



إدارة المناهج والكتب المدرسية

Action Pack 1

First Grade
(New Edition)

Starter & 1

Teacher's Book

Richard Northcott



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Scope & Sequence

Unit	Structures	Functions	New vocabulary	Phonics	Song/Project/ Game
1 Hello!	The verb to be: <i>Hello, I'm (Miss Mariam).</i> <i>What's your name? I'm (Mazen).</i> <i>This is (Asma).</i> <i>How are you? Very well, thank you.</i> Imperatives: <i>Stand up, please. Sit down, please.</i>	Introducing people; Giving commands	boys, hello, girls, name, please, sit down, stand up, this, thank you		Song: Hello. What's your name?
2 What's this?	The verb to be: <i>What's this? It's a (door). It's (blue).</i> <i>What colour is it? It's (red).</i>	Identifying objects; Describing colours	blue, chair, classroom, clock, door, green, red, table, window		Project: Make colour posters
3 Look! It's a robot	The verb to be: <i>What's this? It's a (book).</i> <i>What colour is it? It's (yellow).</i>	Identifying objects and colours; Describing objects and colours	bag, black, blue, book, green, look, pen, pencil, red, robot, table, yellow, white, window	b /b/	Song: What colour is the bag?
4 One, two, three	Plural forms: <i>One (boy). Two (boys).</i> <i>Goodbye.</i> <i>Two (red birds).</i> <i>How many (pencils)?</i>	Counting	one, two, three, four, five, bag, bird, book, car, chair, girl, goodbye, green, pencil, red, table, tree, white	g /g/	Project: Make a picture book
5 Review	The verb to be: <i>What's this? It's a (robot).</i> <i>It's (red).</i> <i>What colour is it? It's (blue).</i> Plural forms: <i>(Three) (girls).</i>	Describing objects and colours; Counting	bag, book, boy, blue, chair, clock, door, girl, green, pen, pencil, red, robot, sit down, stand up, table, window, white, yellow	Revision of previous sounds	Song: What's this?
6 How old are you?	The verb to be: <i>How old are you? I'm (seven).</i> <i>How old is he/she? He's/She's (six).</i>	Counting; Asking and answering about one's age; Describing colours and objects; Asking and answering questions	one, two, three, four, five, six, seven, eight, nine, ten, bag, bird, black, blue, car, chair, clock, door, green, pen, red, table, tree, white, yellow	t /t/	Project: Make a number chain
7 My family	Possessive adjectives my/his/her: <i>This is my (brother).</i> <i>This is my/his/her (sister).</i> <i>He's my (friend). His/Her name's ...</i> <i>That's my (school).</i>	Talking about the family; Talking about school; Singing along with songs	brother, car, dad, friend, her, his, mum, my, school, sister, teacher	s /s/	Song: She's my friend
8 Fadia is in the bedroom	Preposition of place in: <i>(Ibrahim) is in the (bathroom).</i> <i>Where is he/she? He's/She's in the (bedroom).</i> <i>Where's the bag? It's in the (kitchen).</i>	Talking about location; Discussing location	bathroom, in, kitchen, living room, bedroom	f /f/	Project: Make a picture of a house
9 My toys	Possessive adjectives my/your: <i>This is my (computer).</i> <i>Look at my (cars). This is my (blue car).</i> <i>Is this your (ball)? Yes/No.</i> <i>Four red balls.</i>	Expressing possession; Counting	CD, computer, doll, game	c /k/	Song: Look at my book
10 Review	Possessive adjectives my/his/her: <i>This is my (mum).</i> <i>(Mazen) is my friend.</i> Plural forms: <i>Four yellow balls.</i> <i>How many (pencils)?</i>	Talking about the family; Counting; Describing pictures	numbers 1-10; book, boy, brother, dad, friend, mum, pencil, teacher	Revision of previous sounds	Game: Look and say

Unit	Structures	Functions	New vocabulary	Phonics	Song/Project/ Game
11 Where's my bag?	Prepositions of place in/on/under: <i>Where's my (bag)? It's on/under the (chair).</i> <i>Where's (Mum)? She's (in the car).</i> <i>The (blue) bag is on the (green) chair.</i>	Stating location; Asking and answering questions; Singing along with songs	bathtub, bed, box, in, on, shelf, sofa, TV, under, wall	d /d/	Song: Where's the book?
12 It's raining	The verb to be plus adjective: <i>It's (sunny). It's (raining). I'm/He's/She's (happy).</i> Imperatives: <i>Open/Close the window, please.</i> <i>Let's go (in this shop).</i>	Observing weather conditions; Understanding commands	close, cold, happy, hot, open, park, raining, sad, sunny	w /w/	Song: It's sunny. It's sunny
13 I like this jacket	Present simple: <i>I like this (dress).</i> The verb to be: <i>What's in your bag? (Trousers.)</i> <i>What colour are they? (Red).</i> Indefinite article an: <i>It's an (orange) skirt.</i>	Expressing likes; Identifying objects and colours	dress, jacket, orange, pink, shirt, shoes, shop, skirt, socks, trousers, washing machine	h /h/	Project: Make a clothes quiz
14 It's a blue bus	Adjectives and nouns: <i>It's a (red) car.</i> How many: <i>How many (cars)/(Three) cars.</i> Determiner this: <i>This is my (car). It's (red).</i>	Describing things	bike, bus, car, train, white	p /p/	Project: Do a traffic survey
15 Review	Prepositions of place in/on/under: <i>It's (on the shelf). It's (under the computer).</i> The verb to be plus adjective: <i>It's sunny.</i> Imperatives: <i>Open/Close (the window), please.</i>	Stating location; Asking and answering questions	bag, ball, bathroom, box, brother, car, CD game, computer, dad, doll, five, kitchen, living room, mum, red, sofa	Revision of previous sounds	Project: Make a picture game
16 I can swim	Modal verb can for ability: <i>I can (jump). He/She can (run).</i> <i>Can you (run)? Yes./No.</i>	Describing ability; Singing along with songs	hop, jump, ride a bike, run, sports centre, swim	r /r/ n /n	Song: Look at him!
17 I like chicken	Present simple: <i>I like (chicken). He/She likes (apples).</i> <i>Do you like (dolls)? Yes/No.</i>	Expressing likes; Asking about likes; Discussing likes and dislikes	apples, chicken, fish, juice, milk, salad, tea	j /j/ a /a/	Project: Make a poster
18 Can I have some bread, please?	The modal verb can for polite requests: <i>Can I have some (bread), please?</i> <i>Yes, here you are.</i> <i>Thank you.</i>	Making requests; Singing along with songs	apples, bananas, bread, chicken, dates, eggs, fish, ice cream, oranges, salad, tea, water	e /e/ o /o/	Song: Can I have some chicken, please?
19 Let's draw a man	Imperatives: <i>Let's draw a man. Draw his (head).</i> <i>Touch your (foot).</i> How many: <i>How many (hands)? (Six hands).</i>	Giving and following commands; Counting; Describing parts of the body; Singing along with songs	arms, draw, ear, eye, feet, foot, hands, head, in, legs, man, mouth, nose, touch, under	m /m/	Song: I can touch my head
20 Review	The modal verb can for polite requests: <i>Can I have some (milk), please?</i> <i>Yes, here you are.</i> <i>Thank you.</i> Present simple: <i>I like (milk). He/She likes (apples).</i> The modal verb can for ability: <i>He/She/I can (ride a bike).</i> Adjectives and nouns: <i>It's a (white) (van).</i>	Making requests; Describing ability; Expressing likes; Stating ability	apples, bananas, bread, chicken, dates, fish, happy, hop, ice cream, juice, jump, milk, orange, ride a bike, run, salad, water	Revision of previous sounds	Project: Make a menu

INTRODUCTION

New Action Pack Starter & 1 is the first level of a twelve-level course for young Jordanian learners of English. It aims to introduce English gradually and efficiently through fun activities, games and songs.

These activities not only enable pupils to understand and communicate in English, but also promote a positive attitude towards language learning.

Components

The course consists of four components:

1 Pupil's Book and Activity Book

The Pupil's Book consists of twenty units, four of which are Reviews. Each unit consists of four lessons. The Reviews offer opportunities for pupils to recycle new language. This level focuses on two new characters, brother and sister *Mazen* and *Asma*, and their family and friends. New language is presented in the context of themes that will be familiar to the age group: *the classroom, the family, the home, the leisure activities, the weather, shopping, transport and food*, all in a Jordanian context.

The Activity Book is also made up of twenty units. The activities correspond to the material in the Pupil's Book. The Activity Book practises and develops the material presented in the Pupil's Book. There are also extra activities to develop pupils' writing skills, including the letters and numbers, at the end of each Activity Book.

2 Teacher's Book

This Teacher's Book consists of lesson plans with detailed guidance on how to teach all the activities in both the Pupil's Book and the Activity Book, along with suggestions for further activities. Answer keys are provided for activities where necessary.

Each lesson begins with a list of outcomes, highlighting the key language to be achieved, any new vocabulary featured in the lesson and the lesson topic. Any additional materials and resources that may need to be prepared beforehand are also listed, including flashcards and wall charts.

Step-by-step teaching notes on how best to exploit the material then follow. Lessons typically begin with a warmer, usually revising language from the previous lesson. Techniques on how to present new vocabulary and language are included when appropriate. There are also tapescripts for all the recorded material.

Since the pupils at this level are beginners, the teacher is necessarily the manager of all their activities. The move towards a Learner-centered approach must be a gradual one, which can only become effective after pupils have mastered some basic expressions in English.

As different classes work at different paces, additional activities are also suggested for pupils or classes that finish early.

There is also an 'End the lesson' activity, usually a fun task that closes the lesson.

3 Cassette

The cassette includes all the recorded material, songs and rhymes. The material is spoken by native English speakers and is carefully graded to be appropriate to younger learners. Full tapescripts of all the recorded material are provided in the Teacher's Book. In the LSB (Language Summary Box), if the reference to the cassette is mentioned it is for the Activity Book. If there is no reference to it then it is for the Pupil's Book.

4 Flashcards and Wall Charts

Pupils are more likely to remember language when it is presented visually through colourful pictures. To aid learning, there are flashcards and wall charts which accompany the course.

Always try to use flashcards and wall charts to present key new language in the course. Flashcards necessary for specific lessons are always indicated in the lesson boxes. Remember, too, that the flashcards can be used again, either for revision in later lessons, or as prompts in particular exercises. They can also be used in fun activities such as memory games.

Wall charts for particular lessons are also listed in the lesson boxes. Each wall chart covers a particular topic, e.g. Colours, Numbers, etc. In conjunction with the flashcards, they can be used to present or reinforce new language, for revision, and for specific games and activities. However, because there is more than one word on the wall charts, they can best be used to check understanding. Say a word on the wall chart and ask pupils to point to the relevant picture, or point to a picture on the wall chart and ask pupils to name the object.

Specific tasks and activities give further ideas on how to fully exploit the flashcards and wall charts within lessons.

Preparing for the lessons

Each unit covers four lessons.

Lesson 1 typically consists of a short story, presented around story frames. The language is presented by native English speakers on the cassette and in speech bubbles on the page. Pupils listen to the story and follow the text in the speech bubbles as they listen. In this lesson pupils are often encouraged to act out the story. In order to aid understanding, flashcards and wall charts can also be used. In addition, using real objects whenever possible can help bring the situation to life. Pupils also complete one or two exercises in the Activity Book to consolidate the new language.

Lesson 2 allows pupils to practise the language presented in the first lesson. Typical exercises are *Say*, where pupils describe pictures, or *Listen and say*, where pupils listen to short dialogues, repeat and then practise the dialogues in pairs. This lesson also focuses on a letter sound, with two or three examples. Pupils also complete corresponding exercises in the Activity Book.

Lesson 3 continues with the practice of the language introduced in Lesson 1. These activities can include *Ask and answer*, where pupils participate in a short dialogue, or *Find and say*, where pupils find items pictured and describe what they see. Pupils also complete corresponding exercises in the Activity Book.

Lesson 4 often asks pupils to listen to short dialogues in order to highlight language introduced in the first lesson. Pupils will commonly listen and match the information they hear with the pictures in their books. The unit then concludes with a song or rhyme or a project.

The Review unit follows the same pattern and activities as the lessons 1-4 above.

Activities and procedures: Pupil's Book

Listen and point

This activity opens every unit, and is based around a story. Before pupils listen, prepare them thoroughly for what they will hear. Ask pupils what they can see in the pictures and pre-teach any new vocabulary with the flashcards and wall charts. Pupils then listen to the story and follow the text in the speech bubbles and the pictures. Play the cassette more than once if

necessary and ask the class simple comprehension questions. Encourage pupils to ask their own questions as well. As with all tasks, listening should be fun and interactive.

Listen and say

In this activity, pupils listen to letters and words, a short dialogue or sentences. They then repeat. Pupils then practise the dialogues themselves in pairs. Play the cassette more than once if necessary.

Listen and match

In this activity, pupils match the information they hear on the cassette with the correct picture in the Pupil's Book exercise. First, ask pupils what they can see in the pictures, in order to prepare them for what they are going to hear and in order to elicit vocabulary. Then play the cassette. Ask pupils to compare their answers before playing the cassette again for a second, or if necessary, a third time. Check pupils' answers as a class.

Say

Pupils refer to a picture in the Pupil's Book and then describe what they can see. This will be a word, phrase or sentence. Before pupils begin, focus on the example below the rubric and elicit answers for a subsequent picture.

Ask and answer

In this activity, pupils ask and answer questions in pairs based on information in the Pupil's Book. Before pupils begin, read the model sentences with the class and ask pupils to give further examples of different questions and answers.

Sing

There are various songs and rhymes throughout the course, each incorporating vocabulary and grammatical structures studied during lessons. Using Total Physical Response (TPR), encourage pupils to sing the song themselves with any appropriate actions. Pupils always enjoy singing songs and will quickly learn not only the tunes, but also the rhythms and patterns of English. Before playing each song, look at the accompanying pictures and encourage the pupils to describe what they can see. Then, play the song for pupils to listen to. Play it again, a verse at a time. Encourage pupils to join in. Play it again;

pupils will then begin to join in with confidence. There are usually further opportunities to practise the song in subsequent lessons.

Project

There are a number of projects throughout the course. Each project enables pupils to further practise the language introduced in the unit in an enjoyable way. The projects commonly ask pupils to use scissors, glue and coloured pencils to make a poster or a number chain, for example. First, talk about the project with the class and focus on the example in the Pupil's Book. Pupils then work alone or in pairs on their projects. Each project can be developed or planned in the accompanying exercise in the Activity Book or on separate pieces of paper. Give pupils sufficient class time to finish their projects. Pupils can talk about their work in front of the class. Always display projects in the classroom; they serve as useful tools for revision at a later stage of the course.

Activities and procedures: Activity Book

Match

This activity asks pupils to draw a line to match pictures, or pictures with words.

Match and say

In this activity, pupils match words with accompanying pictures and then say the words, phrases or sentences aloud.

Count and circle

Pupils count the items in the pictures, and then circle the corresponding number alongside.

Write

In this activity, pupils write a word corresponding to a picture. The words to use in the exercise are in a box below the rubric.

Write the missing letters

Pupils complete words by inserting the missing letters. A picture is provided for reference.

Spell

This exercise enables pupils to spell simple words correctly. Pupils write the words next to a corresponding picture.

Find sounds

In this phonics exercise, pupils find and circle the pictures which have the appropriate initial sound.

Read and circle

Pupils read the words and circle the corresponding picture.

Circle the odd one out

Pupils look at a number of pictures and then circle the odd one out.

Draw

Pupils will usually draw a picture in a box provided.

Draw, say and write

Pupils draw a picture as requested, complete the sentence below and then read their sentence aloud.

Trace and copy

In these exercises, pupils trace the lower and upper-case letters using the directional arrows provided. They then copy the letters in the stave below.

Listen and draw

Pupils listen to words or sentences and then draw or complete the information in the box provided.

Listen and colour

In this activity, pupils listen and colour the pictures accordingly.

Listen and circle

Pupils listen to words or sentences and circle the correct picture according to the information on the cassette.

How to use Action Pack

The course uses Total Physical Response (TPR), based on the idea that initially pupils will understand and respond to language without actually using it. The course is graded accordingly, building up from gently asking pupils to respond physically to verbal instructions, e.g. to stand up or sit down, to pupils actively using the language themselves.

TPR also relies on props such as flashcards, wall charts and realia, as well as actions, to provide a context that helps to convey meaning. Young learners love to act out situations and imagine that they are the characters in the book. This is both fun, motivating and above all an excellent way of learning.

Outcomes

Besides the integration of language skills, *Action Pack 1* outcomes reflect a broader kind of cross-curricular integration, in which the themes encompass various curricular areas. Examples of interdisciplinary teaching in *Action Pack 1* include the following: communicating with people (PB Unit 1 p. 5 - Civics); colours (PB Unit 2 p. 9 - Science); numbers (PB Unit 4 p. 16 - Maths); fitness activities (PB Unit 16 p. 22 - Physical Education); projects (PB Unit 19 p. 34 - Art).

Through using TPR and the lesson teaching plans, the course not only teaches English, but also shows pupils that language learning can be fun. As children of this age group have great enthusiasm but a limited attention span, activities are of a varied pace, requiring short spells of concentration followed by fun and lively tasks. By the end of this grade, pupils will be able to:

Listening

- demonstrate recognition of basic English sounds and their combinations in simple words
- demonstrate understanding of simple words in greetings and classroom-controlled instructions
- develop strategies to understand basic spoken words

Speaking

- pronounce the letters of the English alphabet and correctly learn basic words
- use words they have learned to speak in simple familiar situations and develop a love of singing songs and repeating rhymes
- take part in simple familiar exchanges and mini class presentations

Reading

- demonstrate recognition of the letters of the English alphabet and their combinations in basic words
- develop pre-reading strategies
- demonstrate understanding of simple words in reading material
- make connections between prior knowledge and new words

Writing

- print the letters of the alphabet in English correctly, legibly and neatly
- be able to label, match and complete
- use appropriate simple organisational patterns
- apply knowledge of simple spelling and punctuation (capitalisation)
- start developing correction skills.

More about the Course

Revision

There are regular specific revision units, but revision is also ongoing throughout the course. Each lesson begins with a task that recycles language from a previous lesson. It also ends with a task to consolidate what the pupils have learned. However, the specific revision units recycle language from the previous units in a new context. In this way, language is constantly recycled and revised, but in a new, motivating and fun way. You can also use the revision units to monitor your pupils' progress. Make a note of any areas of weakness, and try to allocate time to go back over the problem areas in a later lesson.

Assessment

As the new curriculum in Jordan is founded on new concepts in the field of teaching and learning, so is the assessment of learning. Teachers need to develop assessment strategies whose main focus is improvement of learning.

Assessment is the process of gathering information, over time and from a variety of sources - assignments, demonstrations, projects, performances, and tests. Teachers and pupils gather information about what pupils know (knowledge and understanding), what pupils can do (skills) and what pupils believe (values and attitudes).

Good assessment has the following qualities:

- Follows a systematic, planned process over time
- Gathers helpful information about pupil learning in a fair way
- Is concerned with both how the pupil learns and the result of the learning
- Shows progress towards outcomes, including

knowledge and skills of the subject

- Motivates pupils to learn better
- Guides the teacher to judge the effectiveness of his/her teaching, to adapt the instruction and to plan next steps.

Assessment may be conducted in a number of ways:

- Performance-based (demonstration, presentation)
- Pencil and paper (essay, quiz, test, exam)
- Observation
- Communication: conference, interview, questions and answers
- Reflection: response journal, portfolio, self-assessment

Teachers can record assessment information in a variety of ways: checklists, rating scales, rubrics, learning logs and anecdotal records. The Teacher's Book suggests various assessment strategies at the end as well as classroom / diagnostic assessment in each unit.

Note the following set of abbreviations:

A= Always, S= Sometimes, N= Never
C= Complete, P= Partial, I= Incomplete
G= Good, F= Fair, P= Poor

Pupils should learn how to assess their learning skills, such as communication, the ability to work in a group and to set learning goals. They will find such self-assessment particularly valuable if they have helped create these instruments.

Action Pack 1 offers the pupils plenty of opportunity to develop the skill of assessing their own performance. At the end of the Pupil's Book there are boxes representing the listening and speaking skills. At the end of each unit, guide your pupils to assess their own work by placing a ✓ or a ✗ in the appropriate box.

Learning economy

In modern societies, knowledge can be considered the most important resource of all. The term 'learning economy' has been coined to identify this idea, according to which all members of society are encouraged to engage in lifelong learning, which ensures both their adaptability to technological and societal change, and their future employability.

Action Pack 1 lays the foundation for this process of lifelong learning. Pupils are expected to try out tasks that will become relevant and meaningful in their future lives. For example, in the traffic survey project (Pupil's Book, Unit 14, page 19), pupils first gather and record data in the real world before reporting it back and discussing it in class, thereby practising the life skills of observation, recording and basic statistical analysis.

Writing

The Activity Book has carefully guided activities that introduce pupils to writing in English. At this level, pupils need to be shown how to write from left to right as well as how to form English letters and numbers. There are plenty of tracing and copying tasks that help them develop these motor skills. In addition, towards the second half of the book pupils label, match and complete words and sentences, as well as spelling simple words correctly.

Most of the writing tasks can be done individually. Go round and check that pupils are writing well. Give them plenty of help with holding pencils if necessary. Make sure that they are also sitting comfortably, with the book in the correct position: right-handed pupils tend to slope their paper slightly to the left while

left-handed pupils slope their paper slightly to the right. Never encourage left-handed pupils to write with their right hands.

Phonics

In the first unit, pupils focus on directional practice. In subsequent units, pupils focus on one or two letter sounds. These letters are introduced in the Pupil's Book with a *Listen and say* exercise, where pupils listen to and repeat the letter sound and corresponding words. The letters are then reinforced with exercises in the Activity Book, where pupils also trace and copy the letters concerned. Towards the end of the course, once pupils have learned the majority of letter sounds, pupils bring their knowledge together and learn the alphabet in its entirety. At this point, pupils learn the letter names for the first time.

Classroom management

With a large class of enthusiastic pupils, it is very important to keep order, especially when pupils are being encouraged to play games and complete active tasks. Always ensure that noise is at an acceptable level: creative noise is fine, but disruptive noise should be discouraged. Agree on a simple code beforehand – for example, tell pupils that if you put your finger to your lips or your hands over your ears, then the noise level is too high.

Throughout the course there are various activities that require pupils to work in pairs or small groups.

Above all, good luck and enjoy the course!

Lesson 1

Outcomes	To recognise short, simple greetings To learn new words through pictures, flashcards and real objects To read English from left to right To recognise the characters in the listening materials
Structures	<i>What's your name? I'm (Mazen).</i>
Functions	Introducing people
Vocabulary	<i>hello, name</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 4 Exercise 1, Listen and point ■ Activity Book, page 40 Exercise 1, Listen and circle ■ Cassette, Unit 1, Exercise 1 Activity Book, Unit 1, Exercise 1 ■ Flashcards: Mazen, Asma, Miss Mariam

Presentation

- Greet the pupils by saying *Hello*. Encourage them to respond in the same way. This can be done by putting your hand to your ear, as if you are expecting to hear something.
- Point to yourself and say your name: *I'm [your name]*. Then ask a pupil *What's your name?* Avoid translating the question into Arabic. Instead, give pupils the answer as part of your question. For example, if you are speaking to a boy called *Raed*, ask *What's your name? Ali? Raed?* He should quickly understand that you are asking him for his name. When he gives his name, model the full-sentence answer *I'm Raed.* and encourage him to repeat by using the hand-to-ear gesture, as before.
- Repeat with other pupils. If your first pupil did not understand your question, ask him or her again once a few others have answered. Always be encouraging if pupils hesitate or make mistakes.
- Encourage pupils to ask each other *What's your name?* Having put the question to one pupil, encourage him or her to put the question to a friend. Establish a convention early on whereby pupils know that they must repeat the question you have just asked them, but addressing it to a friend. Point to the friend to whom the question should be addressed, and say *Ask Laila* – or whoever the friend happens to be.

Pupil's Book, Page 4, Exercise 1

Unit 1
Hello!

1 Listen and point



What's your name?



What's your name?



4 Unit 1

- Open your book at page 4 and hold it up to show the class. Say *Open your books at page 4.*
- Ask pupils to listen to the recording and to point to the person who is speaking. Tell them just to listen for now and not to worry about the printed words: they will learn to read them later.
- Play the recording two or three times. Pause the machine from time to time to give pupils a moment to assimilate what they have just heard. Repeat the line of dialogue they just heard and encourage them to repeat.

Tapescript

- | | |
|-----------------|-------------------------|
| 1. Teacher: | Hello, I'm Miss Mariam. |
| 2. Miss Mariam: | What's your name? |
| Mazen: | I'm Mazen. |
| 3. Samira: | What's your name? |
| Asma: | I'm Asma. |

Activity Book, Page 40, Exercise 1

- In this exercise, pupils are asked to identify the character speaking. Establish the procedure from the start, so that pupils know exactly what is required of them each time this type of exercise occurs. Explain that you want them to circle the person who is speaking. Hold up your book and demonstrate.
- Do the exercise with the whole class.

