tell you the letter or sound that comes after *b*. The class say 'a' and you write 'a' on the board. Now ask them to give you the final letter (answer: *t*). Write 't' on the board and then ask pupils to read the word. Do the same with *book* and *doll*.
- Now ask pupils to write the words in their books to complete the sentence. Walk round and check that all pupils are doing this correctly.

Activity Book, Exercise 4

- Ask pupils to look at the picture and to read the sentence. Ask them why Jill and Bill's names begin with capital letters.
- Explain to pupils that you first want them to trace the sentence and then write the sentence out again underneath.
- Walk round as pupils do this, checking that they are writing correctly and helping pupils who are having any difficulties.

Test 1

1 Read and match

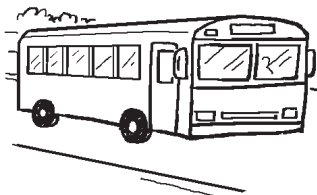
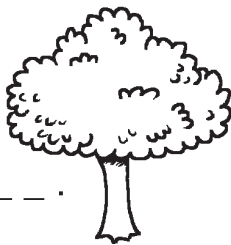
- | | |
|---|-------|
| 1 | three |
| 2 | five |
| 3 | four |
| 4 | one |
| 5 | two |

2 Write

M _ n _ m e' _
_____.

3 Read and write

I can see a t _ _ _ _ .

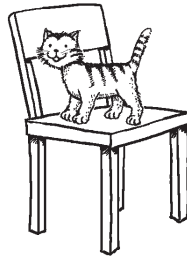


I can see a
b _ _ _ .



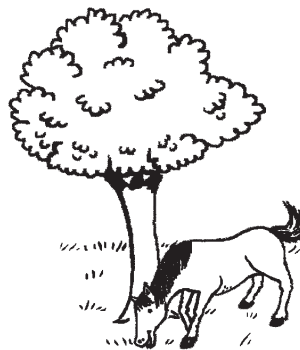
I can see a
c _ _ _ .

4 Write

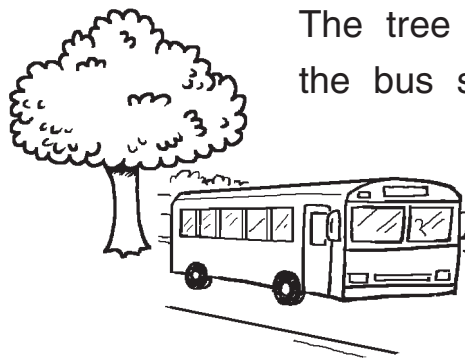


The cat is _ _ the
chair.

The apple is _ _
the basket.



The horse is
_ _ _ _ _ the tree.



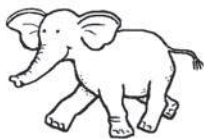
The tree is _ _ _ _
the bus stop.

Test 2

1 Read and match

6 nine
7 eight
8 six
9 ten
10 seven

2 Write



_ l _ p h _ n t



c _ t



m _ n _ _ y



c r _ c _ d _ l e



d _ g

3 Write

can can't

Bill _____ ride a
bike.



Bill _____ stand on
his hands.



Jill _____ read.



Jill _____ play the
piano.



4 Read and match

Here's a



menu

Here's a



spoon

Here's a



glass

Here's a



fork

Test 3

1 Read and match

- | | |
|----|----------|
| 11 | fourteen |
| 12 | fifteen |
| 13 | twelve |
| 14 | thirteen |
| 15 | eleven |

2 Write



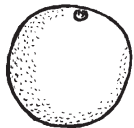
s _ n d _ _ c h



c _ k _



o l _ v _



_ r _ _ g e



p _ _ r

3 Read and draw

Draw a line.

Draw a square.

Draw a circle.

Draw a triangle.

4 Read and match

She's reading.



He's counting.



They're playing football.



She's drinking.



Test 4

1 Read and match

16	nineteen
17	twenty
18	seventeen
19	sixteen
20	eighteen

2 Write

Here is some _____.



Here is some _____.



Here are some _____.



Here is some _____.