Tapescript

1. Asma: Hello, I'm Asma.
2. Teacher: Hello, I'm Miss Mariam.
3. Mazen: Hello, I'm Mazen.
4. Ali: Hello, I'm Ali.

Answers

1. Picture 3
2. Picture 1
3. Picture 2
4. Picture 4

Further practice

- Pupils repeat together: *Hello. I'm (Raed). What's your name?* They then work in small groups for a few moments, putting the question to the pupils around them.
- Confident pupils can act out a scene of two children meeting and asking each other's names.
- Use the flashcards of Mazen, Asma and Miss Mariam to familiarise the class with flashcard work. Hold up the cards one after the other and ask *Who's this?* Pupils respond with the name alone, e.g. *Mazen*.

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this unit, with their family members.

Lesson 2

Outcomes

To participate in short, simple guided exchanges with a peer
To demonstrate the ability to ask people how they are
To respond positively to a question asked
To demonstrate recognition of the main characters

Structures

This is ...
I'm ...
How are you? I'm very well, thank you.

Functions

Introducing people

Vocabulary

this, thank you

Topic

The Classroom

Resources

- Pupil's Book, page 5
Exercise 2, Listen and say
Exercise 3, Listen, ask and answer
- Activity Book, page 40
Exercise 2, Match and say
Exercise 3, Listen and draw
- Cassette, Unit 1, Exercises 2 and 3;
Activity Book, Unit 1, Exercise 3
- Flashcards: Mazen, Asma, Miss Mariam, Ali, Samira

Revision

- Begin the lesson as you finished the last one. Have pupils listen to the recording and point to each character as they hear the dialogue.
- Ask pupils to act out the classroom scenes shown on page 4 of the Pupil's Book. Invite a confident pupil to play the role of Miss Mariam, standing in front of the class.

Presentation

- Use the character flashcards to teach the formula for introducing someone. Hold up the card showing Mazen and say *This is Mazen*. Have the class repeat.
- Use the other cards to practise the sentences *This is Asma* and *This is Miss Mariam*.
- Continue to hold up the cards in random order, saying *This is* followed by a name. Make occasional deliberate mistakes (e.g. call Mazen 'Ali') and encourage the class to correct you. Take the opportunity to introduce the word *No*: *This is Ali. No! This is Mazen*.

- Circulate in the class, standing behind different pupils and saying *This is* with their name. As before, make deliberate mistakes and encourage the class to correct you. Pupils always enjoy doing this.
- In Arabic, tell the class that they are going to learn how to ask a friend how he or she is and to reply to the same question. Model the question *How are you?* and have several pupils repeat.
- Use the same procedure to teach the reply: *I'm very well, thank you.*
- Divide the class into two. Have half the room asking *How are you?* and the other half replying. Initially pupils can speak along with you. Gradually stop speaking and simply point to different groups or individuals and have them ask or answer the question.

Pupil's Book, Page 5, Exercise 2

2 Listen and say

This is Mazen. This is Asma.

1 Hello, Mazen. I'm Ali. Hello, Ali.

2 Hello, Asma. I'm Samira. Hello, Samira.

3 Listen, ask and answer

1 Hello, Asma. How are you? I'm very well, thank you. How are you? I'm very well, thank you.

2 Hello, Ali. How are you? I'm very well, thank you. How are you? I'm very well, thank you.

Unit 1 5

- Say *Open your books at page 5*. Hold up your book, pointing to page 5.
- Set a listening task. Tell the pupils that they are going to meet two new children in the book. They must listen carefully and find out these children's names.
- Play the recording. Pupils listen and repeat.
- Ask *Who are the new children?* and – to help understanding – point to *Ali* and *Samira* on page 5. Help pupils to say *This is Ali* and *This is Samira*.
- Play the recording again. Pause after each line of the dialogue.

Tapescript

Miss Mariam: This is Mazen.
 Ali: Hello, Mazen. I'm Ali.
 Mazen: Hello, Ali.

Miss Mariam: This is Asma.
 Samira: Hello, Asma. I'm Samira.
 Asma: Hello, Samira.

Pupil's Book, Page 5, Exercise 3

- Pupils listen to the recording, pointing to the person who is speaking.
- Speaking all together, pupils point and speak for the different people, without the recording.
- Invite four confident pupils to act out the situations, as Miss Mariam, Asma, Mazen and Ali. Repeat with other pupils. Try to give everyone who wishes the chance to roleplay.

Tapescript

Miss Mariam: Hello, Asma. How are you?
 Asma: I'm very well, thank you. How are you?
 Miss Mariam: I'm very well, thank you.

Mazen: Hello, Ali. How are you?
 Ali: I'm very well, thank you. How are you?
 Mazen: I'm very well, thank you.

Further practice

- Circulate in the class as if you were Miss Mariam. Introduce pupils to other pupils saying *This is ...*. Pupils then greet each other, like the children in the book.
- Invite a pupil to play the role of Miss Mariam, introducing one pupil to another.

Activity Book, Page 40, Exercise 2

- Hold up your Activity Book open at Exercise 2. Point to each of the faces and have the class identify the person, saying *This is Mazen*, etc.
- Pupils match the faces of the character to the full-length pictures. Hold up your book and demonstrate.
- Tell pupils that you want them to look at each face, then draw a line linking it to the full-length picture of the same person, moving from left to right. While they do this, circulate and spend time with pupils individually. Point to the people in Exercise 2 and say *This is Asma*, etc. Encourage the pupil to speak along with you, then to point and say without your help.
- Hold up the completed exercise in your book for pupils to check their answers.

Answers

1. b
2. c
3. a

Activity Book, Page 40, Exercise 3

- Pupils draw Asma and Mazen, who are having a conversation. They must be able to realise that the first voice is Asma's and the second is Mazen's.
- While pupils work, circulate and roleplay the scene with different individuals. One pupil takes the role of Asma and another plays the part of Mazen.

Tapescript

Asma: Hello. How are you?
Mazen: I'm very well, thank you.

End the lesson

- Before you leave the classroom, ask pupils to practise asking *How are you?* with their family members.

Lesson 3

Outcomes	To recognise and respond to basic classroom instructions To understand new words when listening through pictures, flashcards and real objects To identify actions as part of a sequence
Structures	<i>Sit down, please. Stand up, please.</i>
Functions	Giving commands
Vocabulary	<i>stand up, sit down, please, boys, girls</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ▪ Pupil's Book, page 6 Exercise 4, Listen and point Exercise 5, Say ▪ Activity Book, page 41 Exercise 4, Look and match ▪ Cassette, Unit 1, Exercise 4 ▪ Flashcards: Mazen, Asma, Miss Mariam, Ali, Samira, stand up, sit down

Revision

- Use the flashcards of Mazen, etc. to revise sentences for saying who people are and introducing people. Hold up the cards and have the class say with you *This is Asma*, *This is Mazen*, *This is Ali*, etc.
- Go round the class, introducing pupils to each other as Miss Mariam does: *This is ...*. Encourage pupils to respond like the children in the book: *Hello, ..., I'm*. If you think pupils need reminding of introductions and greetings, play the recording for Exercise 2. Ask different pupils *How are you?* and elicit the reply: *I'm very well, thank you. How are you?* Again, play the recording first if pupils need reminding.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	Yes	No
respond correctly to <i>This is ...</i>		
respond correctly to <i>How are you?</i>		

Presentation

- Use the flashcards of stand up and sit down. Say *Stand up, please* and motion the class to stand. Say *Sit down, please* and motion the class to sit.
- Ask different groups of pupils to stand and to sit. You can make this more fun by turning your back to the class and giving the instruction without looking, then turning round to see if the right pupils are standing or sitting.

Pupil's Book, Page 6, Exercise 4

4 **Listen and point**

Hello, boys and girls. Stand up, please.

Sit down, please.

5 **Say**

Stand up, please.

Sit down, please.

6 Unit 1

- Say *Open your books at page 6* and hold up your book to show the class.
- Play the recording and have pupils point to the corresponding picture in the usual way.
- Play it again, this time pausing the machine after each of the teacher's instructions. Have the class repeat.
- Explain that *please* is an important word: without it, the instructions would sound rude.

Tapescript

Miss Mariam: Hello, boys and girls. Stand up, please.

Miss Mariam: Sit down, please.

Pupil's Book, Page 6, Exercise 5

- Hold up your book to the class and ask the pupils to look at Exercise 5.
- Ask the class to say the lines of dialogue *Stand up, please* and *Sit down, please*.
- You can ask a confident pupil to come to the front of the class. Ask them to say the commands to the class, who will then respond by standing or sitting.

Further practice

- Encourage the pupils to practise this in pairs. One pupil instructs the other to either stand or sit, as appropriate.

Activity Book, Page 41, Exercise 4

- Pupils match the pictures on the left with the corresponding one on the right of the page.

Answers

1. Stand up, please. (b)
2. Sit down, please. (a)

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.

Lesson 4

Outcomes

To draw from left to right
To revise the language taught in Unit 1
To demonstrate a love of listening to songs
To follow the rules of a simple game

Structures

What's your name? I'm
How are you? I'm very well

Functions

Making introductions

Topic

Introducing people

Resources

- Pupil's Book, page 7
Exercise 6, Listen and match
Exercise 7, Sing
- Activity Book, page 41
Exercise 5, Trace and copy
- Cassette, Unit 1, Exercises 6 and 7

Revision

- Ask different individuals *Hello. How are you? What's your name?* Elicit appropriate replies such as *Hello. I'm very well, thank you. I'm*

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	Yes	No
answer the teacher's question: <i>Hello. How are you?</i>		
answer the teacher's question: <i>What's your name?</i>		

Pupil's Book, Page 7, Exercise 6

6 **Listen and match**

1 

2 

3 

4 

7 **Sing**

Hello. What's your name?
Hello. What's your name?
Hello. What's your name?
I'm Mazen.

Hello. How are you?
Hello. How are you?
Hello. How are you?
I'm very well, thank you.



Unit 1 **7**

- Pupils will hear four short dialogues. They must decide which of the four pictures goes with each dialogue.
- Play the first dialogue. Ask the pupils to match it with the corresponding picture. Circulate and check that everyone is matching the correct pictures.
- Proceed in the same way with the other three dialogues.

Tapescript

- Miss Mariam: Sit down, please.
- Asma: Hello. I'm Asma.
- Ali: What's your name?
Mazen: I'm Mazen.
- Samira: Hello, Asma. How are you?
Asma: I'm very well, thank you.

Answers

1. Picture 3
2. Picture 1
3. Picture 4
4. Picture 2

Pupil's Book, Page 7, Exercise 7

- If there is room in your classroom, ask the pupils to stand in a circle. Give one pupil a ball or a soft toy. Pupils pass the ball around the circle as they sing the greeting and ask the question *Hello. What's your name?* When the moment comes to reply, the pupil holding the ball at that point must reply, using his or her own name: *I'm (Mazen)* – or whoever it is.
- Similarly, in the second part of the song, the pupil holding the ball when the questions finish must reply: *I'm very well, thank you.*

Tapescript

Hello. What's your name?
Hello. What's your name?
Hello. What's your name?
I'm Mazen.
Hello. How are you?
Hello. How are you?
Hello. How are you?
I'm very well, thank you.

Presentation

- Remind the class that English is written from left to right: the other way round to Arabic.
- Show them how to draw straight lines, which ascend and descend. (/ \)

Activity Book, Page 41, Exercise 5

- In this exercise, pupils practise drawing from left to right. They should start tracing the lines which ascend (/) and then the lines which descend (\).
- Pupils then continue with this exercise and copy what they have been tracing earlier.
- Go round the class and check the pupils' performance.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 1. Ask different pupils *What's your name?* and elicit answers beginning *I'm ...*. Then encourage pupils to put the same question to their friends. Say: *Ask Omar*, etc.
- Ask different pupils *How are you?* Have them ask their friends the same question.
- Instruct pupils *Stand up, please* and *Sit down, please*. Try giving the instruction to small groups of named pupils, as in Lesson 3.
- Congratulate the pupils on all their hard work in Unit 1.

Lesson 1

Outcomes	To recognise some basic English words To show understanding of new words through pictures, flashcards and real objects To pronounce some key simple words correctly To read English from left to right To match items by drawing a line
Structures	<i>Who's this?</i> <i>What's this? It's a (door).</i>
Functions	Identifying objects
Vocabulary	<i>chair, classroom, clock, door, table, window</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 8 Exercise 1, Listen and point ■ Activity Book, page 42 Exercise 1, Match ■ Cassette, Unit 2, Exercise 1 ■ Flashcards: chair, classroom, clock, door, table, window, Mazen, Asma, Miss Mariam, Ali, Samira, boy, girl ■ Wall chart (1): The classroom

Revision

- Briefly revise language from Unit 1 to get pupils thinking in English again. Ask different pupils *What's your name? How are you?* and have them put the same questions to their friends: *Ask Ali*, etc.
- Tell pupils to stand up and sit down as a whole class and in small groups.
- Revise the names of the characters from the story. Hold up the flashcards one by one and say *This is ...* and encourage pupils to complete the sentence with the name.
- Use flashcards of the characters from the story to revise the names of the characters from the Pupil's Book. Point to the flashcard of Mazen, saying *This is ...*. Encourage the class to give his name. Ask *Where's Asma?* and pretend to be looking for her. Use the flashcards to revise *boy* and *girl*.

Classroom Assessment

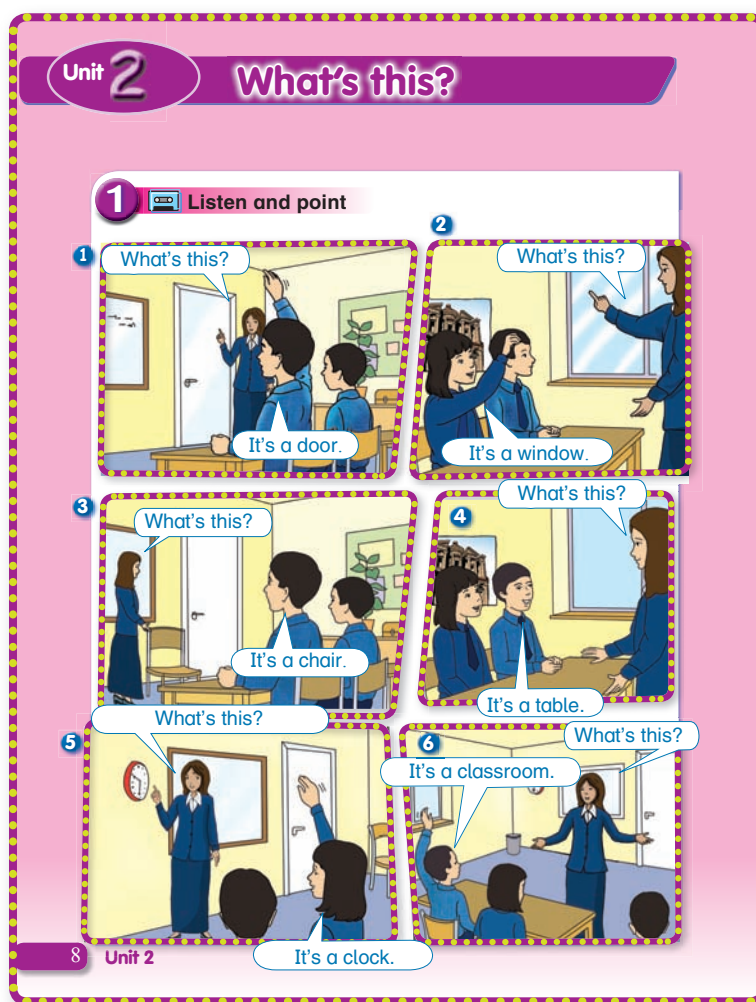
With reference to the teacher's instructions, pupils can:

Scoring criteria	Yes	No
respond correctly to <i>Stand up</i> .		
respond correctly to <i>Sit down</i> .		

Presentation

- Use the flashcards or the wall chart to present the new classroom vocabulary. You can also use the real items in the classroom to present the new words.
- Now point to the window and ask the class *What's this?* Pupils will reply *window*. Tell the class *It's a window*. Repeat for other items in the classroom, and elicit *It's a ...* each time. Encourage pupils to ask each other *What's this? It's a ...*. Use the wall chart of the classroom.

Pupil's Book, Page 8, Exercise 1



- Say *Open your books at page 8*, holding up your open book to show the class the page. Point to different characters shown on the page and ask *Who's this?* If pupils need further prompting, ask closed questions: *Mazen? Asma?*, etc.
- Tell pupils to listen to the recording, and point to the person who is speaking.
- Play the recording two or three times. Pause the machine from time to time to give pupils a moment to assimilate what they have just heard. Repeat the line of dialogue they have just heard and encourage them to repeat.

- Point to the classroom all around you, like the teacher in the Pupil's Book. Ask *What's this?* and let several different pupils give the answer: *It's a classroom.*

Tapescript

- Miss Mariam: What's this?
Mazen: It's a door.
- Miss Mariam: What's this?
Asma: It's a window.
- Miss Mariam: What's this?
Mazen: It's a chair.
- Miss Mariam: What's this?
Ali: It's a table.
- Miss Mariam: What's this?
Asma: It's a clock.
- Miss Mariam: What's this?
Ali: It's a classroom.

Further practice

- Point to different items in the room, asking *What's this?* Finish by pointing to the whole classroom.
- Invite volunteers to stand up and ask about classroom items in the same way, using *What's this?*

Activity Book, Page 42, Exercise 1

- Look at the exercise with the class. Pupils draw lines from the item in the left-hand column with its matching item in the right-hand column.
- Help pupils as they work. Check answers as a class.

Answers

- b
- c
- d
- e
- a

End the lesson

- Before you leave the classroom, ask pupils *What's this?* pointing to an item in the classroom. Pupils reply, using *It's a ...*

Lesson 2

Outcomes

To participate in short, simple guided exchanges with a peer
To recognise some basic English words
To demonstrate understanding of new words through pictures, flashcards and real objects
To identify the colour of objects

Structures

What's this? It's a (door). It's (red).

Functions

Describing colours

Vocabulary

blue, green, red, door, window, table

Topic

The Classroom

Resources

- Pupil's Book, page 9
Exercise 2, Ask and answer
Exercise 3, Listen and point
- Activity Book, page 42
Exercise 2, Complete
- Cassette, Unit 2, Exercise 3
- Flashcards: blue, red, green
- Wall charts (1 and 2): The classroom; Colours

Revision

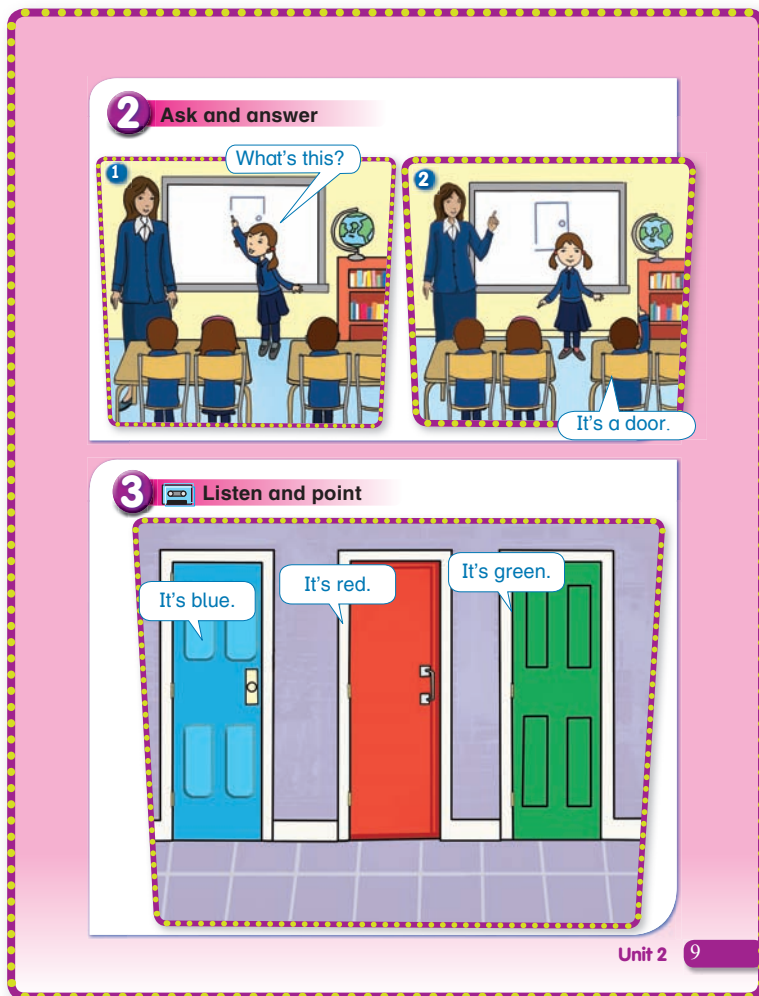
- With the Pupil's Book closed, revise the words taught in Lesson 1 by playing the recording from the Pupil's Book exercise. Point to the different items in the classroom as the question is asked: *What's this?* You can also use the wall chart of the classroom.
- Point to the same items in a different order and ask the question yourself: *What's this?* Insist on answers beginning *It's a ...*

Classroom Assessment

With reference to items, pupils can:

Scoring criteria	Yes	No
answer correctly using <i>It's a ...</i>		

Pupil's Book, Page 9, Exercise 2



- Choose any of the classroom items that pupils have learned and do a simple drawing of it on the board. Ask *What's this?* and accept answers using *It's a ...* from several pupils.
- Say *Open your books at page 9*. Hold up your book and point to the door that the girl is drawing on the board in Exercise 2. Ask *What's this?*
- Choose a confident pupil to come to the front of the class and draw another item on the board. Encourage him/her to ask the rest of the class *What's this?*
- Give out sheets of loose drawing paper. Tell pupils to choose one of the items and draw it. Each pupil holds up his or her drawing and asks the class *What's this?* The others reply, using *It's a ...*

Presentation

- Use the colour flashcards or the wall chart of the colours to teach the colours *blue*, *green* and *red*. First, place the blue colour card where everyone can see it. Say *It's blue*, and have the class repeat. Proceed in the same way for *red* and *green*.
- After several repetitions, point to different cards and elicit the sentence from pupils (hold your hand to your ear as if listening) without saying it.

- Point to blue, red or green items around the classroom and elicit the colour: *It's blue*, etc.
- Once the colour words are well-assimilated, try making deliberate mistakes. For example, hold up a yellow pencilcase and say *It's blue*. Convey by facial expression and tone of voice that you are not quite certain. Pupils will enjoy giving the correct sentence.

Pupil's Book, Page 9, Exercise 3

- Focus on Exercise 3. Hold up your book and point to each door in turn, beginning with the blue one. Say *It's blue*, and have the class repeat. Point to the other doors. See if pupils can supply the sentence – *It's red*. *It's green*. – without you giving it to them.
- Tell pupils to listen to the recording, and point to the correct door as they hear each sentence and repeat the sentence beginning *It's ...*
- Play the recording, pausing the machine after each sentence.

Tapescript

Boy: It's blue.
 Girl: It's red.
 Boy: It's green.
 Girl: It's red.
 Boy: It's green.
 Boy: It's blue.
 Boy: It's green.
 Girl: It's red.
 Boy: It's green.
 Boy: It's blue.

Activity Book, Page 42, Exercise 2

- Look at the exercise with the class. Ask pupils what they can see.
- Pupils complete the pictures of the classroom items.

Further practice

- Pupils can ask each other *What's this? It's a ...* with the pictures in the Activity Book exercise.

End the lesson

- Before you leave the classroom, ask pupils to practise asking about the colour of items in their house, with their family members.

Lesson 3

Outcomes	To pronounce some simple English words To participate in simple, short guided exchanges with a peer To recognise some basic English words To trace and copy lines from left to right To identify the colours of objects
Structures	<i>What colour is it? It's ...</i>
Functions	Describing colours
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 10 Exercise 4, Listen and say Exercise 5, Ask and answer ■ Activity Book, page 43 Exercise 3, Listen and colour Exercise 4, Trace and copy ■ Cassette, Unit 2, Exercise 4 Activity Book, Unit 2, Exercise 3 ■ Flashcards: blue, red, green ■ A bag of coloured toys that are red, blue or green

Revision

- Hold up the colour flashcards one by one, saying *It's blue*, etc. Have pupils repeat after you. Then hold up each card and see if pupils can say what colour it is without your help.
- Place the flashcards in different parts of the room, where all the pupils can see them. Play the recording from Exercise 3 in the Pupil's Book. The pupils must point to the correct card, according to what they hear. Demonstrate, using the first line of the recording: *It's blue*. Be ready to pause the machine after each sentence, so that pupils don't get left behind.

Classroom Assessment

With reference to flashcards, pupils can:

Scoring criteria	G	F	P
identify the colour blue.			
identify the colour red.			
identify the colour green.			

G = Good F = Fair P = Poor

Presentation

- The purpose of the bag of coloured toys, etc. is to stimulate pupils' interest and practise colour words in new contexts. Take one item from the bag and ask *What colour is it?* The pupils are unlikely to understand, so use a closed question to convey meaning, e.g. *Is it red or green? What colour is it? It's (green).*

- Continue in the same way with other items in the bag. Place the items on the table in front of you. When all are displayed, point to different objects at random, asking *What colour is it?* Ask individual pupils, then ask the whole class.

Pupil's Book, Page 10, Exercise 4

- Say *Open your books at page 10*. Ask pupils to listen and point to the person who is speaking. Play the recording.
- Play the recording again. Pause the machine after each line of the dialogue for pupils to repeat.

Tapescrpt

- Miss Mariam: What colour is it?
Girl: It's blue.
- Miss Mariam: What colour is it?
Boy: It's red.

Further practice

- Invite pairs of pupils to come to the table where you have laid out the coloured toys, etc. One pupil pretends to be the teacher; the other is the pupil. They ask and answer questions about the things on the table, like the teacher and pupil in Exercise 4.

Pupil's Book, Page 10, Exercise 5

- Hold up your book and point to the first clock in Exercise 5. Ask *What colour is it?* and elicit a full-sentence answer: *It's red.* Continue with the second and third clocks.
- Tell pupils to work with a partner, taking turns to point, ask and answer about any of the items in the exercise. The first one asks a question and the second one answers. Then the second pupil asks the next question, and so on.

Activity Book, Page 43, Exercise 3

- Look at the exercise with the class. Pupils listen to the cassette and colour the objects accordingly.
- Help pupils as they work.

Tapescript

Boy 1: It's blue.
 Girl : It's red.
 Boy 2: It's green.

Activity Book, Page 43, Exercise 4

- In this exercise, pupils practise drawing from left to right.
- Help pupils as they work.

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.
- For the next lesson, tell pupils to prepare magazine cut-outs at home to be used for the project of the next lesson.

Lesson 4

Outcomes	To listen and match sentences with pictures To make colour posters
Structures	<i>What colour is it? It's (red).</i>
Functions	Describing colours
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 11 Exercise 6, Listen and match Exercise 7, Project: Make colour posters ■ Activity Book, page 43 Exercise 5, Project: Make a colour poster ■ Cassette, Unit 2, Exercise 6 ■ Flashcards: blue, red, green ■ A bag of coloured toys that are red, blue or green ■ Magazines, scissors and coloured pencils

Revision

- Take an object from the bag of toys. Hold it in your hand or behind your back so that the pupils cannot see it. Ask *What colour is it?* and invite pupils to guess. If they guess correctly, place the object on their desk in front of them.
- Once the bag is empty, go to each pupil who has one of the items on their desk. Tell them to ask their friends what colour it is: say *What colour is it? Ask Omar.* When the question has been answered correctly, they can put the object back into your bag.

Classroom Assessment

With reference to objects, pupils can:

Scoring criteria	Yes	No
ask correctly <i>What colour is it?</i>		
answer correctly <i>It's + colour.</i>		

Pupil's Book, Page 11, Exercise 6

6 Listen and match

1 

2 

3 

4 

7 Project: Make colour posters



Unit 2 11

- Say *Open your books at page 11*. As in the similar exercise in Unit 1, Lesson 4, pupils must listen to the four mini-dialogues and match them with the corresponding picture. Pause the machine after each dialogue and check that everyone has matched it to the correct picture.
- Play the recording again. Pause after each line for pupils to repeat.
- Hold up your book and point to each picture in turn. Help pupils to repeat the dialogues without hearing them again on the recording.

Tapescript

1. Miss Mariam: What's this?
Boy: It's a window
2. Miss Mariam: What's this?
Girl: It's a clock.
3. Girl 1: What colour is it?
Girl 2: It's green.
4. Boy 1: What colour is it?
Girl: It's red.

Answers

1. Picture 2
2. Picture 3
3. Picture 4
4. Picture 1

Pupil's Book, Page 11, Exercise 7

- Refer to page 8 (introduction) of the Teacher's Book.
- Working in pairs or small groups, pupils use the magazine cut-outs they brought from home to make colour-themed collages in red, blue and green. They can also use the cut-outs you brought yourself, or colour in the photocopies you have made.
- Help pupils display their coloured posters in the classroom. You may use the display example as shown in the Pupil's Book.

Activity Book, Page 43, Exercise 5

- Refer to page 8 (introduction) of the Teacher's Book.
- Pupils create a smaller version of their collages in the accompanying exercise in the Activity Book. At the top of each poster write red, blue or green in the corresponding colours. Pupils then create their collages, arranging the cut-outs and gluing them to the page in the book.
- While they work, circulate and help. Point to different cut-outs and ask the pupils *What colour is it?*

End the lesson

- Before you leave the classroom, ask pupils to tell their family members what they have done in their projects.

Lesson 1

Outcomes	To recognise new words when listening To learn a new structure using pictures and real objects To recognise basic English words
Structures	<i>What's this? It's a ...</i> <i>What's your name?</i>
Functions	Identifying objects
Vocabulary	<i>bag, book, robot, table, window</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 12 Exercise 1, Listen and point ■ Activity Book, page 44 Exercise 1, Listen and circle Exercise 2, Listen and draw ■ Cassette, Unit 3, Exercise 1; Activity Book, Unit 3, Exercises 1 and 2 ■ Flashcards: book, bag, Dan ■ A schoolbag and a book

Revision

- Revise language from Units 1 and 2: Say *Hello*, and ask different pupils *What's your name?* and *How are you?* Elicit answers such as *Hello, I'm ...*. Point to different items in the classroom and ask *What's this?* Elicit answers such as *It's a door, It's a chair*, etc. If necessary, remind pupils of the words by asking closed questions: *Is it a door? Is it a clock?*

Classroom Assessment

With reference to teacher's instructions, pupils can:

Scoring criteria	Yes	No
answer correctly <i>What's your name?</i>		
answer correctly <i>How are you?</i>		
answer correctly <i>What's this?</i>		

Presentation

- Hold up the schoolbag and ask *What's this?* Answer the question yourself – *It's a bag* – and have the class repeat.
- Take the book out of the bag and hold it up. Use the same procedure to teach *book*.

Pupil's Book, Page 12, Exercise 1

Unit 3 Look! It's a robot

1 Listen and point

12 Unit 3

- Say *Open your books at page 12*. Hold up your book and point to the characters whose names pupils know. Ask *What's his name?*
- Set a listening task. Explain briefly in Arabic that the class is going to have a visitor. Tell pupils to listen carefully and find out the visitor's name.
- Play the recording once or twice without stopping. Pupils follow in their books, pointing to the character who is speaking.
- Hold up your book, point to the robot and ask *What's his name?* Accept answers from several pupils before you finally confirm, *It's Dan*. Have the class repeat.
- Hold up the flashcard of Dan. Ask *Is it a boy? Is it a girl?* See if anyone remembers what they heard in the recording: *It's a robot*. Otherwise, say *It's a robot*, and have the class repeat.

Tapescript

Miss Mariam: What's this?
Mazen: It's a book.
Miss Mariam: What's this?
Asma: It's a bag.
Miss Mariam: What's this?
Mazen: It's a robot.
Miss Mariam: What's your name?
Dan: I'm Dan.

Activity Book, Page 44, Exercise 1

- Hold up your Activity Book open at page 44. Ask pupils to look at the objects in the classroom at the top of this page. Point to the chair and ask *What's this?* Elicit the answer *It's a chair.*
- Play the recording and make sure that pupils can see that the chair has been circled as an example answer. The pupils continue with the rest of the exercise.
- Hold up the completed exercise in your book for the pupils to check their answers.

Tapescript

What's this? It's a chair
What's this? It's a table.
What's this? It's a robot.
What's this? It's a window.
What's this? It's a book.

Activity Book, Page 44, Exercise 2

- Refer to page 131 of the Teacher's Book.
- Hold up your book. Explain to the pupils that there are five objects missing on the page and that they must listen and draw the objects as they hear them.
- Try a memory test. Ask pupils to close their books. See if they can name six objects in the pictures from memory.
- Let one pupil come to the front and play teacher. He or she follows in the book and checks while the rest of the class recite.

Tapescript

What's this? It's a chair.
What's this? It's a table.
What's this? It's a robot.
What's this? It's a window.
What's this? It's a book.

Answers

Pupils draw a chair, a table, a robot, a window and a book.

Further practice

- Use the flashcards of a book, a bag and Dan the robot. Hold up a card with the reverse towards the class. Ask *Is it a book or a bag? Is it a bag or a robot?* Encourage pupils to guess what the card is. When pupils guess correctly, give the card.
- Repeat with the other cards. When all the cards are distributed, ask each pupil who has one to tell the class what is shown on the card: *It's a book*, etc. Collect all the cards.

End the lesson

- Before you leave the classroom, ask pupils to practise identifying some of the objects at their house, with their family members.

Lesson 2

Outcomes	To revise words for classroom items To learn four new colours To ask and respond to simple questions To learn the phonic value of the letter <i>b</i> To colour objects accurately
Structures	<i>What's this? What colour is it?</i> <i>It's a + noun</i> <i>It's + colour</i>
Functions	Describing colours
Vocabulary	<i>blue, green, red, yellow</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 13 Exercise 2, Listen and say Exercise 3, Ask and answer Exercise 4, Say Exercise 5, Listen and say■ Activity Book, page 44 Exercise 3, Listen and colour■ Cassette, Unit 3, Exercises 2 and 5; Activity Book, Unit 3, Exercise 3■ Flashcards: Bb, blue, green, red, yellow; Dan■ A schoolbag and a book■ Wall chart (8): Letters

Revision

- Put the book into the bag, as in Lesson 1 – and also the flashcard showing Dan the robot.
- Revise the words for classroom items by pointing to the window, etc. and asking *What's this?*
- Use the bag with the book in it to revise *bag* and *book* as in Lesson 1.

- Take the flashcard of Dan out of the bag and, without turning it round to show the class, ask *What's this? Is it a girl? Is it a boy? Is it a robot?*
- Revise the colours *green, blue* and *red* by holding up colour flashcards or coloured pencils and asking *What colour is it?* Ask closed questions to help pupils remember the words for colours: *Red? Blue?* etc.

Classroom Assessment

With reference to the flashcards / items, pupils can:

Scoring criteria	Yes	No
respond correctly to <i>What's this?</i>		
respond correctly to <i>What colour is it?</i>		

Presentation

- Use the yellow colour flashcard to teach *yellow*. Hold up the card and say *It's yellow*. Have the class repeat.
- Use all four cards together to consolidate the colour words. Hold up cards so that pupils see only the reverse. Ask *What colour is it?* and let pupils guess.
- Let confident pupils come to the front and be the teacher, one at a time. They hold up the cards and ask *What colour is it?* Let them decide whether answers are right or wrong.

Pupil's Book, Page 13, Exercise 2

- Pupils turn to page 13 and look at Exercise 2. Play the recording.
- Play it again. Pause after each sentence for the class to repeat.

Tapescript

Girl 1: What's this? Girl 1: What colour is it?
 Girl 2: It's a bag. Girl 2: It's yellow.

Pupil's Book, Page 13, Exercise 3

- Focus on the objects in Exercise 3. Hold up your book and point to each object, beginning with the door. For each object, ask *What's this? What colour is it?*
- Ask pupils to practise with a partner. They take turns to point to a picture and ask the questions, moving along the row of objects from left to right.

Pupil's Book, Page 13, Exercise 4

- Hold up your book and point to the picture showing part of a book. Ask *What is it?*
- Having established that it's a book, say *It's a book. It's blue*. Have the class repeat several times.
- Point to the other pictures and help the class to make similar statements.

Pupil's Book, Page 13, Exercise 5

- Tell the class briefly in Arabic that they are going to learn their first written letter in English: it represents the sound /b/. Say the /b/ sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter *b* shown in Exercise 5. Then post the letter Bb flashcard on the board. Draw a big *b* slowly on the board, forming it with a downwards vertical stroke followed by a circle drawn clockwise (see Activity Book page 45, Exercise 7). Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw *bs* in the air together, saying the sound /b/.
- Hold up your book and point to Exercise 5. Tell the class that all three items shown in Exercise 5 begin with the sound /b/.
- Hold up the letters wall chart and check if pupils are able to identify the letter *b*.
- Play the recording. Have the class repeat each word after the voice in the recording.
- Hold up the flashcards showing the boys Mazen and Ali. Say *boy* and have the class repeat.

Tapescript

/b/ book bag boy

Activity Book, Page 44, Exercise 3

- Ask the pupils to identify the objects on the page. Explain that they will hear each item and its colour detailed on the tapescript. They must colour each item correctly.
- While they are working, circulate and work with pupils individually. Point to different items and ask *What's this?* to elicit *It's a bag/door/book*. Then ask *What colour is it?* to elicit *It's yellow*, etc.

Tapescript

1. It's a bag. It's yellow.
2. It's a door. It's blue.
3. It's a book. It's red.

Further practice

- If anyone in the class has a bag that is red, blue, green or yellow, hold it up and ask *What's this? What colour is it?* Otherwise, draw a door or a clock on the board and colour it blue, green, red or yellow. As you draw and colour, ask *What's this? What colour is it?*

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.

Lesson 3

Outcomes	To learn more words for classroom objects To learn two more colours To represent short, simple sentences in pictures
Structures	<i>It's a</i> + noun <i>It's</i> + colour
Functions	Identifying objects and colours
Vocabulary	<i>pen, pencil, black, white</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 14 Exercise 6, Listen and match Exercise 7, Say ■ Activity Book, page 45 Exercise 4, Draw and say Exercise 5, Find and circle the <i>b</i> sounds ■ Cassette, Unit 3, Exercise 6 ■ Flashcards: pen, pencil ■ Schoolbag, book, white pen, black pencil or coloured crayon


Revision

- Draw a big letter *b* on the board. Ask the class to tell you what sound it represents. Encourage them to draw big letter *bs* in the air.
- Ask pupils to point to items in the classroom or things in the book that begin with the /b/ sound.


Presentation

- Use real objects or the flashcards of the pen and pencil to teach *pen* and *pencil*. Take the objects out of the bag one at a time, say the word and have the class repeat.
- After several repetitions of the noun alone, progress to whole sentences: ask *What's this?* and elicit answers beginning *It's a ...*
- Holding up the white pen, ask *What colour is it?* Answer the question yourself, with special emphasis on the new colour word: *It's white*.
- Proceed in the same way with the black pencil.
- Have the class repeat the new colours several times: *It's white. It's black*.
- Hold up any object – pen, pencil, bag or book – but choose one which is one of the colours the pupils know. Describe the object in two sentences and have the class repeat after you, e.g. *It's a pen. It's white*.


Pupil's Book, Page 14, Exercise 6

6  Listen and match

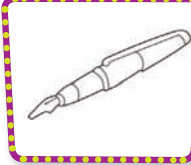
1




2




3



4



7 Say
It's a pen. It's red.



14 Unit 3

- Before pupils look at Exercise 6 in their books, arrange a green bag, a blue book, a white pen and a black pencil on your desk.
- Tell pupils they must point to the objects as they are mentioned in the recording. Invite a confident pupil to come to the front of the class to demonstrate.
- Play the first two items on the recording. Pause the machine after each one and check that your helper is pointing to the right object.
- Play the rest of the recording. Be ready to pause the machine if the recording is going too fast for your helper.
- Thank your helper and ask him or her to sit down.
- Pupils open their books at page 14 and look at Exercise 6. Tell them that they must now listen to the recording and match each pair of sentences to the accompanying picture.

Tapescript

1. It's a book. It's blue.
2. It's a bag. It's green.
3. It's a pencil. It's black.
4. It's a pen. It's white.




Answers

1. Picture 2
2. Picture 1
3. Picture 4
4. Picture 3

Pupil's Book, Page 14, Exercise 7

- Focus on Exercise 7. Hold up your book and point to the red pen. Say *It's a pen. It's red.* Have the class repeat.
- Do the same with other objects. Gradually stop saying the sentences yourself and see if pupils can generate them on their own.
- Tell pupils to work in pairs. One pupil points to an item in Exercise 7 and the other says what it is and what colour it is. Then the other pupil points.
- Circulate, listen and help.

Activity Book, Page 45, Exercise 4

- Refer to page 131 of the Teacher's Book.
- Hold up your closed book. Say *It's a book.*
- Draw a book  on the board and say *It's a book.* Have the class repeat.
- Tell pupils to draw the picture in their Activity Books and say what it is.
- Repeat the procedure for the bag  and the robot .
- When they have completed the drawings, ask individual pupils to stand up, point to one of the drawings, and say what it is: *It's a book,* etc.
- Early finishers can colour the items red, blue, green or yellow. Encourage them to give a two-part description of their pictures, e.g. *It's a bag. It's blue.*

Activity Book, Page 45, Exercise 5

- Explain the activity briefly in Arabic, then follow up with instructions in English to give pupils more exposure to the language: There are two words that begin with /b/ (hold up two fingers; point to the letter *b* on the board).
- Find the two words and draw a circle (mime drawing a circle).

Answers

bag, book

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.

Lesson 4

Outcomes	To connect objects and characters aurally and visually To demonstrate a love of listening to songs To trace and copy the letter <i>b</i> To invent a simple song similar to the one in the Pupil's Book
Structures	<i>What's this? It's a ...</i> <i>What colour is it? It's ...</i> <i>What colour is the ...?</i> <i>What's your name?</i>
Functions	Describing objects and colours
Vocabulary	<i>bag, blue, book, pen, yellow</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 15 Exercise 8, Listen and match Exercise 9, Sing ■ Activity Book, page 45 Exercise 6, Listen, circle and colour Exercise 7, Trace and copy ■ Cassette, Unit 3, Exercises 8 and 9; Activity Book, Unit 3, Exercise 6 ■ Books, bags, pens, pencils ■ Flashcards: Dan, book, bag

Revision

- Play the recording for the picture story from Lesson 1 again. Hold up a book and then a bag, as Miss Mariam does, or hold up the flashcards of these objects to help comprehension. When Miss Mariam first sees Dan, point to the flashcard of Dan.
- Hold up classroom objects that pupils can name: pens, pencils, books and bags. Ask *What's this?* and – in cases where pupils can name the colour – *What colour is it?*

Pupil's Book, Page 15, Exercise 8

8 Listen and match

1

2

3

4

9 Sing

What colour is the bag?
What colour is the bag?
What colour is the bag?
It's blue.

What colour is the pen?
What colour is the pen?
What colour is the pen?
It's red.

Unit 3 15

- Pupils turn to page 15 and look at Exercise 8. Play the recording once and encourage pupils to point at the appropriate picture.
- Play the recording once more, pausing after each situation. Make sure that the pupils match the correct picture after hearing the corresponding piece of dialogue.

Tapescript

1. Asma: Hello. What's your name?
Samira: Samira.
2. Girl: Look! It's a robot.
3. Miss Mariam: What's this?
Boy: It's a book.
4. Boy 1: What colour is it?
Boy 2: It's yellow.

Answers

1. Picture 2 2. Picture 4 3. Picture 1 4. Picture 3

Pupil's Book, Page 15, Exercise 9

- Focus on the picture that accompanies the song. Hold up your book and point to the bag. Ask *What colour is the bag?* and elicit the answer *It's blue.*
- Repeat the question a few times and have the pupils say it after you.
- Play the first verse of the song once. Play it again and encourage pupils to join in.

- Tell the class that the children on the recording are now going to sing about a pen. Ask them to listen to the second verse of the song then tell you what colour the pen is. Play the second verse. (*It's red.*)
- Pupils then sing the entire song along with the recording.
- Afterwards, there is an opportunity to invent their own versions of the song. You or your pupils can hold up different classroom objects and sing a song about them.

Tapescript

- | | |
|-------------------------|-------------------------|
| What colour is the bag? | What colour is the pen? |
| What colour is the bag? | What colour is the pen? |
| What colour is the bag? | What colour is the pen? |
| It's blue. | It's red. |

Activity Book, Page 45, Exercise 6

- Pupils listen to the tapescript and circle the relevant object when it is mentioned. Then, after hearing the colour of the object, they colour it in as appropriate.
- Pupils can then describe the objects by identifying them by name and colour.

Tapescript

- | | |
|---------------------------|-------------------------------|
| 1. It's a pen. It's red. | 3. It's a book. It's green. |
| 2. It's a bag. It's blue. | 4. It's a clock. It's yellow. |

Answers

1. Picture 3 2. Picture 1 3. Picture 2 4. Picture 4

Activity Book, Page 45, Exercise 7

- Write a letter *b* on the board and remind pupils of the sound. Ask them to turn back to page 13 of the Pupil's Book and practise saying the words in Exercise 5 along with you, *book*, *bag* and *boy*.
- Remind the pupils how to draw *b* in the air. Then demonstrate this on the board.
- First, pupils should draw a vertical line from the top to the bottom of the stave. Then, on the right hand side of the line, they should trace a circle clockwise starting from the bottom of the stave and reaching the middle at its highest point.



- For the capital letter *B*, pupils draw a vertical line from the top to the bottom of the stave. Then they trace two semicircles on the right hand side of the line, one from the top to the middle of the stave and the other from the middle to the bottom.



- Pupils turn to Exercise 7 on page 45 of the Activity Book. Working from left to right, they trace over the shapes and letters, moving their pencils in the direction shown by the arrows.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 3.
- Help pupils to remember the words they have learned beginning with the /b/ sound.

Lesson 1

Outcomes

To recognise some basic English words
To understand new words through pictures, flashcards and real objects
To pronounce some simple words accurately
To read English from left to right
To identify numbers of items up to five

Structures

One (boy). Two (boys).
How many ... ?

Functions

Counting

Vocabulary

one, two, three, four, five, car, tree, goodbye

Topic

Numbers

Resources

- Pupil's Book, page 16
Exercise 1, Listen and point
- Activity Book, page 46
Exercise 1, Count and circle
- Cassette, Unit 4, Exercise 1
- Flashcards: one, two, three, four, five, car, tree
- Wall chart (3): Numbers

Revision

- Revise words for classroom objects and colours by holding up books, pens, pencils and bags. Say e.g. *It's a pen. It's black.* and encourage the pupils to speak along with you.

Presentation

- Present the words *car* and *tree* with the flashcards. Present *goodbye* by waving and leaving the classroom.
- Tell the class that they are going to learn to count in English. Count slowly on your fingers up to five. Do this several times. Encourage the pupils to join in, counting on their fingers and saying the numbers. Use the flashcards of the numbers 1–5 or the numbers wall chart to reinforce the presentation.
- Write the numbers 1, 2, 3, 4, 5 on the board, in numeral form. Point to the numbers and encourage pupils to say them – first in order, then randomly.
- Point to some girls or boys in the class who are sitting together. Count them out loud: *One girl, two girls, three girls* or *One boy, two boys, three boys*.

- Have the class repeat the singular and plural forms after you: *One girl. Two girls.* or *One boy. Two boys.* Point out how the word changes when we talk about more than one of something.

Pupil's Book, Page 16, Exercise 1

- Say *Open your books at page 16.* Hold up your book and point to Dan. Ask *What's this? Is it a girl?* etc. Tell the class in Arabic that Dan is looking at things and people and counting them. Tell pupils to listen carefully and tell you what things Dan sees and counts.
- Play the recording two or three times. Ask pupils to point to the different things and people that Dan sees and to tell you what and who they are.
- Play the recording once more. Pause after each sentence for pupils to repeat.

Tapescript

Dan: One boy.
Two boys.
Three girls.
Four cars.
Five trees.
Goodbye.

Further practice

- Practise counting different groups of the same item, up to a maximum of five: pencils, pens, books, bags, toy cars, girls, boys. Encourage the class to join in with you: *One book. Two books. Three books*, etc.
- Hold up groups of objects, e.g. two cars. Help pupils to say what you are holding: *Two cars*, etc.

Activity Book, Page 46, Exercise 1

- Pupils count the items in each group of pictures and circle the corresponding number.
- Correct the exercise with the whole class. Hold up your book and point to each picture in turn. Help pupils to formulate two-word answers: *Three girls*, etc. If you feel this will be too difficult for your class, count the items shown in each picture and encourage pupils to count with you: *One girl. Two girls*, etc.

Answers

- 3
- 1
- 5
- 2
- 4

End the lesson

- Finish with a team game. Divide the class into two teams. Draw a line down the middle of the board. Record the scores for each team by drawing ticks either side of the line.
- Hold up different groups of objects: two pens, four books, one car, etc. Teams take turns to say what you are holding. Encourage them to count aloud – *One pen. Two pens*. – to arrive at their answer.
- Once either or both teams have reached a score of five, stop the game. Count up the ticks for each team, encouraging pupils to count with you. Write the final scores as numerals. Say *Well done!* to both teams and encourage the class to clap.