3 Write the days

S _ _ d _ y

M _ _ d a _

T _ _ s _ _ _

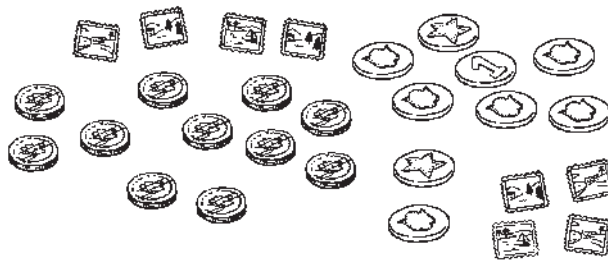
W _ d n _ _ d _ _

T _ _ r s _ _ _

F _ i _ _ _

S _ t _ _ d _ _

4 Read and colour



Colour the stamps blue.

Colour the badges red.

Colour the coins brown.

Test 5

1 Read and match

It's two o'clock.



It's twelve o'clock.



It's half past four.



It's nine o'clock.



It's half past one.



2 Write

It's two o'clock.



It's _____ o'clock



It's _____ o'clock.



It's _____ o'clock.



It's _____ o'clock.



3 Read and match

I've got toothache.



I've got a sore leg.



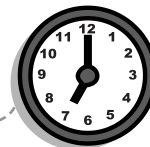
I've got a sore arm.



I've got a headache.



4 Match and write



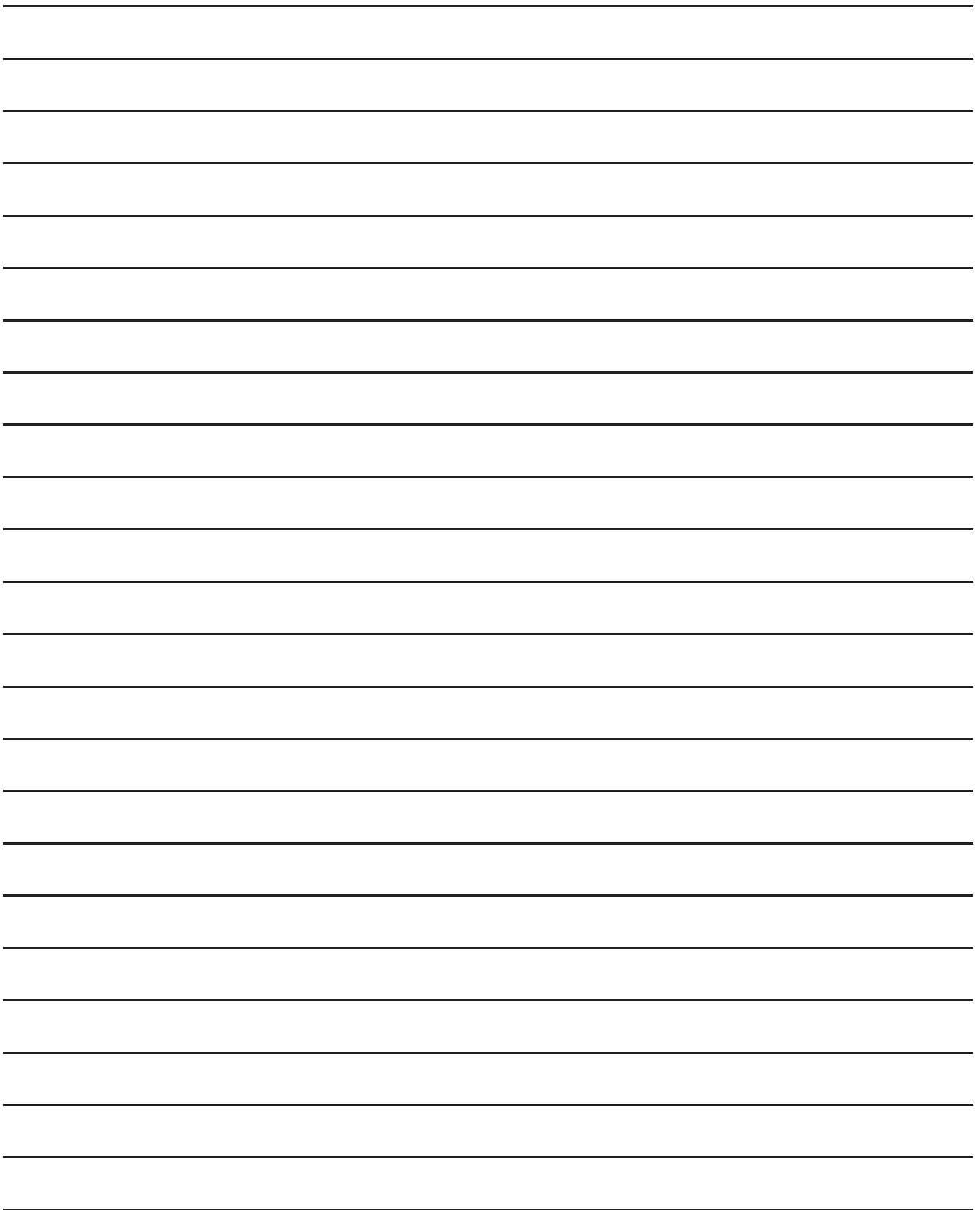
She g _____ up at _____ o'clock.