Lesson 2

Outcomes	To pronounce some simple words correctly To say English numbers correctly To describe what is in a picture
Structures	<i>One (boy). Two (boys).</i> <i>How many (books)?</i>
Functions	Counting
Vocabulary	<i>one, two, three, four, five, book, bag, chair, table, girl, green, goodbye</i>
Topic	Numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 17 Exercise 2, Say Exercise 3, Count and say Exercise 4, Listen and say ■ Activity Book, page 46, Exercise 2, Colour and say ■ Cassette, Unit 4, Exercise 4 ■ Flashcards: Gg, one, two, three, four, five, table, chair, bag, book ■ Wall charts (1, 3 and 8) : The classroom, Numbers, Letters

Revision

- Practise counting, using objects that pupils can name: pens, pencils, books, toy cars, etc. Hold up objects in groups, to a maximum of five, for example *two books*. Encourage pupils to count along with you *two books*. Later, they count without your help.
- Use the flashcards and the wall chart of the classroom to further revise the words *table, chair, bag* and *book*. They will be needed in Exercise 3.

Classroom Assessment

With reference to the flashcards / objects, pupils can:

Scoring criteria	Yes	No
count correctly up to five using two-word answers.		

Presentation

- Ask a boy or a girl to stand in front of the class. Say *One boy/girl*. Pupils repeat.
- Ask one more boy or girl to stand with the first pupil. Invite pupils to count *One boy/girl; Two boys/girls*. Repeat this till five pupils stand in front of the class and other pupils count *Five boys/girls*.

Pupil's Book, Page 17, Exercise 2

- Pupils turn to page 17 of the Pupil's Book and focus on Exercise 2. Hold up your book and point to the picture of the children. Ask: *Girls? Boys?* Count the boys and girls and encourage the class to count along with you.
- Point to one of the coloured numbers the boys and girls are holding. Ask *What's this?* and elicit the number. Ask *What colour is it?*
- Ask about other numbers: *What colour is 2?*, etc. You can then try this as a memory game. Pupils put their hand over the picture and try to answer from memory.

Further practice

- Have five confident pupils stand in front of the class holding the number flashcards and wall chart, like the pupils on page 17. Ask them to read out the numbers in order.
- Point to different numbers and ask the pupil holding them *What colour is it?* Encourage the rest of the class to help them.

Pupil's Book, Page 17, Exercise 3

- Focus on the first picture group in which a single book is shown. Ask *How many books?* then count: *One. One book.*
- Pointing to the next picture, ask *How many books?* Say *One. Two. Two books.*
- Continue in the same way with the remaining pictures. More able classes should be able to count with less and less support from you; others may need your help throughout the exercise.

Pupil's Book, Page 17, Exercise 4

- Tell the class briefly in Arabic that they are going to learn another letter in English: it represents the sound /g/. Say the g sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter g shown in Exercise 4. Then post the letter Gg flashcard on the board. Draw a big g slowly on the board. Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw gs in the air together, saying the sound /g/.
- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /g/.
- Hold up the letters wall chart and check if pupils are able to identify the letter g.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescrpt

/g/
girl
green
goodbye

Activity Book, Page 46, Exercise 2

- Ask pupils to tell you what they can see in the pictures.
- Pupils colour the pictures, and then count the items in the pictures.

Answers

One bag. Two girls. Three books. Four doors.

End the lesson

- Before you leave the classroom, ask pupils to practise counting from one to five, with their family members.

Lesson 3

Outcomes	To pronounce some key simple words correctly To pronounce some simple English words To identify the number and colour of items
Structures	<i>(Two) (red) birds.</i>
Functions	Counting
Vocabulary	<i>one, two, three, four, five, bird, book, pencil, tree, car</i>
Topic	Numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 18 Exercise 5, Say Exercise 6, Listen and say ■ Activity Book, page 47 Exercise 3, Match and copy Exercise 4, Find and circle two g sounds ■ Cassette, Unit 4, Exercise 6 ■ Flashcards: one, two, three, four, five ■ Wall charts (2 and 3): Colours; Numbers ■ Items of the same colour, e.g. cars, pencils

Revision

- Revise the numbers 1 to 5 using the numbers wall chart or flashcards. Recite the numbers as you count on your fingers. Encourage the class to join in.
- Say numbers and ask the class to hold up the corresponding number of fingers.
- Hold up different numbers of fingers – not in numerical order – and have the class say the numbers.
- Continue in the same way, but point to the numbers you wrote on the board instead of holding up fingers. The pupils say the numbers.

Classroom Assessment

With reference to table below, pupils can:

Scoring criteria	A	S	N
add the correct number of dots.			

3	5	1	4	2

A = Always S = Sometimes N = Never

Presentation

- Use groups of the same objects in the same colours, e.g. two red cars, four blue pencils. First, hold up just one object and ask *What's this? What colour is it?*
- Hold up a group of the same object. Say what you are holding, e.g. *Four blue pens.* Have the class repeat.

- Hold up four red pens and ask *Four blue pens? No!* Help the class to formulate the phrase.
- Continue, substituting different objects, numbers and colours. Post the wall chart of the numbers on the board for pupils to refer to.

Pupil's Book, Page 18, Exercise 5

5 Say

Two red birds.

6 Listen and say

Five books.

18 Unit 4

- Pupils turn to page 18. Hold up your book and point to the two red birds. Ask pupils to do the same. Say *Two red birds* and have the class repeat.
- Continue in the same way with the other groups of birds.
- Point to the groups randomly and elicit the phrases.
- Play a memory game. Tell the class to look at the picture carefully for a few moments, then to cover it with their hands. See if pupils can tell you what's in the picture from memory.

Presentation

- Use groups of pupils to teach the question *How many ... ?* Invite four boys or four girls to come to the front of the class. Indicating your four helpers, ask the rest of the class *How many boys?/girls? One? Two? Three?* With your help, the class should answer *Four*.
- Invite a fifth boy or girl to join the group. Ask *How many boys?/girls?* And elicit the answer *Five*.
- Ask two of your helpers to go and sit down. Indicate those that remain, ask again *How many boys?/girls?* and elicit the answer.
- Ask one more of your helpers to sit down, and then another, so only one remains. Each time, ask *How many boys?/girls?*

Pupil's Book, Page 18, Exercise 6

- Ask pupils to look at the row of pictures. Play the first question on the recording – *How many books?* – then pause the machine and see if anyone can answer. If necessary, count the books out loud with the class, then ask again *How many books?*
- Continue in the same way with the remaining questions.
- Play the questions again and see if the class can answer more quickly.

Tapescript

How many books?
How many pencils?
How many trees?
How many cars?

Answers

Five books.
Four pencils.
Two trees.
Three cars.

Further practice

- Ask pupils to look at the whole of page 18, at home or in the classroom, and think of a question beginning *How many*.
- Invite pupils to put their questions to the class. Help the rest of the class to answer.

Activity Book, Page 47, Exercise 3

- Pupils match the dots and the numerals, and then copy the numeral in the space provided.
- Check pupils' answers.

Answers

4, 1, 3, 2, 5

Activity Book, Page 47, Exercise 4

- Pupils look at the pictures, find and circle the *g* sounds.
- Go around the class and check pupils' answers.

Answers

girl
goodbye

End the lesson

- Use the number flashcards. Ask one pupil to choose one of the cards without letting anyone else see it. Invite the others to guess what the number might be. Encourage your helper to answer *Yes* or *No*.
- The pupil who guesses correctly then becomes your helper and chooses a card in the same way.

Lesson 4

Outcomes	To listen and match phrases with pictures To make a picture book To trace and copy the lower and upper-case of the letter <i>g/G</i>
Structures	<i>(Two) (red) birds.</i> <i>(Three) (boys).</i> <i>How many (pencils)?</i>
Functions	Counting
Vocabulary	<i>one, two, three, four, five, bird, girl, red, white</i>
Topic	Numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 19 Exercise 7, Listen and match Exercise 8, Project: Make a picture book ■ Activity Book, page 47 Exercise 5, Trace and copy ■ Cassette, Unit 4, Exercise 7 ■ Flashcards: one, two, three, four, five ■ Wall charts (2 and 3): Colours; Numbers

Revision

- Revise numbers 1 to 5 by holding up fingers or using the wall chart of the numbers or by writing numbers on the board. Pupils say the numbers.
- Repeat the guessing game with number cards (Lesson 3, *End the lesson*).
- Hold up different numbers of coloured pencils, etc. Ask *How many pencils?*
- Show groups of objects briefly then hide them behind your back. Help pupils to describe what they have just seen, e.g. *Two black cars*. Post the wall chart of the colours on the board for pupils to refer to.

Classroom Assessment



With reference to objects, pupils can:



Scoring criteria	G	F	P
respond to <i>How many ...?</i> by using number (+colour) + object.			

G = Good **F = Fair** **P = Poor**


Pupil's Book, Page 19, Exercise 7

7 Listen and match

1  2 

3  4 

8 Project: Make a picture book



Unit 4 19

- Pupils listen to the recording and find the picture that corresponds to what they just heard. Play the first line of the recording: *Four red bags*. Pause the machine and check that everyone has matched it to the correct picture.
- Continue in the same way with the other three phrases.
- Once all the phrases have been correctly matched to the pictures, ask pupils if they can remember any of the phrases they heard.

Tapescript

1. Four red bags.
2. Three boys.
3. Five white birds.
4. Two girls.



Answers

1. Picture 3
2. Picture 2
3. Picture 4
4. Picture 1

Pupil's Book, Page 19, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Help pupils to make their own four-page picture book using two sheets of A4 paper. Show them how to fold the sheets in two and put them together.
- The first leaf of the booklet will be the front cover. Show pupils how to open their book, marking the first page as page 1 by writing a '1' in the bottom right-hand corner.
- Help them to mark the remaining pages up to page 5.
- Pupils draw a picture on each page. They can use the items shown in the Pupil's Book or choose their own – but they must be things they can name in English. They colour their pictures in a single colour, using colours they know in English.
- Finally, they decorate the front and back covers of their books. They could draw patterns of flowers or a geometric design.
- Talk to pupils individually about their picture books: *Show me page 2. What is it? What colour is it? What's on page 4?, etc.*
- Staple the pages together or show pupils how to connect them with ribbons or thread.

Activity Book, Page 47, Exercise 5

- Pupils trace and copy the lower and upper-case letters *g/G* in their Activity Book.
- Write a letter *g* on the board.
- First pupils trace an anticlockwise circle starting from the middle of the stave which almost reaches the bottom of the stave. Then, pupils draw a vertical line down on the right hand side of the circle which curves upwardly left when it reaches half a stave below the bottom line.
- You may ask a pupil or two to do the same on the board. However, don't spend too much time doing this. It's time-consuming, thus it's better to have all pupils practise, not watch. 
- For the capital letter *G*, they draw a semicircle anticlockwise from the top of the stave, which has its lowest point at the bottom of the stave before curving slightly up again. They then draw a short horizontal line across the end of this line which then goes down at a 90 degree angle to reach the bottom of the stave. 
- Go round and check pupils' work.

End the lesson

- Before you leave the classroom, ask pupils to tell their family members about their favourite page in their picture books.

Lesson 1

Outcomes	To recognise classroom objects To connect objects aurally and visually To identify who is speaking
Structures	<i>What's this? It's a ...</i> <i>Who's this?</i>
Functions	Describing objects
Vocabulary	<i>bag, boy, chair, clock, girl, pen, pencil, red, sit down, stand up, table, window</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 20 Exercise 1, Listen and point Exercise 2, Say ■ Activity Book, page 48 Exercise 1, Listen and circle Exercise 2, Listen and tick ■ Cassette, Review, Exercise 1; Activity Book, Review, Exercises 1 and 2 ■ Flashcards: Mazen, Asma, Miss Mariam, Ali, Samira

Revision

- Revise vocabulary for classroom objects. Say *Show me a door*. Help pupils understand by pointing to things that are not a door and asking *Door?*

Diagnostic Assessment

With reference to words, pupils can:

Scoring criteria	Yes	No
respond correctly by pointing to the objects.		

Presentation

- Tell the class briefly in Arabic that the next four lessons will be devoted to a revision of all the English they have learned so far. Explain that regular revision will help them to remember the English words and phrases they have learned.
- Say *Show me a window/clock/table/chair/bag/pen/pencil*. Say *Show me a boy* and *Show me a girl*.
- Having reactivated the vocabulary, point to different items around the classroom and ask *What's this?*

Pupil's Book, Page 20, Exercise 1

Unit 5
Review

1 Listen and point



2 Say



20 Unit 5

- Use the flashcards of the people in the picture story to revise their names. Hold up different cards and ask *Who's this?*
- Say *Open your books at page 20*. Point to the children in the picture story and ask *Who's this? Show me Samira*, etc.
- Tell the class that they will hear one colour word in the recording. Ask them to listen carefully and then tell you what it is.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking.
- Play the recording again, with pauses. Ask pupils to repeat what they have just heard.
- See if anyone can tell you the colour word. Help them by pointing to the picture of the robot and asking *What colour is it? (It's red.)*

Tapescript

- Miss Mariam: What's this?
Asma: It's a girl.
Ali: What's this?
Girl: It's a book.
- Asma: What's this?
Samira: It's a bag.
- Ali: What's this?
Mazen: It's a robot. It's red.

Pupil's Book, Page 20, Exercise 2

- Focus on the two pictures and tell the pupils to say the commands.
- Ask the pupils to stand up and then sit down. You can then ask one half of the class to stand up and the other half to sit down. Afterwards, ask the boys to do one action and the girls to do the other one, so that different language is practised.

Activity Book, Page 48, Exercise 1

- Hold up your book and point to the picture of a robot. Ask *What's this?* Insist on a full-sentence answer: *It's a robot.*
- Tell the pupils that they must circle the correct picture when they hear the corresponding piece of dialogue.

Tapescript

- What's this? It's a robot.
- What's this? It's a clock.
- What's this? It's a bag.
- What's this? It's a pen.
- What's this? It's a girl.
- What's this? It's a boy.

Answers

- Picture 3
- Picture 5
- Picture 1
- Picture 6
- Picture 4
- Picture 2

Activity Book, Page 48, Exercise 2

- Pupils tick the correct picture when they hear the corresponding sentence.

Tapescript

- It's a girl.
- It's a chair.
- It's a window.
- It's a pencil.
- It's a book.
- It's a table.
- It's a boy.
- It's a clock.

Answers

- Picture 5
- Picture 3
- Picture 8
- Picture 6
- Picture 1
- Picture 7
- Picture 2
- Picture 4

Further practice

- If time allows, pupils can do their own drawings of things they can name in English.
- Put up the drawings on the classroom wall. Point to different drawings and ask the class *What's this?* Then invite volunteers to play the role of the teacher, and ask about the drawings in the same way.

End the lesson

- Before you leave the classroom, ask the pupils to name a classroom object.

Lesson 2

Outcomes	To recognise classroom objects To respond to classroom instructions To demonstrate familiarity with the phonic value of the letter <i>b</i>
Structures	<i>What's this? It's a ...</i>
Functions	Describing
Vocabulary	<i>book, bag, blue</i>
Topic	The Classroom
Resources	<ul style="list-style-type: none"> Pupil's Book, page 21 Exercise 3, Listen and say Activity Book, page 49 Exercise 3, Listen and colour Exercise 4, Listen, tick and colour Cassette, Review, Exercise 3; Activity Book, Review, Exercises 3 and 4

Revision

- Point to objects in the classroom and ask pupils *What's this?* Elicit answers with *It's a ...*
- Ask pupils to stand up and then sit down a couple of times.

Classroom Assessment

With reference to the teacher's instructions, pupils

Scoring criteria	Yes	No
answer <i>What's this?</i> using <i>It's a ...</i>		
respond to the instructions <i>Stand up</i> and <i>Sit down</i> .		

Presentation

- Ask two pupils to come and stand in front of the class. Give them different items to hold up and show the class such as bags, books and pencils. The two pupils can ask the question, *What's this?* The rest of the pupils can reply with correct answers. Thank your two helpers and ask them to sit down.
- Draw a big letter /b/ on the board. Encourage the class to draw a /b/ in the air and say the /b/ sound along with you.
- Hold up a book and have the class say *book* with you. Ask pupils if they can think of any words that begin with the sound /b/.

Pupil's Book, Page 21, Exercise 3

3 Listen and say

b

book

bag

blue

4 Ask and answer

How many pens? Five pens.
What colour is it? It's blue.

1

2

3

4

5 Sing

What's this?
It's a pen.
What's this?
It's a book.
What's this?
It's a chair.
What's this?
It's a bag.
What's this?
It's a robot.

Unit 5 21

- Pupils repeat the words after the voice on the recording and point to the corresponding picture.

Tapescript

/b/
book
bag
blue

Activity Book, Page 49, Exercise 3

- Pupils listen to the tapescript and colour the three items.
- While pupils are working, circulate and offer help.
- Once the colouring is finished, bring the class together again. Help pupils to talk about their work as in the example, e.g. *It's a pen. It's red.*

Tapescript

1. It's a clock. It's blue.
2. It's a bag. It's green.
3. It's a pen. It's red.

Activity Book, Page 49, Exercise 4

- Pupils listen to the tapescript and tick the corresponding pictures. They can then colour the pictures afterwards.

Tapescript

1. What's this? It's a table. What colour is it? It's blue.
2. What's this? It's a door. What colour is it? It's green.
3. What's this? It's a clock. What colour is it? It's red.
4. What's this? It's a chair. What colour is it? It's yellow.

Answers

1. Picture 2
2. Picture 3
3. Picture 1
4. Picture 4

End the lesson

- Before you leave the classroom, ask pupils to practise naming an object/person beginning with the *b* sound, with their family members.

Lesson 3

Outcomes

To demonstrate confidence using colours and numbers
To demonstrate competency in asking and answering questions
To connect objects aurally and visually
To apply colours to pictures after listening to descriptions

Structures

It's a (pen). It's (red).
How many (pens)? (Five) (Pens)
What colour is it? It's ...

Functions

Describing objects and colours; counting

Vocabulary

blue, chair, door, green, pen, table, white, yellow

Topic

Objects

Resources

- Pupil's Book, page 21 Exercise 4, Ask and answer
- Activity Book, page 49 Exercise 5, Listen, circle and colour
- Cassette, Review, Activity Book, Exercise 5
- Wall chart (2): Colours

Revision

- With the use of the wall chart of the colours, revise the different colours and objects that have been covered already. Point to objects in the classroom and ask: *What colour is it? What is this?* Elicit *It's blue / red / green. It's a bag / chair / window.*
- Revise numbers from 1 to 5 with pupils. Hold up two pens and ask: *How many pens?* Elicit the answer: *Two pens.*

Pupil's Book, Page 21, Exercise 4

- The aim of the activity is to revise the identity of objects, and their colours and numbers.
- Hold up your book and point to the pens. Say to the class *How many pens?* After they have responded with the correct answer, point to one pen and ask *What colour is it?* Pupils should reply with the answer *It's blue.*
- Pupils should continue with the remaining pictures. They can work in pairs.

Activity Book, Page 49, Exercise 5

- Pupils listen to the tapescript and circle the items in each box.
- They then colour each item in the appropriate colour.

Tapescript

1. It's a chair. It's blue.
2. It's a bag. It's green.

Answers

Box 1: A chair. Box 2: A bag.

End the lesson

- Before you leave the classroom, ask the class to hold up or point to different items around the classroom: *Show me a book. Show me a window, etc.* In cases where pupils will be able to name the colour, ask *What colour is it?* Ask *How many books pens/bags ...*

Lesson 4

Outcomes	To learn a song To match letters with pictures beginning with that sound
Structures	<i>What's this? It's a ...</i>
Functions	Describing objects
Vocabulary	<i>pen, book, chair, bag, robot, boy, girl</i>
Topic	Objects
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21 Exercise 5, Sing ■ Activity Book, page 49 Exercise 6, Copy and match ■ Cassette, Review, Exercise 5

Revision

- Draw a big letter *b* on the board. Ask the class to tell you any words they know that begin with the /b/ sound. If they need help, ask *What's this?* and hold up a bag or a book.
- Have all the class draw big *bs* in the air with their fingers.
- Pupils must listen to the recording and match the different items described.
- Play the recording again. Pause the machine after each item and have the class repeat. Check that everyone is pointing to the right item.

Pupil's Book, Page 21, Exercise 5

- Play the five verses of the song and encourage the pupils to sing as a class.

Tapescript

What's this?
It's a pen.

What's this?
It's a book.

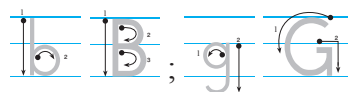
What's this?
It's a chair.

What's this?
It's a bag.

What's this?
It's a robot.

Activity Book, Page 49, Exercise 6

- The pupils copy the letter *b* and *g* in lower- and upper-case following the arrows shown in the book. They also have to match the letters to the correct picture.



Answer

b-boy g-girl

End the lesson

- Before you leave the classroom, remind the class of the important things they have learned since Unit 1: Say *Hello. I'm (your name).* Ask *What's your name? How are you?* Point to objects around the classroom and ask *What's this? What colour is it? How many ... ?*

Lesson 1

Outcomes	To recognise some basic English words To understand new words through pictures, flashcards, a wall chart and real objects To pronounce some simple words accurately To read English from left to right To identify numbers of items To ask and answer about one's age and that of peers
Structures	<i>How old are you? I'm (six).</i>
Functions	Counting Asking and answering about ages
Vocabulary	<i>six, seven, eight, nine, ten</i>
Topic	Age
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 22 Exercise 1, Listen and point ■ Activity Book, page 50 Exercise 1, Match and say ■ Cassette, Unit 6, Exercise 1 ■ Flashcards: six, seven, eight, nine, ten ■ Wall chart (3): Numbers

Revision

- Revise numbers one to five with the wall chart of the numbers. Pupils count together.

Presentation

- Invite five confident pupils to come to the front of the class and stand in a row. Ask them to hold up the number flashcards: the pupil at the left-hand end of the row should hold the card for 6, and so on.
- Stand behind each of your helpers, beginning with 6. Say the number slowly and clearly and have the pupil repeat. Then encourage the whole class to repeat. Do this a few times before moving on to the next pupil and the next number.
- Continue in the same way as far as number 10.
- Collect in the cards, but ask your helpers to remain standing.
- Ask one of your helpers slowly and clearly *How old are you?* Show two of the flashcards, one of which you know to be the pupil's age. Ask e.g. *Are you seven or eight?* Repeat *How old are you?* a few times before you give the Arabic translation. Some classes may guess what your question means without translation.

- Model a full-sentence answer beginning with *I'm: I'm seven*, etc.
- Do the same with another of your helpers. If the second pupil's age is the same as the first, have them stand together and hold the corresponding card. If it is different, have them stand apart, each holding the card that shows their age.
- Continue, asking your remaining helpers *How old are you?* Group each of them with the number card that shows their age.
- Put the question to other pupils in the class and have them come and stand in the correct group.
- Count the pupils in the different age groups, then count all your helpers, encouraging the whole class to count with you.
- Say *Thank you, boys and girls. Sit down, please.* Your helpers return to their desks.

Pupil's Book, Page 22, Exercise 1

Unit 6
How old are you?

1 Listen and point

22 Unit 6

- Say *Open your books at page 22.* Hold up your own copy and point to the different people shown in frames 1, 2 and 3. For each, ask *Who's this?* and finish with Dan.

- Set a listening task: pupils must listen carefully to find out how old Ali and Samira are.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking.
- Play the recording again, pausing the machine after each sentence for pupils to repeat.
- Ask *How old is Ali? How old is Asma?* Accept one-word answers – *Seven* or *Six* – and model the whole sentence: *Yes. He's seven, and She's six.* (The third-person form will be taught fully in Lesson 2.)

Tapescript

- Mazen: How old are you?
Ali: I'm seven.
- Ali: How old are you?
Mazen: I'm six.
- Samira: How old are you?
Asma: I'm six.
- Boy 1: Six.
Girl 1: Seven.
Girl 2: Eight.
Boy 2: Nine.
Dan: Ten.

Further practice

- Ask different pupils *How old are you?* Insist on answers beginning *I'm*. Tell pupils to put the same question to other pupils. Say: *Ask Ibrahim, etc.*
- Ask the two questions alternately: *What's your name?* and *How old are you?*

Activity Book, Page 50, Exercise 1

- Pupils match the numerals with the correct items, depending on the quantity.
- Pupils then say the phrases aloud.

Answers

- 7/ seven windows
6/ six clocks
8/ eight cars
10/ ten birds
9/ nine books

End the lesson

- Ask pupils to count from one to ten as a class.

Lesson 2

Outcomes	To recognise some basic English words To pronounce some simple words correctly To recognise letters of the English alphabet To identify words beginning with the <i>t</i> sound To declare one's age To ask how old someone is
Structures	<i>How old is he/she? He/She's (six).</i> <i>How old are you? I'm (six).</i>
Functions	Counting Talking about how old someone is
Vocabulary	<i>six, seven, eight, nine, ten, table, tree</i>
Topic	Age
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 23 Exercise 2, Listen and point Exercise 3, Match and say Exercise 4, Listen and say ■ Activity Book, page 50 Exercise 2, Listen and circle ■ Cassette, Unit 6, Exercises 2 and 4; Activity Book, Unit 6, Exercise 2 ■ Flashcards: Tt, Mazen, Asma, Ali, Samira ■ Wall charts (3 and 8): Numbers, Letters

Before the lesson

- Taking the flashcards of the story characters, add to each a sticker on which the child's age is clearly written: Mazen – 6; Asma – 6; Ali – 7. Place the sticker in one corner of the flashcard.

Revision

- Revise the whole number sequence from 1 to 10. Practise counting round the class. Follow the numbers on the wall chart of the numbers.
- Play again the recording for the picture story in Lesson 1 and ask pupils to follow in their books.
- Ask different pupils *How old are you?* Insist on answers beginning *I'm*. Have pupils put the same question to their friends. Say: *Ask Ali, etc.*
- Alternate with other questions the pupils have learned: *What's your name? How are you?*

Presentation

- Ask different pupils *How old are you?* Once they have answered, ask other pupils about the answer they just heard: *How old is he/?she?* Model the full-sentence answer *He's/She's eight, etc.*

- Hold up the flashcards showing Mazen, Asma, Ali and Samira. Ask *How old is he/?/she?* Help pupils to give answers beginning *He's* or *She's*.

Pupil's Book, Page 23, Exercise 2

- Pupils turn to page 23. Ask them to listen to the recording and point to the person who is speaking.
- Play the recording once more, pausing after each line of dialogue for pupils to repeat.

Tapescript

1. Miss Mariam: How old is he?
Mazen: He's seven.
2. Miss Mariam: How old is she?
Samira: She's six.

Further practice

- Use the three flashcards to which you have added age stickers. Hold up the card showing Ali and ask: *A boy or a girl? A boy. How old is he? He's seven.*
- Do the same with the flashcard showing Asma: *A boy or a girl? A girl. How old is she? She's six.*
- Hold up the same two cards alternately, repeating the question *How old is he/she?* Have the class repeat after you. Ensure that everyone is making clear the distinction between *he* and *she*.

- Hand out all three flashcards to different pupils. Ask these pupils to hold up the cards (you may want them to stand) and ask the class *How old is he/she?* Other pupils answer: *He's/She's seven.* etc.

Pupil's Book, Page 23, Exercise 3

- Hold up your book to demonstrate the activity. Point to girl number 1 and ask *How old is she?* Trace the line with your finger, then elicit the answer: *She's eight.*
- Continue in the same way with the other faces. If possible, have individual pupils ask the question. Say: *Hisham you ask, please.*

Pupil's Book, Page 23, Exercise 4

- Tell the class briefly in Arabic that they are going to learn the English letter that represents the sound /t/. Say the *t* sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter *t* shown in Exercise 4. Post the letter Tt flashcard on the board. Draw a big *t* slowly on the board. Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw *ts* in the air together, saying the sound /t/.
- Hold up the wall chart of the letters and check that pupils are able to identify the letter *t*.
- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /t/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/t/ table tree two

Activity Book, Page 50, Exercise 2

- Pupils listen to the cassette and circle the person with the corresponding age after each sentence.
- Pause after each sentence to check that pupils have circled the correct pupil.

Tapescript

1. How old is she? She's nine.
2. How old is he? He's six.
3. How old is he? He's ten.
4. How old is she? She's seven.
5. How old is he? He's eight.

Answers

1. Picture 4 2. Picture 1 3. Picture 5
4. Picture 2 5. Picture 3

End the lesson

- Ask pupils *How old is he/she?* about other members of the class. Pupils answer *He's/She's...*

Lesson 3

Outcomes	To pronounce some simple words correctly To follow number sequences To identify objects
Structures	<i>It's a (black) pen. It's a (clock).</i>
Functions	Describing objects
Topic	Objects
Functions	Describing colour and objects
Vocabulary	<i>blue, red, yellow, green, black, white, pen, bag, bird, door, clock, car, chair, table, tree</i>
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 24 Exercise 5, Say Exercise 6, Listen and say ■ Activity Book, page 51 Exercise 3, Choose and circle Exercise 4, Find and circle two <i>t</i> sounds ■ Cassette, Unit 6, Exercise 6 ■ Flashcards: one, two, three, four, five, six, seven, eight, nine, ten ■ Wall chart (3): Numbers

Revision

- Place the number flashcards around the classroom.
- Revise numbers 1 to 10 with a team game. Divide your class into two teams. Teams take turns to send one pupil to the front of the class. You should say a number from 1 to 10 and ask the pupil to touch the corresponding flashcard.
- If he or she chooses the correct number, that team wins a point.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	A	S	N
demonstrate understanding by pointing to named and numbered objects.			

A = Always S = Sometimes N = Never

Pupil's Book, Page 24, Exercise 5

5 Say
1. It's a black pen. 2. It's a blue bag.

6 Listen and say
3. It's a clock.

24 Unit 6

- Focus on the picture in Exercise 5. Ask the class if they can name any of the items in the picture.
- Choose items in the picture and have pupils give you the corresponding number. Say, e.g. *Find the tree, please. Point to the tree. (hold up your book and point to the tree) What number is it? (point to the number cards you used in the previous activity) Is it 8? Is it 2? It's 6. Good.*
- Say numbers and have the pupils give you the corresponding noun, e.g. *What's 2? (It's a bag.) What colour is it? (It's blue.) Good. It's a blue bag.*
- Have the class repeat your sentence: *It's a blue bag.* Then say another number and help them to formulate a similar sentence beginning *It's...*
- Once ten sentences have been formulated in this way, repeat the activity, going a little faster.

Pupil's Book, Page 24, Exercise 6

- The recording consists of five sound effects, corresponding to the five pictures at the bottom of page 24, but in a different order. Play the first item – the alarm clock – then pause the machine. Tell the class to point to the picture of what they have just heard.
- Ask *What is it?* and elicit the answer *It's a clock.*, as in the example sentence.
- Continue in the same way with the other four items in the recording.

Tapescript

1. sound of a clock – alarm
2. sound of a bird - singing
3. sound of a door – opening/closing
4. sound of a car – starting and moving off
5. a boy saying ‘Hello. I’m Ibrahim.’

Answers

1. Picture 3. It’s a clock.
2. Picture 1. It’s a bird.
3. Picture 2. It’s a door.
4. Picture 5. It’s a car.
5. Picture 4. It’s Ibrahim.

Activity Book, Page 51, Exercise 3

- Pupils must consider each number sequence and decide what would be the fifth number in the sequence. They circle the correct number, as in the example. Give pupils a few minutes to complete the exercise. You can let them compare answers with their neighbour, but tell them that you only want to hear numbers in English.
- Correct the activity with the whole class, using the wall chart of the numbers as a reference. Say e.g. (pointing to the first sequence) *Look at number 1. What is it – 5 or 10?*

Answers

- a. 5 b. 10 c. 6 d. 7 e. 4

Activity Book, Page 51, Exercise 4

- Pupils identify and circle the pictures with the words that have the initial sound /t/.
- Check pupils’ answers as a class

Answers

tree, two

End the lesson

- Ask pupils to identify items in the classroom, using *It’s a (yellow) clock.*

Lesson 4

Outcomes	To listen and match questions and answers to pictures To make a number chain To copy upper- and lower-case letters correctly To listen and draw objects they hear named
Structures	<i>How old are you? I’m (seven). How old is he/she? He’s/She’s (six).</i>
Functions	Counting Asking and answering questions
Vocabulary	<i>one, two, three, four, five, six, seven, eight, nine, ten</i>
Topic	Numbers; Age
Resources	<ul style="list-style-type: none"> ■ Pupil’s Book, page 25 Exercise 7, Listen and match Exercise 8, Project: Make a number chain ■ Activity Book, page 51 Exercise 5, Trace and copy Exercise 6, Listen and draw ■ Cassette, Unit 6, Exercise 7; Activity Book, Unit 6, Exercise 6 ■ Flashcards: one, two, three, four, five, six, seven, eight, nine, ten ■ Wall chart (3): Numbers ■ Paper, coloured pencils and thread for the project

Revision


- Revise numbers 1 to 10: count up to ten around the class, with one pupil saying each number.
- Say the numbers in random order and have pupils hold up the corresponding number of fingers.
- Consolidate using the flashcards or the wall chart of the numbers.

Classroom Assessment


With reference to the teacher’s prompt, pupils can:

Scoring criteria	Yes	No
respond correctly to numbers 1-10.		
answer correctly <i>How old are you?</i>		


Pupil's Book, Page 25, Exercise 7

7  Listen and match


1




2



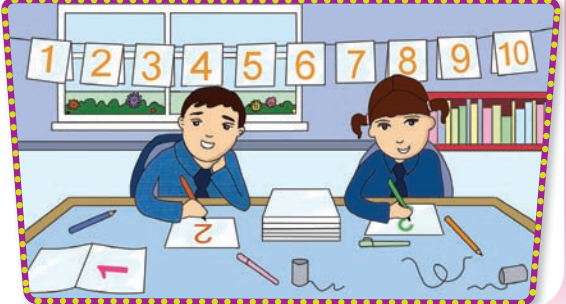
3



4



8 Project: Make a number chain



Unit 6 25

- Pupils listen to the short dialogues and match them with the corresponding picture, as usual.
- Once dialogues and recordings have been matched, play the recording again, pausing immediately after each question. See if pupils can give you the answer.

Tapescript

- Girl 1: How old are you?
 Girl 2: I'm ten.
- Female teacher: How old is she?
 Girl: She's six.
- Female teacher: How old is he?
 Boy: He's seven.
- Girl 1: What colour is it?
 Girl 2: It's blue.



Answers

1. Picture 2
2. Picture 1
3. Picture 3
4. Picture 4

Pupil's Book, Page 25, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Working in pairs, pupils use sheets of paper and thread to make number chains like the one shown in the Pupil's Book. They fold the sheets of paper in two and write the numbers on one half. Then hang the sheets of paper over the thread, like towels on a washing line.
- Let them choose different colours for each number, using blue, red, green, yellow, black or white.
- While they work, circulate and talk to pupils about what they're doing: *What's this number? What colour is it? Show me a blue number.* etc.
- Pupils show their number chains to the class. They can play the role of teacher, pointing to numbers and asking their friends *What is it? What colour is it?*
- Display all the chains as they appear on page 25 in the Pupil's Book. Ask pupils to find particular numbers in particular colours. Say, for example, *Seven. Red.* Pupils must then find and point to a red number 7 on one of the chains.

Activity Book, Page 51, Exercise 5

- Pupils trace and copy the letters *t/T* following the arrows shown.
- Pupils draw a vertical line down from the top of the stave which curves upwardly right when it reaches the bottom of the stave. Then they cross the vertical line with a short horizontal line halfway up. 
- For the capital letter *T*, they trace a vertical line from the top to the bottom of the stave and then a shorter horizontal line across the top of the vertical line. 

Activity Book, Page 51, Exercise 6

- Pupils listen and draw the items in the correct boxes.
- Pupils hear the numbers of the boxes in a non-sequential order. They find the correct box, and then draw the corresponding picture.

Tapescript

1. It's a chair.
2. It's a tree.
3. It's a pen.

End the lesson

- Ask pupils to tell you about their number chains.

Lesson 1

Outcomes	To understand new words using pictures, flashcards and real objects To identify family members To read English from left to right To listen and circle the correct picture To match pictures using a line
Structures	<i>This is (my)...</i> <i>He's my (friend).</i>
Functions	Talking about the family
Vocabulary	<i>mum, dad, brother, sister, friend</i>
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 26 Exercise 1, Listen and point ■ Activity Book, page 52 Exercise 1, Listen and circle Exercise 2, Match ■ Cassette, Unit 7, Exercise 1; Activity Book, Unit 7, Exercise 1 ■ Flashcards: mum, dad, brother, sister ■ A photo of your family, if possible

Revision

- Warm up with some number practice. Count round the class from 1 to 10. Point to a different pupil to say each number, moving randomly around the class.
- Hold up fingers or number cards in random order to elicit the numbers.
- Hold up your copy of the Pupil's Book open at page 26. Point to the number '7' at the top of the page and elicit the number.

Presentation

- Show the class a photo of your family. Say *This is my mum. This is my dad*, etc. Ask pupils to repeat.
- Reinforce the new vocabulary with the flashcards.
- Teach *friend* using an example of a friend of a pupil in the class.

Pupil's Book, Page 26, Exercise 1

Unit 7
My family

1 Listen and point

1 This is Dad.

2 This is Mum.

3 This is my sister.

4 This is my brother.

1 This is Dad.

2 This is Mum.

3 Hello.

4 This is Ali. He's my friend.

5 Hello, Ali.

26
Unit 7

- Say *Open your books at page 26*. Pointing to the picture of Mazen, ask *Who's this?* Do the same with the picture of Ali.
- Point to Mazen's father in picture 2. Ask *Who's this?* Model the English word *Dad*.
- Set a listening task. Tell the pupils that they are going to meet Mazen and Asma's family.
- Play the recording all the way through two or three times. Pupils point to the person who is speaking.
- Play the recording again. Pause the machine after each sentence and have the class repeat.

Tapescript

Asma: This is Dad.
Mazen: This is Mum.

Mazen: This is my sister.
Asma: This is my brother.

Mazen: This is Ali. He's my friend.
Ali: Hello.

Mum: Hello, Ali.

Further practice

- Draw a man's face on the board. Make it simple to show whether it is a man or a woman, a boy or a girl (use a moustache, short hair for males, long hair for girls). Say *This is my dad*. Continue with three more faces: your (imaginary) mother, sister and brother.
- Point to the pictures in random order and have the class recite with you: *This is my sister*. etc.

Activity Book, Page 52, Exercise 1

- Look at the pictures of the family. Pupils listen, and circle the corresponding picture after each sentence.
- Pause after each sentence to check that pupils have circled the correct picture.

Tapescript

1. This is my sister.
2. This is my dad.
3. This is my brother.
4. This is my mum.

Answers

1. Picture 2
2. Picture 4
3. Picture 1
4. Picture 3

Activity Book, Page 52, Exercise 2

- Pupils draw a line from each picture to its match.
- Check that pupils have done the matching correctly.

Answers

1. Picture b
2. Picture d
3. Picture a
4. Picture c

End the lesson

- Point again to the faces you drew on the board. Encourage the pupils to say with you *This is my mum*. etc.
- Ask pupils to bring photos of their families to the next lesson if possible.

Lesson 2

Outcomes	To listen and match sentences with pictures To pronounce some simple words correctly To recognise the sounds of the letters of the English alphabet To identify words beginning with the s sound
Structures	<i>This is my/his/her (brother).</i> <i>He's my friend.</i> <i>His/her name is... .</i>
Functions	Talking about the family
Topic	The family
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 27 Exercise 2, Listen and point Exercise 3, Say Exercise 4, Listen and say■ Activity Book, page 53 Exercise 3, Find and circle three s sounds■ Cassette, Unit 7, Exercises 2 and 4■ Flashcards: Ss, mum, dad, brother, sister, Mazen, Asma■ A photo of your family, if possible■ Wall chart (8): Letters

Revision

- Play the recording of the picture story from Lesson 1. Pause the machine after each line of dialogue and have pupils repeat.
- Draw the faces of your family on the board again, as you did in Lesson 1. As you draw each one, say *This is my... .* Pause and see if pupils can supply the word.
- Revise the new family vocabulary from the last lesson with the flashcards.

Presentation

- Point to your drawing of your brother. Say *This is my brother. His name's Ahmad* – or whatever name you wish.
- Point to the drawing of your sister and say *This is my sister. Her name's Fadia*. – or whatever.
- Point alternately to your 'brother' and 'sister', saying *His name's Ahmad. Her name's Fadia*. Be sure to pronounce distinctly the possessive adjectives *his* and *her*.
- Hold up the flashcards showing the children from the picture story.

- Alternate between boys and girls, saying *His name's Mazen. Her name's Asma.* etc. Pause before the name of the character and see if the class can say it without your help.
- Continue, gradually saying less of the sentence and eliciting the remainder from the class. Try mouthing the entire sentence without actually saying it. Hold your hand to your ear to show that you want the class to say it for you.
- Ensure that everyone understands that we say *His name's...* for a boy or man and *Her name's...* for a girl or woman.

Pupil's Book, Page 27, Exercise 2

- Pupils turn to page 27 in the Pupil's Book and look at Exercise 2. Tell them to listen to Mazen and point to the person he is speaking about.
- Play the recording, pausing after each family member is mentioned. Check that pupils are pointing to the correct person.
- Play the recording again, pausing after each sentence for pupils to repeat.

Tapescript

Mazen: 1. This is my brother. His name's Ibrahim.
 2. This is my sister. Her name's Fadia.
 3. This is my mum.
 4. This is my dad.

Answers

1. Picture 1 2. Picture 3 3. Picture 2 4. Picture 4

Further practice

- See if any pupils would like to show their family photos to the class. Help them to formulate sentences of the type *This is my brother/sister. His/Her name's...* . Prompt them with questions if necessary: *Who's this? What's his/her name?*

Pupil's Book, Page 27, Exercise 3

- Hold up your book and point the people in Exercise 3 one by one, beginning with *Mazen*. Say *This is Mazen. This is his mum. This is his dad. This is Asma. This is her mum. This is her dad.* Pause in the middle of each sentence to encourage the class to complete.
- Ask the pupils to point along with you. Repeat the sentences. Gradually say less of each sentence and encourage the class to say more.

Presentation

- Point to one of the pictures of Mazen and Asma's sister in the Pupil's Book. Say *sister* and have the class repeat.
- Write the number 6 on the board. Point to it and say *six*. Repeat the words *sister* and *six* several times.
- Say the sound /s/ in isolation and encourage pupils to say it with you.
- Draw the letter *s* on the board. Ask the class to draw big *Ss* in the air.
- Hold up the wall chart of the letters and check that pupils are able to identify the letter *s*.

Pupil's Book, Page 27, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /s/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/s/ six seven sister

Activity Book, Page 53, Exercise 3

- Pupils look at the pictures and circle those that begin with the /s/ sound.

Answers

six, seven, sister

End the lesson

- Pupils repeat the /s/ words once again.

Lesson 3

Outcomes	To recognise some basic English words To listen and match sentences with pictures To circle the odd one out in a series of pictures To use <i>this</i> and <i>that</i> in appropriate contexts
Structures	<i>That's my/his/her (school).</i>
Functions	Talking about school
Vocabulary	<i>school, teacher, car, friend, dad, my, her, his</i>
Topic	The school
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 28 Exercise 5, Listen and point ■ Activity Book, page 53 Exercise 4, Circle the odd one out ■ Cassette, Unit 7, Exercise 5 ■ Flashcards: mum, dad, brother, sister, Mazen, Asma, Ali, Samira, school, teacher

Revision

- Hold up flashcards of the story characters. Help pupils to formulate sentences: *Her name's Samira. His name's Ali.* etc.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	G	F	P
use correctly <i>This is...</i> and <i>That's...</i>			

G = Good F = Fair P = Poor


Presentation


- Invite two pupils to help you demonstrate the difference between *This is* and *That's*: ask one helper to stand near you and the other to stand on the other side of the room.
- Point to the nearer pupil and say *This is Samia* (or whoever it is). Point to your other helper and say, for example, *That's Badria*. Say both sentences again, pointing to each pupil in turn. Encourage the rest of the class to repeat after you.
- Ensure everyone understands that *this* is used for something near to you and *that* is used for something further away.


- Unit 7 • Present the words *school* and *teacher* using the flashcards.


Pupil's Book, Page 28, Exercise 5

5 Listen and point

1  That's my school.

2  That's my teacher. That's her car.

3  That's my friend.

4  That's his dad.

28 Unit 7

- Pupils turn to page 28. Set a listening task: ask the class to listen and follow the pictures and count the cars. Ask *How many cars?* as you indicate the whole of the page.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking. Be ready to pause the machine after each line of text.
- Ask *How many cars?* If necessary, hold up your book and help the pupils count. (There are two cars, including the one in which the boy who is speaking is sitting.)
- Play the recording again. Pause for pupils to repeat.

Tapescript

Boy: That's my school.
That's my teacher. That's her car.
That's my friend.
That's his dad.

Activity Book, Page 53, Exercise 4

- Pupils circle the odd one out in each row of pictures.
- When you check the answers, ask pupils why each picture is the odd one out by identifying the words in the pictures.

Answers

1. car 2. dad

End the lesson

- Before you leave the classroom, ask pupils to identify an item that belongs to either them or a friend, and to say a sentence using *this/that* and a possessive adjective, e.g. *That's his pen.*

Lesson 4

Outcomes	To listen and match dialogues with pictures To sing short, simple songs after listening to a cassette To demonstrate a love of listening to songs To copy upper- and lower-case letters correctly
Structures	<i>This/That is my... . His/Her name is... .</i>
Functions	Talking about the family Singing along with songs
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 29 Exercise 6, Listen and match Exercise 7, Sing ■ Activity Book, page 53 Exercise 5, Trace and copy ■ Cassette, Unit 7, Exercises 6 and 7 ■ Flashcards: mum, dad, brother, sister, Mazen, Asma, Ali, Samira, school, teacher

Revision

- Play the recording from the exercise on page 28 of the Pupil's Book. Pupils listen and follow in their books.
- Hold up your book and point to each picture in turn. Read out what the boy says, but pause before the final noun. Mouth it, but don't say it out loud. See if pupils can remember the words or if they can lip-read them as you mouth them.
- Revise the story characters using the flashcards.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	Yes	No
introduce people to others using <i>This / That is my...</i> <i>His / Her name is... .</i>		

Pupil's Book, Page 29, Exercise 6

6
Listen and match

1


2


3


4


7
Sing

She's my friend.
Her name's Kate.
How old is she?
She's eight.

He's my friend.
His name's Ben.
How old is he?
He's ten.



Unit 7 29

- Play the recording, pausing after each mini-dialogue. Pupils find and point to the corresponding picture.

Tapescript

- Girl 1: Hello, Mum.
Mother: Hello, Laila.
- Girl 1: This is my friend. Her name's Aisha.
Mum: Hello, Aisha.
- Girl 1: This is my brother. His name's Ali.
Boy: Hello.
Girl 1: And this is my sister. Her name's Zainab.
Girl 2: Hello.
- Girl 1: That's my Dad. Hello, Dad.
Father: Hello, Laila.

Answers

1. Picture 2
2. Picture 4
3. Picture 1
4. Picture 3

Presentation

- Draw a sketch of a girl (such as that in the Pupil's Book, page 29) on the board. Tell the class *She's my friend. Her name's Kate. She's eight.* Say this two or three times, then point to your drawing and ask *What's her name? How old is she?* Write a number '8' next to your drawing.
- Tell the class that *Kate* is a common English name for a girl.
- Draw a picture of a boy (such as that in the Pupil's Book, page 29). Say *He's my friend. His name's Ben. He's ten.* And, as before, ask *What's his name? How old is he?* Write a number '10'.
- Tell the class that *Ben* is a common English name for a boy.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 7. Draw sketches of your family members' faces again, and point and elicit sentences: *This is my brother.* etc.
- Congratulate the pupils on all their hard work in Unit 7.

Pupil's Book, Page 29, Exercise 7

- Ask pupils to look at Exercise 7 on page 29. Tell them that the children in the picture are drawing their friends on the board.
- Play the song through once or twice. Point to your drawings and to the numbers at the appropriate moments.
- Play the song again, encouraging pupils to join in.

Tapescript

She's my friend.
Her name's Kate.
How old is she?
She's eight.

He's my friend.
His name's Ben.
How old is he?
He's ten.

Activity Book, Page 53, Exercise 5

- Starting from just below the middle of the stave, pupils trace an anticlockwise curve until the line is just beyond a semicircle in shape and has reached half way between the middle and the bottom of the stave. Next, the line curves in a clockwise semicircle continuing down to the bottom of the stave.



- For the capital letter *S*, pupils follow the same instructions, replacing 'the middle' for 'the top'.



- Pupils trace and copy the letters *s/S* in the staves provided.
- Help pupils as they work.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To learn to say which rooms people are in, using the preposition <i>in</i> To match characters with the rooms they are in
Structures	<i>Where's [Mum]?</i> <i>[Ibrahim] is in the [bathroom].</i>
Functions	Talking about location
Vocabulary	<i>bathroom, bedroom, in, kitchen, living room</i>
Topic	The house
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 30 Exercise 1, Listen and point ■ Activity Book, page 54 Exercise 1, Listen and match ■ Cassette, Unit 8, Exercise 1; Activity Book, Unit 8, Exercise 1 ■ Flashcards of Mazen and his family ■ Wall chart (4): The house

Revision

- Review the names of Asma's brother, *Ibrahim* and her sister, *Fadia*.
- Tell the class that they are going to begin work on a new topic. Put wall chart 4, 'The house', on a wall where all pupils can see it. See if pupils can guess what the new topic is going to be. Accept guesses in Arabic but repeat them back to the pupils in English: *No. Not sport*, etc.