She watches _____ at seven _____.

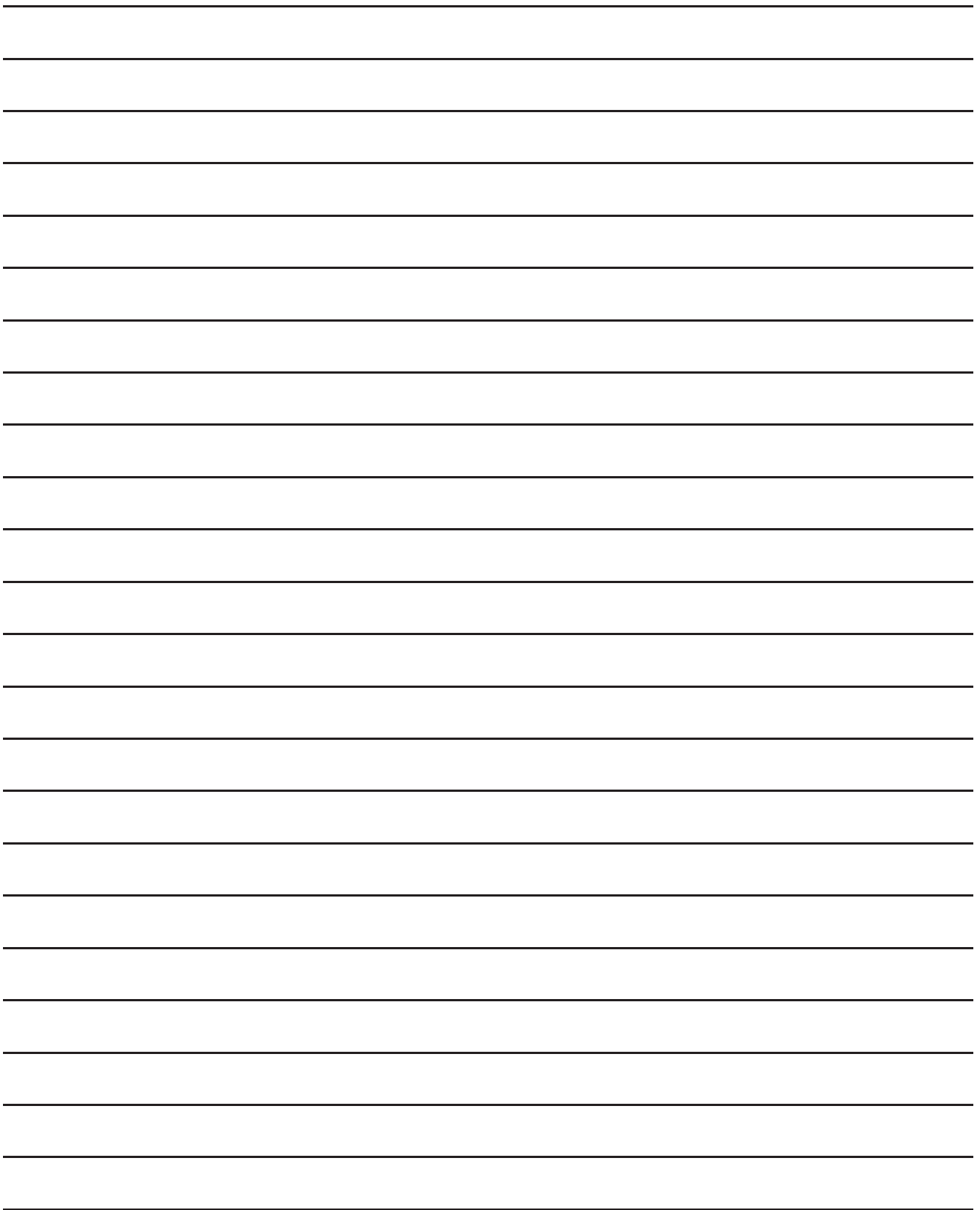
She _____ breakfast at half _____ six.