Presentation


- Point to the wall chart of the house. Tell the class *It's a house*. For the present, teach the word *house* for understanding only.
- Point to the room as a whole, say *This is the bedroom*. Have the class repeat *bedroom*.
- Point to the remaining rooms, teaching the names for the rooms in the same way: *the bathroom, the living room, the kitchen*.
- Point to items in the rooms, teaching the words *a sofa, a bed, a chair, a table*, etc.

Pupil's Book, Page 30, Exercise 1


Unit 8
Fadia is in the bedroom

1 Listen and point


1 Ibrahim is in the bathroom.




2 Fadia is in the bedroom.



3 Mazen is in the kitchen.



4 Mum is in the living room.



30 Unit 8

- Say *Open your books at page 30*. Say *Point to Ibrahim* and make sure the pupils are pointing to Ibrahim, top left. Ask *Who's this? (Ibrahim) Where is he? (He's in the bathroom.)*. Point to the other people in the house and ask questions about them: *Who's this? Where is he/she? (He/She is in ...)*
- Ask pupils to listen and be ready to tell you afterwards which room each of Asma's family members is in.
- Play the recording. Pupils listen and follow in their books.
- Play the recording again. Pause the machine after each of Asma's sentences and have the class repeat.
- Ask about the different family members: *Where's Mum? Where's Dad?* etc.

Tapescript

Asma: Ibrahim is in the bathroom.
Fadia is in the bedroom.
Mazen is in the kitchen.
Mum is in the living room.

Activity Book, Page 54, Exercise 1

- Pupils listen to the tapescript and draw lines linking the characters to the correct rooms.
- Check that pupils have done the matching correctly.

Tapescript

1. Mum is in the bathroom.
2. Dad is in the living room.
3. Ibrahim is in the kitchen.
4. Fadia is in the bedroom.

Answers

1. Picture b
2. Picture d
3. Picture c
4. Picture a

Further practice

- Invite pupils to draw different objects on the board. For example, someone draws a bag and points to the bedroom.
- Ask the rest of the class *Where's the bag?* and elicit the answer *In the bedroom.*
- Ask other pupils to draw different objects on the board and point to a room (a chair, a table, a book, a clock and a (toy) car.) Ask *Where's the chair?* etc.
- Repeat the procedure many times to practise earlier questions.

End the lesson

- Ask pupils to close their books. Ask questions about Asma's family.

Lesson 2

Outcomes	To learn to ask and answer questions about which rooms people are in To say simple sentences containing object words and rooms To learn the phonic value of the letter <i>f</i> To fill in missing letters to complete a word To draw objects after listening to questions and answers
Structures	<i>Where is he/she?</i> <i>Where's the (bag)? It's in the (bedroom).</i>
Functions	Talking about location
Vocabulary	<i>bathroom, bedroom, kitchen, living room</i>
Topic	The house
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 31 Exercise 2, Ask and answer Exercise 3, Find and say Exercise 4, Listen and say■ Activity Book, page 54 Exercise 2, Write the missing letters Exercise 3, Listen and draw■ Cassette, Unit 8, Exercise 4; Activity Book, Unit 8, Exercise 3■ Flashcards: Ff■ Wall charts (4 and 8): The house, Letters

Revision

- Use the wall chart of the house. Point to the rooms and the items.
- As you point, say the name of the room and the items and have the class repeat. When you have finished your drawing, point to the different rooms and items and elicit the word.
- Remind pupils of another word they know for a room. Point to the classroom around you and have the class say *classroom* with you. Continue pointing to the rooms in the house and – occasionally – to the classroom around you, saying the words with your class.

Presentation

- Play the recording for the picture sequence from Lesson 1 (Pupil's Book, page 30). Pupils listen with their books closed.
- Ask what rooms the different people are in: *Where's Fadia?* etc. Either play the recording right through and ask questions at the end, or pause the machine during the recording and ask the class about what they have just heard.

- Ask about a pupil in your class, e.g. *Where's (Raed)? In the kitchen? In the bedroom?* Help pupils to say *In the classroom*.

Pupil's Book, Page 31, Exercise 2

2 Ask and answer
1. Where is she? She's in the bathroom.

3 Find and say
Where is the bag? It's in the bedroom.

4 Listen and say

f 4 5
four five

Unit 8 31

- Ask pupils to look at the first picture in this exercise. Ask the question *Where is she?* Elicit the response, *She's in the bathroom*.
- Ask pupils to work with a partner, taking turns to point to a picture and ask, *Where is he/she?*

Answers

1. Where is she? She's in the bathroom.
2. Where is he? He's in the bedroom.
3. Where is he? He's in the kitchen.
4. Where is she? She's in the living room.

Pupil's Book, Page 31, Exercise 3

- Revise the nouns *boy, girl, table, chair, bag, and clock*. Either do simple drawings on the board, asking *What's this? Is it a girl? Is it a boy?* or use the pictures on the left in exercise 3 and help pupils formulate sentences: *It's a bag, etc.*
- Ask about the first item: *Where's the bag?* Elicit the answer, *It's in the bedroom*.
- Help individual pupils to ask about the other items, using *Where's the ... ?* Invite other pupils to answer.

Answers

- Where's the bag? It's in the bedroom.
 Where's the girl? She's in the bedroom.
 Where's the clock? It's in the living room.
 Where's the table? It's in the kitchen.
 Where's the chair? It's in the kitchen.
 Where's the boy? He's in the bathroom.

Pupil's Book, Page 31, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /f/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescrpt

/f/ four five

Activity Book, Page 54, Exercise 2

- Ask the pupils to look at the three pictures in Exercise 2. See if they can name the rooms.
- Focus on the first picture and instruct pupils to trace over the letter *t*.
- Explain that they must write the missing letters for the other two pictures. Post the wall chart of the letters on the board for pupils to use as a reference.

Answers

1. kitchen
2. bathroom
3. bedroom

Activity Book, Page 54, Exercise 3

- Refer to page 131 of the Teacher's Book.
- Hold up your book, pointing to each room in turn. Elicit the rooms from the pupils.
- Say *Point to the bedroom* and make sure everyone is doing as you tell them. Do the same for the living room.
- Now explain to the pupils that they must draw each object in the correct room of the house. Pause after each question and answer.

Tapescript

- Where's the robot? It's in the living room.
- Where's the bag? It's in the bedroom.

Answers

- Picture 2
- Picture 1

End the lesson

- Ask pupils about items in their house.

Lesson 3

Outcomes

To connect a spoken description to a matching picture
 To interpret a mime and talk about it verbally
 To distinguish between the /f/ sound and other letter sounds
 To trace and copy the letters f/F

Structures

Where's it/he/she?
He's/She's in the (kitchen).
It's in the (living room).

Functions

Discussing location

Vocabulary

bathroom, bedroom, kitchen, living room

Topic

The house

Resources

- Pupil's Book, page 32
 Exercise 5, Listen and match. Say
 Exercise 6, Look and say
- Activity Book, page 55
 Exercise 4, Find and circle two f sounds
 Exercise 5, Trace and copy
- Cassette, Unit 8, Exercise 5
- Wall chart (4): The house

Revision

- Ask pupils to open their Activity Books at page 54 and look at Exercise 3, which they did in the previous lesson. Play a memory game, with the pupils asking you the questions. Encourage them to ask you about the two pictures: *Where's the chair?*, etc. They will enjoy correcting your mistakes, whether unintended or deliberate.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	C	P	I
ask appropriate questions.			
correct the teacher's deliberate mistakes.			

Presentation

- Before pupils open their Pupil's Books, play the first item of the recording for Exercise 5: the sound of the TV. Ask *Where is it? In the bathroom? In the kitchen?*

Pupil's Book, Page 32, Exercise 5

5 Listen and match. Say
It's in the living room.

1

2

3

4

5

6

6 Look and say
She's in the kitchen.

32 Unit 8

- Pupils open their Pupil's Books at page 32 and look at Exercise 5. Tell them to listen to the different sounds in the recording and point to the corresponding picture.
- Play the recording again, pausing the cassette after each sound. Pupils have to match each sound to its accompanying picture.
- Play the recording once more. Pause after each sound and ask *Where is it?*

Tapescript

- Special effect: sound of a television
- Special effect: sound of a shower
- Special effect: sound of cutting vegetables
- Special effect: sound of someone brushing their teeth
- Special effect: sound of a mixture being whisked in a bowl by hand
- Special effect: sound of an alarm clock – ticking then ringing

Answers

1. Picture 1 It's in the living room.
2. Picture 3 It's in the bathroom.
3. Picture 2 It's in the kitchen.
4. Picture 4 It's in the bathroom.
5. Picture 6 It's in the kitchen.
6. Picture 5 It's in the bedroom.

Pupil's Book, Page 32, Exercise 6

- Invite two confident pupils to come to the front of the class: choose pupils who enjoy games involving miming. Whispering so that the rest of the class cannot hear, tell your first helper to mime washing their face.
- Ask the rest of the class *Where's (Raed)?* – or whatever your helper is called. Elicit the answer *In the bathroom.*
- Whispering to your second helper, tell them to pretend they are asleep in bed with their eyes shut. Again, ask the class *Where's ... ?*
- Thank your helpers and ask them to sit down.
- Ask the class to think of the different things they usually do in the different rooms of their house. See if anyone has ideas for other mimes. Invite these pupils to mime while the rest of the class try to guess what room they are in. Alternatively, whisper suggestions to them, for example:

In the kitchen: doing the washing-up, slicing vegetables, taking ice cream from the freezer

In the living room: turning on the TV, reading a magazine, sitting and talking on the telephone

In the bedroom: waking up in the morning and stretching, making your bed, folding your clothes and putting them in the wardrobe

In the bathroom: brushing your teeth, washing your hair, turning on the bath taps

Activity Book, Page 55, Exercise 4

- Give pupils a few minutes to find and circle the items that begin with the /f/ sound.
- Circulate and work with pupils individually. Encourage them to point to the /f/ items and say the word.

Answers

four, five

Activity Book, Page 55, Exercise 5

- Pupils trace and copy the letters *f/F* in the staves provided.
- Pupils should trace an anticlockwise arch from just below the top of the stave. The line then straightens out and descends vertically to the bottom of the stave.

To finish, they should cross the line halfway down with a short horizontal line.



- For the capital letter *F*, they draw a vertical line from the top to the bottom of the stave. Then draw two horizontal lines on the right hand side of the vertical line, one at the top and one in the middle. The lines should touch but not cross the vertical line.



- Help pupils as they work.

End the lesson

- Show the pupils the wall chart of the house and ask them to say where an object is located.

Lesson 4

Outcomes	To connect a spoken description to a matching picture To do a project
Structures	<i>Where's (Mum)?</i> <i>Where are you?</i> <i>I'm/She's in the bathroom.</i>
Functions	Talking about location
Topic	The house
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 33 Exercise 7, Listen and match Exercise 8, Project: Make a picture of a house ■ Activity Book, page 55 Exercise 6, Project: Make a picture of a house ■ Cassette, Unit 8, Exercise 7 ■ For the project: display paper, drawing paper, coloured pencils, blunt-ended plastic scissors

Revision

- Revise words for rooms by playing the mime game again from the last lesson. Invite new volunteers to repeat the mimes that their friends did last time.

Classroom Assessment

With reference to the pupils' miming, pupils can:

Scoring criteria	Yes	No
identify that the mimed action takes place in the bathroom.		
identify that the mimed action takes place in the bedroom.		
identify that the mimed action takes place in the living room.		
identify that the mimed action takes place in the kitchen.		

Presentation

- Ask a pupil to pretend that they are in the room of a house. Ask them, 'Where are you?' When the pupil has replied *I'm in the ...* ask a different pupil to name where he/she is. Alternate between the first and third person until the pupils are confident using both.

Pupil's Book, Page 33, Exercise 7

7 Listen and match

1 **2**

3 **4**

8 Project: Make a picture of a house

Unit 8 33

- Pupils listen to the mini-dialogues and match each one to the corresponding picture. Pause the recording after each mini-dialogue.

Tapescript

1. Girl: I'm in the bathroom.
2. Boy: Dad! Where are you?
Dad: I'm in the bedroom.
3. Girl: This is my brother. He's in the kitchen.
4. Boy: Where's Mum?
Girl: She's in the living room.

Answers

1. Picture 3
2. Picture 2
3. Picture 4
4. Picture 1

Pupil's Book, Page 33, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils can do the project in small groups, or you can make one big house picture for the class, with pupils contributing different elements.
- For each picture, you will need a large piece of display paper on which a cut-away house is drawn like the one shown in the Pupil's Book. You may want to draw this yourself.
- Pupils can draw different family members – mother, father, brother and sister – and items of furniture appropriate for each room.
- Pupils colour in their drawings and cut them out, using round-ended plastic scissors for safety.
- Pupils stick the cut-out furniture and people in different rooms. Use Blu-tack or a similar adhesive which will allow repositioning.
- Display and use the completed pictures for further language practice. Ask *Where's the girl? Where's her mum/brother?*

Activity Book, Page 55, Exercise 6

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils complete the 'Make a picture of a house' project.
- Each pupil chooses one of the completed pictures on display and copies this picture into the space provided on page 55 of their Activity Book.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 8.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To connect a spoken description to a matching picture
Structures	<i>What's this?</i> <i>Who's this?</i> <i>This is my ...</i> <i>Look at my ...</i>
Functions	Expressing possession
Vocabulary	<i>CD, computer, game</i>
Topic	Toys
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 34 Exercise 1, Listen and point ■ Activity Book, page 56 Exercise 1, Listen and match ■ Cassette, Unit 9, Exercise 1; Activity Book, Unit 9 Exercise 1 ■ A CD game in its plastic case

Revision

- Revise the names for classroom objects. Tell pupils *Point to the door.*, etc. Point to items around the room – the door, a window, etc. – and ask *What's this?*
- Hold up your book and say *This is m ...*. Pupils complete your sentence.
- Encourage pupils to hold up different possessions and say *This is my pen*, etc. They can touch their chairs and desks and say *This is my chair/table*. Demonstrate by holding up your own pen, etc. and saying the sentence.
- Do the actions without speaking, and let the pupils say the sentences.

Presentation

- If you have a computer in your classroom, use it to teach the word *computer*. Touch the computer and say *This is my computer*. Repeat the word *computer* and have the class say it after you.
- If there is no computer, ask the class *What's this?* and mime typing on a computer. Accept guesses in Arabic then model the English word and have the class repeat.

- Alternate between holding up objects and touching the computer (or miming). Say with the class *This is my computer*, etc.

Pupil's Book, Page 34, Exercise 1

Unit 9
My toys

1 Listen and point

This is my computer.



Look at my CD games.



This is my CD game.

Look at my cars.



This is my blue car.

Oh!



34 Unit 9

- Tell the class to open their books at page 34. Hold up your book, point to Mazen and ask *Who's this? Where is he?* If necessary, use closed questions: *Is it Ali?* (No. It's Mazen.) *Is he in the kitchen?* (No. He's in the living room.)
- Point to Dan and ask *Who's this?*
- Set a listening task, using the pupils' own language. Hold up a CD game and ask the class to listen and tell you the word for it – (CD) game – in English.
- Play the recording once. Pupils listen and follow in their books. Play the recording, pausing the machine after each of Mazen's sentences for pupils to repeat.
- Hold up your computer game and ask *What's this?* Help pupils to answer *It's a CD game*.

Tapescript

Mazen: This is my computer.

Look at my CD games.
This is my CD game.

Look at my cars.
This is my blue car.

Dan: Oh!

Activity Book, Page 56, Exercise 1

- Pupils look at the picture of Mazen and the items/objects around him.
- Tell them that they have to listen to each description and draw lines from Mazen to the relevant toy.
- Make sure pupils match correctly.

Tapescript

1. This is my computer.
2. This is my book.
3. This is my pen.
4. This is my bag.
5. This is my car.
6. This is my CD game.

Answers

1. Picture f
2. Picture d
3. Picture a
4. Picture e
5. Picture b
6. Picture c

Further practice

- Invite volunteers to mime the story. First, let someone mime the role of Mazen while you play the recording again.
- Then let a confident pupil take the role of Mazen and speak his lines. You and the other pupils can help by saying the words for your volunteer to repeat.

End the lesson

- Pupils can pretend that Dan is visiting their classroom and they are showing him their school things and introducing him to their friends. Help them to use phrases such as *This is my book/pencil/bag/chair. This is my friend. Her name's (Asma), etc.*
- For the next lesson, ask pupils to bring in small toys (car, ball ...).

Lesson 2

Outcomes

To ask people if something belongs to them
To respond to a new question when listening using pictures and real objects
To learn the phonic value of the letter *c*
To listen to a question and link it to a corresponding picture

Structures

Is this your (book)? Yes/No.

Functions

Expressing possession

Topic

Toys

Resources

- Pupil's Book, page 35
Exercise 2, Listen and say
Exercise 3, Listen and match
Exercise 4, Listen and say
- Activity Book, page 56
Exercise 2, Listen and circle
- Cassette, Unit 9, Exercises 2, 3 and 4;
Activity Book, Unit 9, Exercise 2
- Small toys brought in by the pupils (car, ball ...)
- A tray
- Flashcards: Cc

Revision

- With their books closed, invite confident pupils to act out the role of Mazen showing Dan his toys, etc. Play the recording from the Pupil's Book picture sequence on page 34 which pupils heard in Lesson 1, pausing after each sentence.
- Pupils repeat what they heard, miming Mazen's actions.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	G	F	P
act out Mazen's role.			
repeat what they have heard.			
mime Mazen's actions.			

G = Good F = Fair P = Poor

Presentation

- Invite pupils to show the class the toys they have brought in, using *This is my ...*. Help them with new vocabulary.
- Teach the question *Is this your ... ?* Pick up a toy and ask a pupil who is not the owner *Is this your car?* (or whatever it is). Then ask the real owner. Pupils answer *Yes* or *No*.

Pupil's Book, Page 35, Exercise 2

2 Listen and say



3 Listen and match

1  2 

3  4 

4 Listen and say

C   

car computer clock

Unit 9 35

- Pupils look at the picture of Dan and Mazen in Exercise 2. Ask them if they can guess what question Dan is asking.
- Play the recording. Pupils listen and see if they guessed Dan's question correctly.
- Play the recording again. Pupils repeat the question as a class and individually.

Tapescript

Dan: Is this your ball?
Mazen: Yes.

Pupil's Book, Page 35, Exercise 3

- Pupils listen to each question and match it to the correct picture. Pause the cassette after each question and check that everyone has chosen correctly.

Tapescript

1. Man: Is this your ball?
2. Teacher: Is this your book?
3. Girl: Is this your pencil?
4. Boy: Is that your computer?

Answers

1. Picture 3
2. Picture 2
3. Picture 4
4. Picture 1

Pupil's Book, Page 35, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /k/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/k/
car
computer
clock

Activity Book, Page 56, Exercise 2

- Hold up your book and point to the boy in the first picture. Ask the pupils what they can see in the picture. Do the same with the picture of the two girls.
- Play the recording and make sure the pupils circle the correct box after each question.

Tapescript

1. Is this your ball?
2. Is this your bag?

Answers

1. Picture 1
2. Picture 2

End the lesson

- Go round the class with a tray. Ask pupils to put their toys on the tray, telling you what they are at the same time: *This is my car*, etc.
- Return the toys to their owners, asking *Is this your car?*, etc.
- Tell the pupils to bring the toys again to the next lesson, or to bring a different toy if they wish.

Lesson 3

Outcomes	To practise asking and saying who toys belong to, using <i>my</i> and <i>your</i> To practise counting toys and using plural nouns To distinguish between the /k/ sound and other letter sounds To count objects and match them with corresponding numerals
Structures	<i>This is my doll.</i> <i>Is this your book?</i> <i>Four red balls</i>
Vocabulary	<i>doll</i>
Functions	Expressing possession Counting
Topic	Toys
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 36 Exercise 5, Listen and match ■ Activity Book, page 57 Exercise 3, Find and circle three <i>c</i> sounds ■ Exercise 4, Count and circle ■ Cassette, Unit 9, Exercise 5 ■ Small toys brought in by the pupils; a tray; a small doll/car of your own; coloured pencils for each pupil; one small sheet of drawing paper for each pupil

Pupil's Book, Page 36, Exercise 5

5 Listen and match



6 Ask and answer

Four red balls.



36 Unit 9

- Focus on the picture of the boy and the girl with their objects spread on the table. Ask pupils to listen to the recording and to match each piece of dialogue with a corresponding picture. Play the recording, pausing after each line of dialogue. Check that everyone has matched the correct picture.

Revision

- Ask pupils to imagine again that Dan is visiting their classroom. Tell them to show him their school things using *This is my ...*
- Now Dan has come to visit them in their homes. He is looking at the toys in their bedrooms and is asking questions about them. Ask the pupils to make up three questions each for Dan, beginning *Is this your ... ?*

Presentation

- Show the class the doll/car you have brought in. Say *This is my doll/car*. Put the doll/car on your tray.
- Go round with your tray and ask each pupil to put one object onto it – either a toy they have brought in or one of their school things, such as a pen or a book. Put the tray at the front of the classroom where everyone can see it.
- Pick your doll/car from the tray, saying *This is my doll/car*. Tell pupils to go to the tray one by one and take their possessions. Each pupil must say *This is my car*, etc. before they sit down again.

Tapscript

Girl: This is my doll.

Boy: This is my car.

Girl: This is my ball. It's green.

Boy: This is my ball. It's red.

Girl: Is this your book?

Boy: No.

Boy: Is this your pen?

Girl: Yes.

Pupil's Book, Page 36, Exercise 6

- Focus on the four red balls. Hold up your book and count them with the class. Say, *Four balls*. Ask *Four green balls?* and model the answer *No. Four red balls*. Have the class repeat *Four red balls*.
- Proceed in the same way with the other groups of objects.

Answers

1. Four red balls.
2. One yellow car.
3. Three blue balls.
4. Three blue cars.
5. One white computer.
6. Six green cars.

Activity Book, Page 57, Exercise 3

- Pupils must find and circle the items that begin with the sound /k/.
- Offer help when needed.

Answers

car, clock, computer

Activity Book, Page 57, Exercise 4

- Demonstrate the activity. Hold up your Activity Book and point to the balls. Have pupils count them out loud with you.
- Say *Four balls* and point to the number 4, which has been circled as an example.
- Pupils count the toys in each row and circle the corresponding number.
- Correct the exercise by asking *How many cars?* etc.

Answers

Picture 1	4
Picture 2	3
Picture 3	8
Picture 4	10

End the lesson

- Ask the pupils to count different objects in the classroom and say how many there are of each. They can say the colour as well, if it is one that they already know.

Lesson 4

Outcomes	To practise asking and saying who toys belong to, using <i>my</i> and <i>your</i> To demonstrate a love of listening to short songs To invent words for a simple song based on the song in the Pupil's Book To trace and copy the letters <i>c/C</i>
Structures	<i>This is my (car).</i> <i>What colour is it? It's ...</i> <i>Is this your (ball)? Yes/No.</i>
Functions	Expressing possession
Topic	Toys
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 37 Exercise 7, Listen and match Exercise 8, Sing ■ Activity Book, page 57 Exercise 5, Trace and copy ■ Cassette, Unit 9, Exercises 7 and 8 ■ Colour flashcards: blue, green, red, yellow ■ Coloured pencils

Revision

- Revise the colours that the pupils have learned so far. You may wish to use the colour flashcards to elicit the colours.
- You can then apply colours to objects around the classroom. Point to objects in the classroom and ask *What colour is this?*

Classroom Assessment

With reference to an object, pupils can:

Scoring criteria	Yes	No
answer correctly <i>It's</i> + colour.		

Presentation

- Hold up a pencil in front of the class. Tell the pupils that it is yours. e.g. *This is my pencil*. Then, ask them if it is theirs by saying, *Is this your pencil?* After they have said *No*, ask the pupils, *What colour is it?* making sure that they respond with the correct answer.

Pupil's Book, Page 37, Exercise 7

7 Listen and match

1

2

3

4

8 Sing

Look at my book.
My book, my book.
This is my book.
My book is red.

Look at my book.
My book, my book.
This is my book.
My book is blue.

Unit 9 37

- Pupils listen to the recording and match each piece of dialogue to its corresponding picture. Pause the recording after each mini-dialogue and check that everyone has found the correct picture.
- Play the recording again and ask pupils to repeat each line of dialogue.

Tapescript

1. Boy: This is my car.
2. Woman: What colour is it?
Girl: It's red.
3. Man: Is this your ball?
Boy: No.
4. Woman: Is this your doll?
Girl: Yes.

Answers

1. Picture 1
2. Picture 4
3. Picture 2
4. Picture 3

Pupil's Book, Page 37, Exercise 8

- Pupils listen to the song once all the way through.
- Divide the class into two. Play the recording again and have half the class sing the first verse and half the class sing the second verse.
- Help pupils to make up their own verses, possibly singing about their own toys or school things. One pupil can hold up their toy: the others sing along with them, e.g. *Look at my car. My car, my car.* etc. They can use the instrumental version of the song on the recording to sing their own verses.

Tapescript

Look at my book.
My book, my book.
This is my book.
My book is red.

Look at my book.
My book, my book.
This is my book.
My book is blue.

Activity Book, Page 57, Exercise 5

- Pupils trace and copy the letters *c/C*.
- They should draw an anticlockwise semicircle which starts from the middle of the stave, has its lowest point at the bottom of the stave and then curves slightly upwards before finishing.
- For the capital *C*, pupils follow the same instructions but substitute 'the middle' for 'the top'.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 9. Hold up different toys and ask *What's this?*

Unit 10 Review

Lesson 1

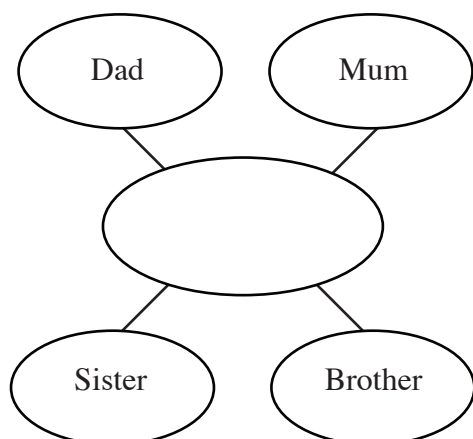
Outcomes	To recognise some basic English words To read English from left to right To listen and circle the correct picture To match numbers with pictures
Structures	<i>This is (my)...</i> <i>He's my (friend).</i>
Functions	Talking about the family Counting
Vocabulary	<i>dad, friend, mum</i>
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 1, Listen and point ■ Activity Book, page 58 Exercise 1, Listen and circle ■ Cassette, Review, Exercise 1; Activity Book, Review, Exercise 1 ■ Flashcards: mum, dad, brother, sister; numbers one to five; food flashcards ■ Wall chart (3): Numbers

Revision

- Ask pupils to tell you about their family members, using a picture if possible.
- Elicit the names of family members from the flashcards.

Diagnostic Assessment

- Copy the following mindmap onto the board. Ask pupils to copy it into their exercise books.
- Elicit from the pupils the names of the family members.
- Help them to fill in the mind map as necessary.



Pupil's Book, Page 38, Exercise 1

Unit 10
Review

1 Listen and point

1 This is my mum.

2 This is my dad.

3 This is Mazen. He's six.

4 Mazen is my friend.

2 Say

1	2	3
4	5	6
7	8	9
	10	

38
Unit 10

- Pupils listen to the cassette and follow the pictures and text with their fingers.
- Explain to the class that Dan is talking about his family.

Tapescript

Dan: This is my mum.
This is my dad.
This is Mazen. He's six.
Mazen is my friend.

Activity Book, Page 58, Exercise 1

- Pupils listen and circle each picture along with its corresponding sentence on the cassette.
- Pause the cassette after each sentence to check that pupils have circled the correct picture.

Tapescript

1. This is my dad.
2. This is my sister.
3. This is my mum.
4. This is my brother.

Answers

1. Picture 4
2. Picture 2
3. Picture 1
4. Picture 3

Revision

- Revise the numbers one to five once again with the aid of the flashcards or the numbers wall chart. Point to a number, asking pupils to guess, or have pupils count from one to five.

End the lesson

- Ask pupils to count from one to five again.

Lesson 2

Outcomes	To pronounce some simple words correctly To recognise letters of the English alphabet To match numbers with pictures
Structures	<i>Four (boys).</i> <i>Two (trees).</i>
Functions	Counting
Vocabulary	numbers 1–10
Topic	Objects and numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 2, Say ■ Activity Book, page 58 Exercise 2, Look and match ■ Flashcards: numbers one to ten, bird, boy, tree, car, pencil ■ Wall chart (3): Numbers

Revision

- Revise numbers one to ten with the class using the flashcards and/or the numbers wall chart.
- Revise the words from the previous three units with the flashcards.

Pupil's Book, Page 38, Exercise 2

- Pupils look at the numbers and say them in order in pairs.

Revision

- Revise the sounds that pupils have covered, using the flashcards for *bird, boy, car, pencil* and *tree*.

Activity Book, Page 58, Exercise 2

- Pupils match each number with its corresponding picture, according to the number of items pictured.

Answers

1. one boy
2. two trees
3. three pencils
4. four birds
5. five cars

End the lesson

- Ask different pupils *What's your name? How old are you?* Have other pupils repeat their friends' answers by asking them *How old is he/she?* Insist on full-sentence answers: *Her name's [Samira]. She's [eight],* etc.

Lesson 3

Outcomes	To listen and match dialogues with pictures To listen and draw To listen and colour
Structures	<i>How many pencils? (six) pencils.</i> <i>How old are you? I'm (six).</i> <i>This is my mum.</i>
Functions	Counting
Vocabulary	numbers 1–10
Topic	Objects and numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 39 Exercise 3, Listen and match ■ Activity Book, page 59 Exercise 3, Listen and draw Exercise 4, Listen and colour ■ Cassette, Review, Exercise 3; Activity Book, Review, Exercises 3 and 4 ■ Flashcards: numbers one to ten, Mazen, Asma, Ali, Samira ■ Wall chart (3): Numbers

Revision

- Revise numbers one to ten once more with the flashcards/numbers wall chart.
- Ask pupils *How old are you?* They answer *I'm ...* .Then, with the character flashcards, ask pupils *How old is (Mazen)?* Pupils answer *He's (six).*

Diagnostic Assessment

With reference to the characters, flashcards, pupils can:

Scoring criteria	Yes	No
answer <i>How old is ...?</i> correctly by using <i>He/She's ...</i>		

Pupil's Book, Page 39, Exercise 3

- Look at the pictures with the class. Ask them to tell you what they can see.
- Explain that pupils listen to the dialogues and match each one to its corresponding picture.

Tapescript

1. Look! It's a bird.
2. How many pencils? Five pencils.
3. This is my mum.
4. How old are you? I'm six.

Answers

1. Picture 3
2. Picture 4
3. Picture 1
4. Picture 2

Activity Book, Page 59, Exercise 3

- Refer to page 131 of the Teacher's Book.
- Pupils listen and draw what they hear in the boxes.

Tapescript

1. One girl.
2. Two pens.
3. Three pencils.

Activity Book, Page 59, Exercise 4

- Ask pupils what they see in the pictures.
- Pupils colour the pictures in accordance with the phrases on the cassette.
- Go round and check pupils' performance.

Tapescript

1. Six blue clocks.
2. Seven green doors.
3. Eight red chairs.

End the lesson

- Pupils say number sequences around the class from numbers one to ten. You can start at any number, and pupils continue, one by one, until they reach ten.

Lesson 4

Outcomes	To pronounce correctly some key simple words To copy lower and upper-case letters
Structures	<i>Look! It's a bird.</i> <i>Six blue clocks.</i>
Functions	Describing pictures Counting
Vocabulary	<i>book, boy, brother, mum, pencil, teacher;</i> numbers 1–10
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 39 Exercise 4, Game: Look and say ■ Activity Book, page 59 Exercise 5, Trace and copy ■ Wall charts (1, 2 and 3): Colours, Numbers, The classroom

Revision

- Play a game using the wall charts of the colours, numbers and the classroom. Ask pupils to identify as many items on the wall charts as they can in a minute.
- Revise the structure *How many* by holding up items and asking the class *How many (pens, books)?* Pupils answer *three pens, two books, etc.*

Classroom Assessment

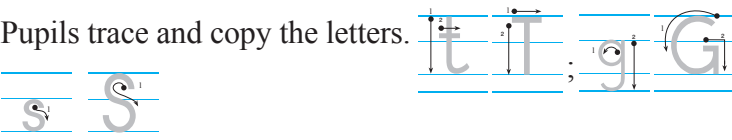
With reference to the number of objects, pupils can:

Scoring criteria	Yes	No
answer correctly <i>How many ...?</i> with two-word answers.		

Pupil's Book, Page 39, Exercise 4

- Ask the pupils to work in pairs and to take turns to 'read' the pictures from left to right in numerical order. Pupil 1 can 'read' the top row and Pupil 2 can 'read' the bottom row, then they can take turns to 'read' all eight pictures.
- Call out the picture numbers at random and prompt the class, groups and individual pupils to say the word for that picture.
- Play a team game. Call out a sequence of three or four numbers and prompt the teams in turn to say the words for the pictures in the same order as the number sequence you called out. For example, say *Team A: one, seven, four, eight* to elicit *Mum, teacher, girl, boys* from Team A. Say *Team B: three, two, six, five* to elicit *brother/boy, friend/boy, pencil, book* from Team B.

Activity Book, Page 59, Exercise 5

- Pupils trace and copy the letters. 
- Help them as they work.

End the lesson

- Play a game with *How many*. Hold up a collection of pencils, for example, and ask the class *How many pencils?* Pupils guess how many pencils there are. Count them with the class and see who had the closest guess.

Lesson 1

Outcomes	To understand new words using pictures, flashcards and real objects To read English from left to right To listen and match dialogues with pictures To identify where people and objects are
Structures	<i>Where's my (bag)? It's on/in/under ...</i> <i>Where's (Mum)?</i> <i>She's in ...</i>
Functions	Stating location
Vocabulary	<i>wall</i>
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 4 Exercise 1, Listen and point ■ Activity Book, page 42 Exercise 1, Listen and match Exercise 2, Match and circle ■ Cassette, Unit 11, Exercise 1; Activity Book, Unit 11, Exercise 1 ■ Flashcards: wall, Mazen, Asma

Revision

- In preparation for the picture story hold up the flashcards of Asma and Mazen. Ask pupils to tell you who is in each picture. Write a large *b* on the board and see if anyone can tell you what sound it represents. Have pupils practise saying the sound /b/ with you.
- Tell the class you are going to draw pictures of things which begin with *b*: they must tell you what the things are. Draw a ball and ask *What's this?* Pupils should be able to tell you *It's a ball*. If they need further help, mouth the word *ball* and let them try to lip-read.
- Follow the same procedure for *book*, *bag* and *bird*.

Presentation

- Hold up the ball and ask *What's this?* If the ball's colour is one which pupils have learned, ask *What colour is it?*
- Hold up the bag and ask *What's this?* Put the ball in the bag and ask *Where's the ball?* Model the answer – *It's in the bag* – and have the class repeat.
- Put the ball on a table where everyone can see it. Ask *Where's the ball?* and model the answer for pupils to repeat: *It's on the table*.
- Put the ball on the floor under the table. Ask *Where's the ball?* and model the answer: *It's under the table*.

- Put the ball in the bag, then on the table, then under the table. Have the class say the phrases with you: *It's in the bag. It's on the table. It's under the table.*
- Present *wall* with the flashcard.

Pupil's Book, Page 4, Exercise 1

Unit 11 **Where's my bag?**

1 Listen and point

Where's my bag?
It's on the chair.

2

Where's my ball?
It's under the table.

3

Where's the book?
It's on the table.

4

Where's Mum?
She's in the car.

4 Unit 11

- Say *Open your books at page 4*. Point to the children in the first picture. Ask *Who's this?* (*It's Mazen/Asma.*) *Where is he/she?* (*In the living room.*)
- Set a listening task. Tell pupils that Asma, Mazen and the father are looking for four different things/persons: what/who are they? Play the recording two or three times: first for understanding, then for repetition.
- Ask pupils what and who are the four things or persons they are looking for: *the bag, the ball, the book* and *Mum*. Ask *Where's the bag/ball/book/Mum?* (*On the chair/Under the table/On the table/In the car.*)
- Ask *Where's the book?* to elicit and help pupils to answer *It's on the table*. Point to the picture or anything on the table in the classroom. Have pupils say with you *It's on the table*.

Tapescript

1. Asma: Where's my bag?
Mazen: It's on the chair.
2. Mazen: Where's my ball?
Asma: It's under the table.
3. Dad: Where's the book?
Mazen: It's on the table.
4. Mazen: Where's Mum?
Asma: She's in the car.

Further practice

- Demonstrate the prepositions *on*, *under* and *in* using your book and a pencil. Place the pencil on top of the book and ask *Where's the pencil?* Answer the question yourself, encouraging pupils to say it with you: *It's on the book.*
- Put the pencil under the book and follow the same procedure, substituting the preposition *under*. Finally, place your pencil inside the book and repeat the question and answer, substituting *in*.
- Ask pupils to take their book and a pencil. Repeat the actions in a different order and have pupils do the same with their books and pencils. Continue asking questions with *Where's*, but see if pupils can answer without your help.

Activity Book, Page 42, Exercise 1

- Ask pupils what they can see in the pictures.
- Explain to pupils that they will hear where the items in the left-hand column are, and that they are in one of the places in the right-hand column.
- Pupils listen and draw lines from items in the left-hand column to locations in the right-hand column.
- Check answers as a class.

Tapescript

1. Where's my bag? It's on the table.
2. Where's my car? It's under the chair.
3. Where's my ball? It's on the wall.
4. Where's my book? It's in the bedroom.

Answers

1. c
2. b
3. a
4. d

Activity Book, Page 42, Exercise 2

- Look at the pictures with the class. Ask questions about each one, with *Where's ...*. Pupils answer, using the correct preposition.
- Pupils draw lines from the pictures to the corresponding preposition.
- Check answers as a class.

Answers

- in: ball / bird
on: book / clock
under: bag / doll

End the lesson

- Ask pupils where items are in the classroom.

Lesson 2

Outcomes

- To ask and respond to some simple questions
- To pronounce some simple words correctly
- To recognise letters of the English alphabet
- To identify where objects are

Structures

- Where's the (clock)? It's (on the shelf).
The (blue bag) is (on) the (green chair).*

Functions

- Stating location
- Asking and answering questions

Vocabulary

- box, shelf*

Topic

- The home

Resources

- Pupil's Book, page 5
Exercise 2, Ask and answer
Exercise 3, Say
Exercise 4, Listen and say
- Activity Book, page 43
Exercise 3, Colour and say
Exercise 4, Find and circle three *d* sounds
- Cassette, Unit 11, Exercise 4
- Flashcards: Dd, box, shelf
- Wall charts (4 and 8): The house, Letters

Revision


- Ask pupils questions about where items are in the classroom, using *Where's ... ?* Pupils answer, using *It's ...*.

Presentation

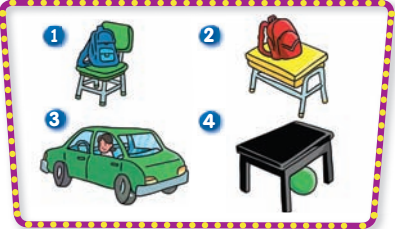
- Use the flashcard to teach the word *box*. Ask the class *What's this?* and answer your own question: *It's a box*. Pupils repeat after you.
- Revise *bag*, *ball* and *book* by holding up those items and asking *What's this?* Remind the pupils that all the words have the /b/ sound. Write a big *b* on the board and ask pupils to draw it in the air.
- Show the class that you have a doll in your box. Ask *Where's the doll?* and elicit the answer *In the box*. Do the same with the ball in the bag.
- Teach the word *shelf* again with the flashcard. If you have a shelf in the classroom, put a ball on the shelf and say *Where's the ball? It's on the shelf*. Pupils repeat the answer after you, then practise saying *shelf* in isolation. Have them point to different things in the classroom: *Point to the window/door/clock/shelf*.

Pupil's Book, Page 5, Exercise 2


2 Ask and answer
Where's the clock? It's on the shelf.



3 Say
1. The bag is on the chair.



4 Listen and say



Unit 11 5

- If there is no shelf in the classroom, hold up your Pupil's Book open at page 5 and point to the shelf in Exercise 2, or you can use the shelf flashcard or wall chart of the house. Ask *Where's the clock? It's on the shelf*. Pupils repeat the answer after you, then practise saying *shelf* by themselves.
- Pupils open their books at page 5 and look at Exercise 2. Ask *Where's the clock?* and help pupils to answer *On the shelf*.

- Encourage pupils to ask their own questions about the picture, beginning *Where's the ... ?* Prompt them by holding up actual objects (the doll, the car) or by pointing to the computer in your classroom.
- Give pupils a few moments to practise asking and answering in pairs. Pupils should take turns to ask one question each about an object in the picture.
- You can also use the picture for a memory game in pairs. One pupil closes their book and tries to answer their friend's questions from memory.

Pupil's Book, Page 5, Exercise 3

- Ask questions about the pictures. *Where's the bag? (It's on the chair.) Where's the girl? (She's in the car.) Where's the ball? (It's under the table.)*
- Focus on each picture in turn and say a sentence to describe it. Pupils listen carefully and say if your sentence is correct (*Yes*) or incorrect (*No*). When your sentence is wrong, pupils give the correct version: *The bag is on the chair. (Yes.) The ball is on the table. (No. The ball is under the table), etc.*
- Ask individual pupils to make a sentence about a picture. Their friends must say *Yes* or *No*.
- Again, the pictures can be used for a memory game. Either pupils close their books and answer your questions, or close your own book and let the pupils have fun testing you.

Presentation

- Present the *d* sound /d/ by pointing to the door and saying the word. Then highlight the letter sound /d/ and say it together with the class.
- Then post the letter Dd flashcard on the board. Model writing the letter *d* on the board. Then pupils practise writing *ds* in the air.
- Hold up the letters wall chart and check if pupils are able to identify the letter *d*.

Pupil's Book, Page 5, Exercise 4

- Focus on the exercise. Tell the class that the pictures show things beginning with the sound /d/. Pupils listen and repeat.

Tapescrpt

/d/
doll
door
dad

Activity Book, Page 43, Exercise 3

- Pupils colour the picture and then say what they can see.
- Check answers as a class.

Answers

1. The girl is in the car.
2. The bird is on the car.
3. The ball is under the car.

Activity Book, Page 43, Exercise 4

- Pupils find and circle three pictures that have words with the initial sound *d*.
- Ask pupils to read their answers aloud.

Answers

doll, door, dad

End the lesson

- Lay out different objects on your table: the doll, the car, the box, the bag, a book, a pencil. Ask two volunteers to come and stand behind the table.
- Give different instructions and ask them to arrange the objects accordingly: *The book is in the box. The car is under the book*, etc.

Lesson 3

Outcomes

To pronounce some simple words accurately
 To fill in missing letters to complete a word
 To draw lines to show where items belong in the house
 To identify where objects are

Structures

What's this?
It's a It's in the (kitchen). It's (under the table).

Functions

Stating location

Vocabulary

bathtub, bed, sofa, TV

Topic

The home

Resources

- Pupil's Book, page 6 Exercise 5, Find and say
- Activity Book, page 43 Exercise 5, Write the missing letters
- Flashcards: bathtub, bed, sofa, TV
- Wall chart (4): The house
- A cardboard box with a lid, a schoolbag, a doll, a ball, a toy car

Revision

- Use the box and the doll, etc. to revise the prepositions *in*, *on* and *under*. Put the car on the box, say *The car is on the box* and have the class repeat.

- Put the car in the box and ask *Where's the car?* Elicit the reply: *The car is in the box.*
- Continue in the same way, changing only one part of your demonstration each time. For example, put the doll on the book, then put it on the box; put the book under the bag, then put the car under the bag.
- Extend the activity by placing objects on or under a chair, a table or a shelf. Help pupils to formulate sentences using those words.

Diagnostic Assessment

With reference to objects, pupils can:


Scoring criteria	Yes	No
answer correctly <i>Where's the ...?</i> by using <i>The ... is in / on / under ...</i>		


Presentation

- Revise the names for rooms in the house with the house wall chart.
- Present the new words with the flashcards or the house wall chart.

Pupil's Book, Page 6, Exercise 5

5 Find and say
 1. It's a box. It's in the kitchen. It's under the table.




6 Unit 11

- Pupils turn to Exercise 5 in their Pupil's Books. Focus on the row of objects across the top of the page. Point to each one and ask *What's this?* moving from left to right.
- Pupils look at the pictures of the four rooms. Ask *Where's the box?* *Point to the box, please.* Check that everyone has found the box in the kitchen.

- Use open and closed questions to elicit answers from the pupils, e.g. *Where's the box? Is it in the living room? No. It's in the kitchen. Is it on the table? No. It's under the table.*
- Continue in the same way for *sofa, TV, bed* and *bathtub*.
- Ask pupils to find other items in the rooms: *Where's the boy? (He's in the living room. He's on the sofa.) Where's the clock? (It's in the bedroom. It's on the shelf.) Ask Where's the girl/doll/computer/lamp/chair?*
- Help pupils to make statements about the box, etc. as in the example at the top of the page.

Activity Book, Page 43, Exercise 5

- Ask pupils to tell you what they can see in the pictures.
- Pupils fill in the missing letters in the words.
- Help pupils as they work.

Answers

1. sofa 2. bed 3. bathtub

End the lesson

- Play a game of 'What has changed?' Arrange the book, the doll, the bag and the car on your desk, so that one item is **in**, **on** or **under** another. Tell the class to look at the arrangement and memorise it.
- Tell the pupils to close their eyes. Change one thing in the arrangement of objects on your desk, e.g. if the doll was on the book, move it and put it on the bag.
- Pupils open their eyes. They must tell you what is different: *The doll is on the ...*

Lesson 4

Outcomes	To listen and match dialogues with pictures To sing short, simple songs To copy lower and upper-case letters
Structures	<i>Where's the (box)? It's (under the table).</i>
Functions	Stating location Singing along with songs
Topic	The home
Vocabulary	<i>in, on, under</i>
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 7 Exercise 6, Listen and match Exercise 7, Sing ■ Activity Book, page 43 Exercise 6, Trace and copy ■ Cassette, Unit 11, Exercise 6 ■ Wall chart (4): The house ■ A cardboard box with a lid, a schoolbag, a doll, a ball, a toy car

Revision

- Use the pictures on page 6 of the Pupil's Book for a guessing game. Describe an object – something which the pupils can name in English – in one of the rooms, e.g. *It's in the living room. It's on the table. It's black. What is it?* See if anyone is able to say *TV*.
- Repeat with other objects in the pictures: *It's in the bedroom. It's on the shelf. It's green. (The clock.) It's in the bathroom. It's under the shelf. It's white. (The bath.) It's in the bedroom. It's on the bed. (The doll.)*
- Revise the words from the unit with the house wall chart.

Classroom Assessment

With reference to the teacher's description, pupils can:

Scoring criteria	C	P	I
identify the objects.			

C = Complete P = Partial I = Incomplete

Pupil's Book, Page 7, Exercise 6

6

Listen and match

1



2



3




4



7

Sing



Where's the book?
It's in the bag.

Where's the bag?
It's on the chair.

Where's the chair?
It's in the bedroom.

Where's the bedroom?
It's in the book!



Unit 11 7

- Pupils listen to each mini-dialogue and match it with the corresponding picture. Play the recording once, pausing after each dialogue. Check that everyone is pointing to the correct picture.
- Play the recording again, pausing after each line for pupils to repeat.
- Point to each picture in turn and ask where the different things (or people) are: *Where's the bird?* etc.

Tapescript

1. Man: Where's the box?
Woman: It's under the table.
2. Girl: Where's Dad?
Woman: He's in the living room.
3. Boy: Where's the book?
Man: It's on the TV.
4. Girl: Look! A bird.
Boy: Where?
Girl: It's on the chair.

Answers

1. Picture 3
2. Picture 2
3. Picture 4
4. Picture 1

Pupil's Book, Page 7, Exercise 7

- Let pupils listen to the song once or twice to get the general meaning. The pictures on page 7 should help comprehension.
- Hold up your book and point to each picture in turn. Ask *Where's the book?*, etc.
- Play the song once or twice more. Encourage pupils to sing along with the recording.
- The song is followed on the recording by an instrumental version with no voices. Pupils can try singing the song from memory. You can help them by showing them a real book, bag and chair.

Tapescript

Where's the book?
It's in the bag.

Where's the bag?
It's on the chair.

Where's the chair?
It's in the bedroom.

Where's the bedroom?
It's in the book!

Activity Book, Page 43, Exercise 6

- Pupils trace and copy the letters *d/D*. First pupils should draw a vertical line from the top to the bottom of the stave. Then they trace a circle on the left starting at the base of the stave and reaching the middle at its highest point.



- For the capital letter *D*, pupils should draw a vertical line from the top to the bottom of the stave. Still drawing, they should move the pen back to the top of the line and then trace a semicircle to the bottom on the right-hand side.



- Go round and check pupils' performance.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 11. Use toys and classroom objects to revise the three prepositions: put the doll in the bag and ask *Where's the doll?*, etc.
- Ask the class to look again at the rooms on page 6 of the Pupil's Book. Ask *Where's the boy? In the kitchen?*, etc. and elicit the correct answers.
- Repeat the guessing game with which you began Lesson 4 to revise the new furniture words.
- Congratulate the pupils on all their hard work in Unit 11.