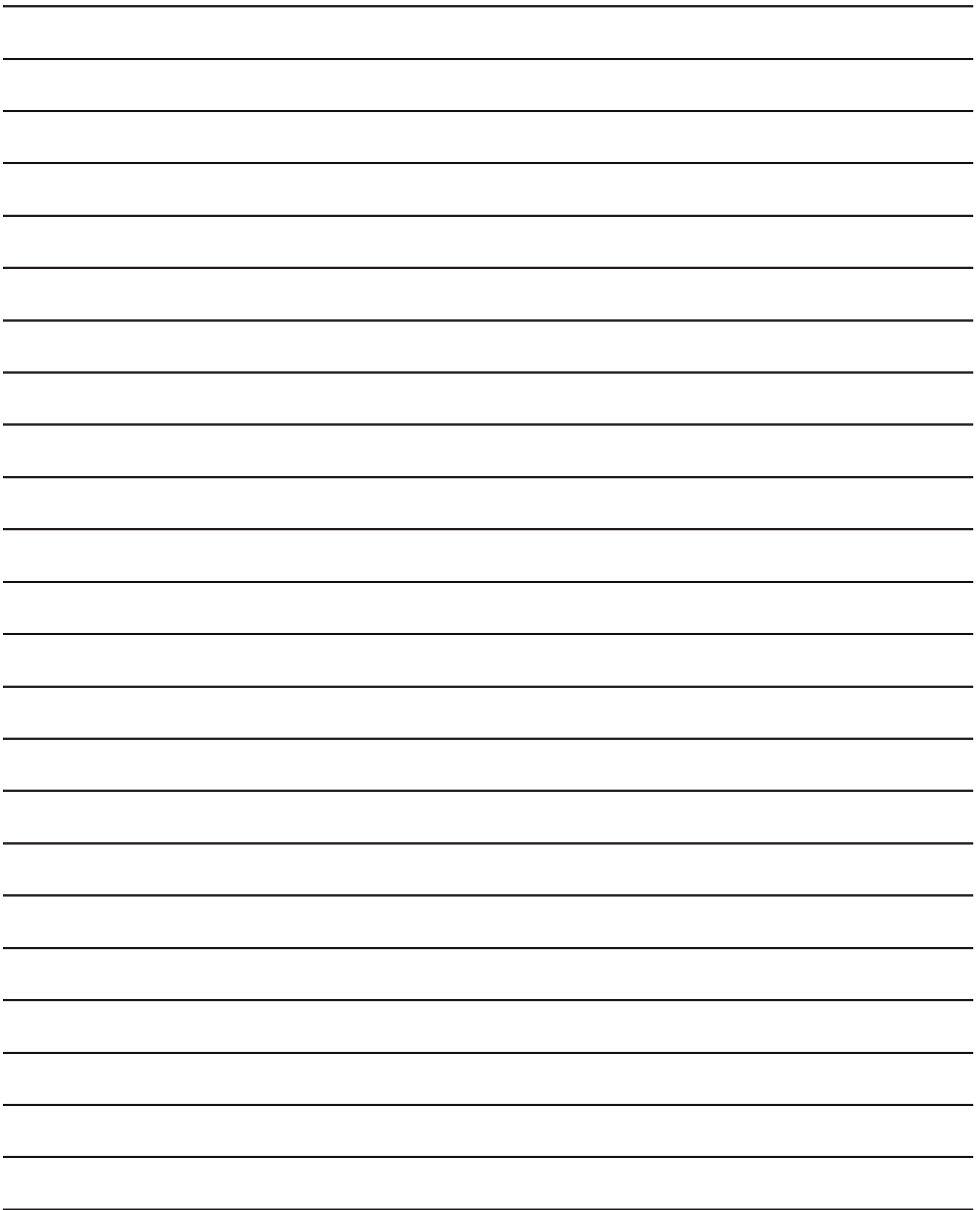
Pupil's name:

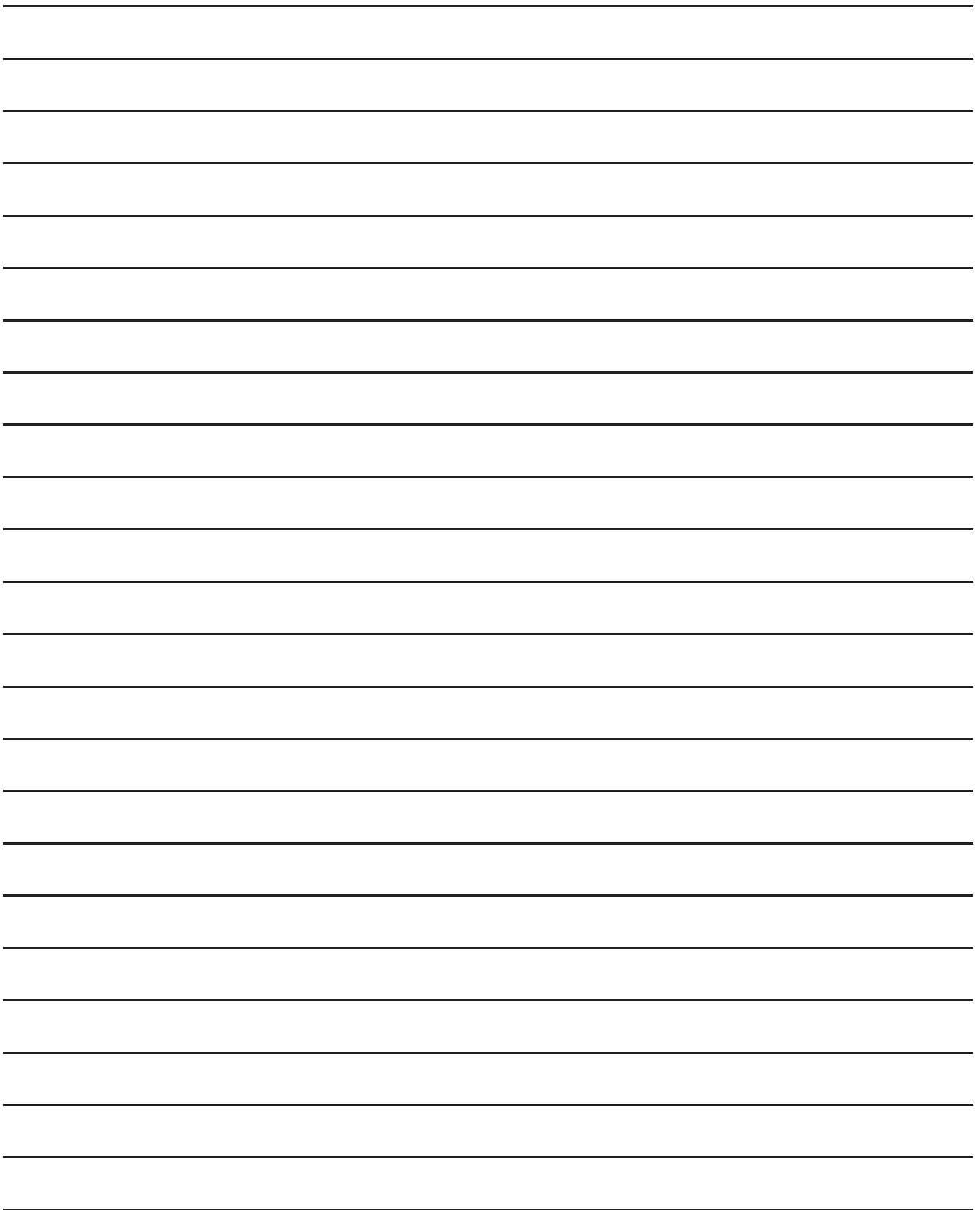
	Assessment
Test 1	Date:
Test 2	Date:
Test 3	Date:
Test 4	Date:
Test 5	Date:











English for Starters is a communicative course in English, which takes into account the most modern methodology.

English for Starters Level 2 aims to stimulate the child's interest in learning English and to develop confidence through a range of enjoyable activities, including games and songs.

The focus at this stage of the course is on the two skills of listening and speaking, although pre-reading and pre-writing activities are introduced through the Activity Book. An active use of the language is promoted throughout the course, setting the foundation for successful language learning.

The course consists of:

- **Pupil's Book** which includes attractive and lively material to encourage pupil's interest in the language through a range of listening and speaking activities, songs and games.
- **Activity Book** which presents a range of stimulating activities from drawing to matching, tracing and copying.
- **Teacher's Guide** which contains step-by-step, easy-to-follow instructions for each lesson and useful notes on the effective use of teaching aids.
- **Cassette**
- **Flashcards**
- **Wall charts**



English for Starters 2 Teacher's Book

السعر: ٢٩٥ ل.س