Lesson 1

Outcomes	To understand new words when listening using pictures To match pictures with corresponding short sentences To describe simple weather conditions
Structures	<i>It's sunny. It's raining.</i>
Functions	Observing weather conditions
Vocabulary	<i>happy, park, raining, sunny</i>
Topic	The weather
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 8 Exercise 1, Listen and point ■ Activity Book, page 44 Exercise 1, Match Exercise 2, Write ■ Cassette, Unit 12, Exercise 1 ■ Flashcards: park, sunny, raining, Cd game, computer, car, doll ■ Wall chart (7): The weather

Revision

- Make use of a table, a box and a shelf in the classroom.
- Revise *CD game, computer, car* and *doll* by using the flashcards for these words.
- Put the *CD game* flashcard on the shelf. Ask the class, *Where's the CD game?* and elicit the answer *It's on the shelf.*
- Put the other flashcards on, in or under the other objects, testing the pupils' knowledge of prepositions by asking questions.

Classroom Assessment

With reference to the teacher's questions, pupils can:

Scoring criteria	A	S	N
identify where the object is, using <i>It's in / on / under ...</i>			

A = Always S = Sometimes N = Never

Presentation

- Tell the pupils in Arabic that they are going to learn to say what the weather is like.
- If it's a sunny day outside, point to the sky and say *It's sunny*. Have the class repeat. If it happens to be raining, say *It's raining*.
- If the weather is not especially sunny or wet, draw a sun

on the board, then a cloud with falling raindrops. Point to the drawings and practise saying *It's sunny* and *It's raining* with the class.

- Alternatively, you may use the flashcards sunny and raining to teach the words.
- Hold up the weather wall chart and allow time for pupils to practise saying what the weather is like.

Pupil's Book, Page 8, Exercise 1

- Say *Open your books at page 8.*
- Ask questions about the first picture: *Who's this?* Point to the second picture and ask *Where are they?* (*In the park*)
- Set a listening task: ask pupils to put their hands up each time someone in the story uses a weather expression – *It's sunny* or *It's raining*.
- Play the recording through without pausing. Play it again and pause the cassette when the weather is mentioned. See if pupils are putting up their hands.
- Play the recording again. Pause after each line of dialogue and have pupils repeat. Help understanding of *It's sunny* and *It's raining*.

Tapescript

1. Miss Mariam: It's sunny.
2. Mazen: We're in the park.
3. Miss Mariam: Look. It's raining.
4. Miss Mariam: We're in the classroom.
5. Asma: We're happy.

Activity Book, Page 44, Exercise 1

- Point to the first picture and say *It's sunny*. Point to the second picture and elicit the sentence *It's raining*.
- Explain to pupils that they must match each picture to its corresponding sentence.
- Check that pupils are doing the task correctly.

Answers

1. a. It's sunny.
2. b. It's raining.

Activity Book, Page 44, Exercise 2

- Pupils should complete each sentence by choosing the correct word.
- Check answers as a class.

Answers

1. I'm sad.
2. I'm happy.

End the lesson

- Ask the pupils about the current weather conditions and how they are feeling.

Lesson 2

Outcomes

To practise saying what the weather is like and how they feel, using adjectives
To understand new instructions using pictures and real objects
To learn the phonic value of the letter *w*
To fill in missing words to complete a sentence

Structures

It's (raining). (Close) the (window), please.
It's (sunny). (Open) the window, please.

Functions

Understanding commands

Vocabulary

open, close

Topic

The weather

Resources

- Pupil's Book, page 9
Exercise 2, Listen and match
Exercise 3, Listen and say
Exercise 4, Listen and say
- Activity Book, page 45
Exercise 3, Look and write
- Cassette, Unit 12, Exercises 2, 3 and 4
- Flashcards: Ww, window
- Wall charts (7 and 8): The weather, Letters

Revision

- If possible, use the weather outside to reactivate the expressions taught in Lesson 1, or use the weather wall chart. Point out of the window and say *Look! It's sunny*. Encourage the pupils to do the same.
- Ask pupils to close their books. Play the recording for the picture story from Lesson 1. Tell the class that you want them to put up their hands each time they hear *It's sunny* or *It's raining*.

Presentation

- Use weather mimes such as shading your eyes from the sun, and then imitating falling rain with your fingers.
- Ask a pupil to come to the front of the class to be a volunteer. Ask them to act out the mime as you say the sentences *It's raining* and *It's sunny*.
- Present the flashcard *window* and mime opening and closing a window. Mime shading your eyes from the sun and say *It's sunny. Open the window, please*. Make sure you are holding the flashcard at this point. Repeat the process focusing on *rain*.

Pupil's Book, Page 9, Exercise 2

2 Listen and match

1 It's raining.

2 It's sunny.

3 Listen and say

1 It's sunny. Open the window, please.

2 It's raining. Close the window, please.

4 Listen and say

W window wall

Unit 12 9

- Ask pupils to listen to Dan and point to the corresponding picture as he speaks.
- Play the recording again. Pause after each of Dan's lines for the pupils to match the pictures with the dialogue.
- Hold up your book and point to each picture in turn. Encourage pupils to say Dan's lines – without your help, if possible.

Tapescript

1. Dan: It's raining.
2. Dan: It's sunny.

Pupil's Book, Page 9, Exercise 3

- Focus on the first picture. Point to the teacher and ask *Who's this?* (*Miss Mariam*) *Where is she?* (*In the classroom*).
- Ask *How many girls?* and count them with the class.
- Play the recording. Pupils listen and say each sentence. Make sure that you pause the cassette after each sentence.
- Act out the two scenes with your class. Take the role of teacher yourself: choose a pupil to mime opening, then closing a window.

- Invite a volunteer to play the role of the teacher. Pupils act out the scene while you watch.

Tapescript

1. Miss Mariam: It's sunny. Open the window, please.
2. Miss Mariam: It's raining. Close the window, please.

Pupil's Book, Page 9, Exercise 4

- Focus on the exercise. Tell the class that the pictures show things beginning with the sound /w/. Pupils listen and repeat.
- Post the Ww flashcard on the board. Model writing the letter on the board and then get pupils to practise writing Ws in the air.
- Hold up the letters wall chart and check if pupils are able to identify the Ww letter.

Tapescript

/w/ window wall

Activity Book, Page 45, Exercise 3

- Pupils must fill in the missing words to complete each sentence.
- Go through number 1 with the pupils and explain that they must cross out the relevant word at the top of the exercise as well as writing it on the stave provided.
- Check answers as a class.

Answers

1. It's sunny.
2. It's raining.
3. Close the window, please.
4. Open the window, please.

End the lesson

- Ask the pupils to mime the actions for *It's sunny* and *It's raining*.

Lesson 3

Outcomes

To understand new words when listening using pictures and real objects
 To pronounce simple sentences correctly
 To recognise simple words and phrases
 To match sentences with picture clues
 To distinguish between the /w/ sound and other letter sounds

Structures

I'm (hot). I'm (cold).

Functions

Observing weather conditions

Vocabulary

cold, happy, hot, sad

Topic

The weather

Resources

- Pupil's Book, page 10
 Exercise 5, Listen and say
 Exercise 6, Look and say
 Exercise 7, Say
- Activity Book, page 45
 Exercise 4, Find and circle two *w* sounds
- Cassette, Unit 12, Exercise 5
- Wall chart (7): The weather

Revision

- Do a miming activity using the recording from Lesson 2 (Pupil's Book page 9, Exercise 3, *Listen and say*). Play the recording or take the role of Miss Mariam yourself and say *It's sunny. Open the window, please. It's raining. Close the window, please.* Pupils carry out your instructions by miming.

Classroom Assessment

With reference to the teacher's instructions, or the audio recording pupils can:

Scoring criteria	G	F	P
demonstrate understanding by miming the actions.			

G = Good F = Fair P = Poor

Presentation

- Use mime to pre-teach *I'm hot* and *I'm cold*. First, say *It's sunny. I'm hot.* Fan yourself as if you are hot. Have the class repeat and copy your mime.
- Pretend to shiver while you say *I'm cold*. Repeat once or twice, then have the pupils mime with you and say *I'm cold*.
- Say the two sentences alternately, at the same time pointing to the weather wall chart. Have the pupils mime and say the sentences along with you.

Pupil's Book, Page 10, Exercise 5

- Pupils turn to Exercise 5. Ask them to listen to the recording and say the sentences.
- Play the recording again. Press the pause button after each line and have the class repeat what they have just heard.

Tapescript

1. Dan: I'm hot.
2. Dan: I'm cold.

Pupil's Book, Page 10, Exercise 6

- Focus on the girl in Exercise 6 who is doing a mime for her friends. Ask *Is she hot?* (*No. She's cold.*) *Is she happy?* (*No. She's sad.*)
- Ask volunteers to stand up and do a mime to show their friends what the weather is like or how they feel. You may need to prompt them by whispering *You're hot/cold/happy/sad* or *It's raining/sunny*.
- The other pupils must guess the mime. Insist on full sentences beginning *He's... /She's... /It's...*

Answer

She's cold. She's sad.

Pupil's Book, Page 10, Exercise 7

- Pupils consider the children's mimes and say the appropriate sentence.
- This exercise can be used to support Exercise 6. It will give pupils ideas for mimes.

Answers

1. It's sunny.
2. It's raining.
3. She's hot.
4. He's cold.

Activity Book, Page 45, Exercise 4

- Pupils look at the pictures and circle the ones which begin with the sound /w/.
- Check answers as a class.

Answers

wall, window

End the lesson

- Practise different instructions. Mix the mimes that pupils have been practising (*You're hot/cold/sad/happy. It's sunny/raining*) with actual requests: *Open/Close the door/window, please. Sit down/Stand up, please.* Pupils must mime in response to what you tell them.

Lesson 4

Outcomes	To connect picture clues to a piece of dialogue To demonstrate a love of listening to short songs To trace and copy the letters w/W
Structures	(Close) the (door), please. I'm (cold). (It's raining.) (I'm happy.)
Functions	Observing conditions
Vocabulary	close, happy, open, sad
Topic	The weather
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 11 Exercise 8, Listen and match Exercise 9, Sing ■ Activity Book, page 45 Exercise 5, Trace and copy ■ Cassette, Unit 12, Exercises 8 and 9 ■ Wall chart (7): The weather

Revision

- Draw seven or eight simple faces in a row on the board. Give some of them long hair to show that they are girls. Draw the faces in random order so that all the boys and all the girls are not grouped together. Give the faces eyes and noses but leave the mouths un-drawn.
- Focus on the first faces you have drawn – one of the boys. Draw a sad mouth on the face and ask *Is he happy?* (*No. He's sad.*) Draw a happy mouth on another boy's face and ask *Is he sad?* (*No. He's happy.*)
- Repeat this time drawing sad and happy mouths on two of the girls. Ask *Is she happy/sad?* and elicit full sentences beginning *She's ...*
- Rub out the mouths. Invite different pupils to draw happy or sad mouths on any of the faces. When all the faces have a mouth, point to each one (beginning at the left-hand end of the row) and elicit sentences: *She's happy. He's happy* 😊. *He's sad* ☹️, etc.

Pupil's Book, Page 11, Exercise 8

8
Listen and match

1


2


3


4


9
Sing



It's sunny. It's sunny.
I'm happy. I'm happy.
It's sunny. It's sunny.
Open the window, please.

It's raining. It's raining.
I'm happy. I'm happy.
It's raining. It's raining.
Close the window, please.



Unit 12 11

- Pupils listen to the recording and match each piece of dialogue with a corresponding picture. Pause the recording after each mini-dialogue and check that everyone has found the correct picture.

Tapescript

1. Girl: Look! It's sunny.
Woman: Yes. It's sunny!
2. Woman: Close the door, please. I'm cold.
3. Man: Open the window, please. I'm hot.
4. Boy: It's raining. I'm happy.

Answer

1. Picture 3
2. Picture 1
3. Picture 2
4. Picture 4

Pupil's Book, Page 11, Exercise 9

- Use the weather wall chart to review the weather terms studied in the unit.
- Play the song through once for the class to listen and become acquainted with the melody and the text.
- Play it again and do the usual mimes to help understanding.
- Play it two or three more times. Encourage pupils to sing with the recording and do the mimes.

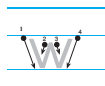
Tapescript

It's sunny. It's sunny.
I'm happy. I'm happy.
It's sunny. It's sunny.
Open the window, please.

It's raining. It's raining.
I'm happy. I'm happy.
It's raining. It's raining.
Close the window, please.

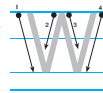
Activity Book, Page 45, Exercise 5

- First they trace a rightward-sloping line from the middle to the bottom of the stave. A leftward-sloping line should then be drawn from the middle of the stave to the end of the first line and a rightward-sloping line from the same point on the middle of the stave to the bottom. The final line should start on the middle stave, to the right of the previous line. Tracing a leftward-sloping line, it should join up with the end of the previous line.



- For the capital letter W, they should follow the same instructions but substitute 'the middle' for 'the top'.

- Pupils trace and copy the letters w/W in the staves provided.



- Help pupils as they work.

End the lesson

- Remind pupils of all the different things they have learned to say in this unit.
- Draw happy and sad faces of a girl and a boy on the board. Elicit sentences in the third person: *He's happy. She's sad*, etc.
- Repeat the new instructions the pupils have learned. Choose helpers to mime the corresponding actions: *Close the window, please. Open the door, please.*

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To match words to pictures To say what one likes and dislikes
Structures	<i>I like this (shirt).</i> <i>Let's go in the (shop).</i>
Functions	Expressing likes
Vocabulary	<i>dress, jacket, shirt, shop, skirt</i>
Topic	Clothes
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 12 Exercise 1, Listen and point ■ Activity Book, page 46 Exercise 1, Match ■ Cassette, Unit 13, Exercise 1 ■ Flashcards: dress, shirt, skirt, jacket ■ Objects which pupils can name in English

Revision

- Play again the recording for the picture story from Unit 12, when the children were in the park with their teacher. Pause the recording from time to time and ask pupils to repeat what they have just heard. You can also ask comprehension questions: *Who's that?* (pupils identify who has just spoken) *Where is he/she?* *Is he in the street?* *What's the weather like?* *Is it sunny?* etc.
- Tell the class that they are going to find out where Mazen and his family went. But first, they need to learn some important new words.

Classroom Assessment

With reference to the audio recording, pupils can:

Scoring criteria	C	P	I
repeat what they heard.			
identify the person speaking.			
identify where the person is.			
describe the weather.			

C = Complete P = Partial I = Incomplete

Presentation

- Use the clothes flashcards (or actual clothes) to teach the words *dress, jacket, shirt* and *skirt*. Take the cards out of the bag, say the word and have the class repeat. Line the cards up where everyone can see them.
- After several repetitions, point to different cards and ask *What's this?* Elicit whole-sentence answers: *It's a dress,* etc.
- Vary the questions by asking pupils *What colour is it?*
- Choose one of the items and say *I like this (dress)*. Use a warm tone of voice and facial expression to convey the meaning of *I like*.

Pupil's Book, Page 12, Exercise 1

Unit 13 I like this jacket

1 Listen and point

Let's go in the shop.

2

I like this skirt.
I like this dress.

3

I like this jacket.

4

I like this shirt.

12 Unit 13

- Say *Open your books at page 12*. Hold up your book and point to different characters in the story. Ask *Who's this?* *Where is he/she?*
- Set a listening task. Tell the pupils that they are going to hear the expression we use in English to say that we like something. Ask them to listen carefully so they can tell you what the expression is, afterwards.

- Play the recording several times. Initially, pupils listen and point to the person speaking. Later, they listen and repeat.
- Return to your listening task and ask the class how we say that we like something in English. Have all the class say *I like*.

Tapescript

1. Mum: Let's go in the shop.
2. Asma: I like this skirt.
Mum: I like this dress.
3. Asma: I like this jacket.
4. Mazen: I like this shirt.

Activity Book, Page 46, Exercise 1

- Pupils draw lines linking the pictures of clothes to the words.
- Ask the pupils to look at the picture of the skirt and elicit the word *skirt*. Show them the example line that has been drawn between the picture of the skirt and the word.
- Explain to the class that they have to match the other three pictures and words appropriately.
- Help pupils as they work.

Answers

1. skirt Picture c
2. dress Picture a
3. jacket Picture b

Further practice

- Practise *I like*. Hold up flashcards of objects that the pupils can name in English – or actual objects, e.g. *a book*. Help the class to make sentences: *I like this book*, etc. Again, use a pleased facial expression to underline the meaning of *I like ...*

End the lesson

- Point to a piece of clothing you are wearing – shirt, skirt, jacket or dress – and say *I like this (shirt)*.
- Point to clothes that your pupils are wearing and say *I like this shirt/dress* – or whatever the item is. Have the pupils repeat.

Lesson 2

Outcomes	To use singular and plural forms To describe clothes by recognising their colours To learn the phonic value of the letter <i>h</i> To listen to descriptions of the position of objects and draw them accordingly
Structures	<i>What's in your (bag)?</i> <i>What colour is/are ... ?</i> <i>It's an (orange skirt).</i> <i>They are (pink socks).</i>
Functions	Identifying objects and colours
Vocabulary	<i>orange, pink, shoes, socks, trousers</i>
Topic	Clothes
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 13 Exercise 2, Listen and say Exercise 3, Say Exercise 4, Listen and say ■ Activity Book, page 46 Exercise 2, Listen and draw ■ Cassette, Unit 13, Exercises 2 and 4; Activity Book, Unit 13, Exercise 2 ■ Flashcards of clothes: dress, jacket, shirt, skirt, trousers, socks, shoes (or actual clothes) – Hh ■ Carrier bags ■ Wall chart (8): Letters

Revision

- Place the flashcards of the skirt, shirt, dress and jacket (or actual clothing items) in carrier bags.
- Play the recording for the picture story in Lesson 1. Pause the recording after sentences beginning *I like* and have the class repeat.
- Use the flashcards of clothes or real clothes to elicit names for clothes. Hold each card/piece of clothing up and ask *What's this?*

Classroom Assessment

With reference to flashcards, clothes, pupils can:

Scoring criteria	Yes	No
answer correctly <i>What's this? What are these?</i> by naming the item.		

Pupil's Book, Page 13, Exercise 2

2 Listen and say

What's in your bag? Trousers. Socks. Shoes.

What colour are they? Red. Pink. Orange.

3 Say

1. It's an orange skirt.

1 2 3 4 5 6 7

4 Listen and say

h hello happy hot

Unit 13 13

- Pupils turn to Exercise 2 in the Pupil's Book. Play the recording. Pupils point to the person who is speaking.
- Play the recording again. Pause the cassette after each line of dialogue and have the class repeat.

Tapescript

Teacher: What's in your bag?
 Boy: Trousers.
 Girl 1: Socks.
 Girl 2: Shoes.

Teacher: What colour are they?
 Boy: Red.
 Girl 1: Pink.
 Girl 2: Orange.

Pupil's Book, Page 13, Exercise 3

- Hold up your book and point to each item in turn or use the flashcards. Ask *What's one?* Elicit the answer *It's an orange skirt.*
- Continue with the rest of the items. Remember to stress that we say *They are ...* for trousers, socks and shoes.
- For the socks, make sure that the pupils use *and* to represent the existence of the two colours.

Answers

1. It's an orange skirt.
2. It's a pink dress.
3. It's a white shirt.
4. It's a yellow jacket.
5. They are blue trousers.
6. They are red and green socks.
7. They are black shoes.

Pupil's Book, Page 13, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /h/.
- Play the recording. Have the class repeat each word after the voice in the recording.
- Post the Hh flashcard on the board. Write the letter Hh on the board. Then ask pupils to practise writing the Hs in the air.
- Use the letters wall chart to check that pupils are able to identify the h letter.

Tapescript

/h/ hello happy hot

Activity Book, Page 46, Exercise 2

- Pupils listen to the questions and answers and draw the objects/clothes in the correct positions.
- Check answers as a class.

Tapescript

1. Where is my jacket? It's on the door.
2. Where are my socks? They are on the shelf.
3. Where is my pen? It's on the table.

Further practice

- Have three helpers come and stand in front of the class. Give each pupil one of the carrier bags containing the flashcards for *trousers*, *socks* and *shoes* – or the clothes themselves.
- Ask each pupil in turn *What's in your bag?* Prompt each pupil to take the flashcard out of the bag, show it to the class and say what it is. The rest of the class can help the pupils, if necessary.
- Thank your helpers: *Thank you, boys/girls. Sit down, please.*
- Give the carrier bags with flashcards/clothes to different pupils in the class. Encourage the pupil to show the flashcard/clothing to the class. Ask *What's in your bag? What colour are they?*

End the lesson

- Use the clothes flashcards to consolidate all the words for clothes that pupils have learned so far. Let pupils choose a card and show it to the class without showing it to you. Try and guess what it is. Encourage the class to respond with *Yes* or *No*.

Lesson 3

Outcomes	To consider which clothes are suitable for washing in a washing machine To listen to descriptions of objects and draw them accordingly
Structures	<i>And this (dress)? Yes/No.</i>
Functions	Identifying objects
Vocabulary	<i>dress, jacket, shoe, skirt, washing machine</i>
Topic	Clothes
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 14 Exercise 5, Listen and point ■ Activity Book, page 47 Exercise 3, Listen, draw and colour ■ Cassette, Unit 13, Exercise 5 Activity Book, Unit 13, Exercise 3 ■ Flashcards of clothes: dress, jacket, shirt, skirt, trousers, socks, shoes (or actual clothes) ■ A large cardboard box, which pupils can pretend is a washing machine

Revision

- Make a round hole in one side of the cardboard box so that it looks like a washing machine. Put the clothes flashcards in the washing machine, one by one, eliciting the names of the different clothes.

Pupil's Book, Page 14, Exercise 5

5 Listen and point

1 And this dress? Yes.

2 And this skirt? Yes.

3 And this jacket? No.

4 And this shoe? No!

14 Unit 13

- Before pupils listen to the recording, focus on the picture sequence. Point to the first picture and say *Look!* Ask questions: *A boy or a girl? (A girl). What's her name? (Pupils can choose a name for the girl.) And this is her dad? (No, it's her mum) Where are they? Are they in the bedroom? (No, they're in the kitchen), etc.* Teach the noun *washing machine* for recognition only.
- Hold up your book and point to the washing machine. Say, for example, *It's a washing machine. Where's the washing machine? In the living room? (No. In the kitchen).*
- Pupils listen to the recording and point to the person speaking. Play the recording two or three times.

Tapescript

- Girl: And this dress?
Mum: Yes.
- Girl: And this skirt?
Mum: Yes.
- Girl: And this jacket?
Mum: No.
- Girl: And this shoe?
Mum: No!

Activity Book, Page 47, Exercise 3

- Pupils listen to the tapescript, draw the clothes they hear about and then colour them accordingly.
- Working with a partner, pupils take turns to point to the different clothes they have coloured and ask *What colour is it/are they?*

Tapescript

1. They are pink socks.
2. They are red trousers.
3. It's an orange skirt.
4. They are green shoes.

Further practice

- Show the class the cardboard box and tell them *It's a washing machine.*
- Ask two volunteers to come to the front of the class. Give them three flashcards of clothes (or actual clothes) and help them to act out a scene of two children doing the washing and deciding what can and can't go in the machine. (You may need to take part yourself initially, holding up the flashcards and asking the questions like the girl in the Pupil's Book.)
- Repeat the activity with another pair of pupils and three different flashcards.

End the lesson

- Ask the pupils if certain clothes can go in a washing machine. e.g. *This shirt? This shoe?* Concept check and make sure they understand what can and can't go in a washing machine.

Lesson 4

Outcomes	To listen to dialogues and match them to picture clues To do a project To trace and copy the letters <i>h/H</i>
Structures	<i>I like this (skirt).</i> <i>What's in your (bag)?</i> <i>Look at my (dress). It's (pink).</i>
Functions	Expressing likes
Vocabulary	dress, jacket, pink, shirt, shoes, skirt, socks
Topic	Clothes
Resources	<ul style="list-style-type: none"> Pupil's Book, page 15 Exercise 6, Listen and match Exercise 7, Project: Make a clothes quiz Activity Book, page 47 Exercise 4, Trace and copy Cassette, Unit 13, Exercise 6 Flashcards of clothes: dress, jacket, shirt, skirt, trousers, socks, shoes (or actual clothes) For the project: pictures of clothes (trousers, socks, shoes, dresses, shirts, skirts, jackets) cut from magazines and catalogues; sheets of A3 paper divided into nine squares; glue

Revision

- Revise *I like*. Hold up flashcards of objects that the pupils can name in English – or the actual objects. Help the class to make sentences: *I like this skirt*, etc.

Classroom Assessment

With reference to flashcards, objects, pupils can:

Scoring criteria	Yes	No
respond by saying <i>I like ...</i>		

Note

- First pupils should trace a vertical line from the top to the bottom of the stave. Then they draw an arched line which rises to the middle of the stave and then back to the bottom.
- For the capital letter H, they trace two parallel vertical lines from the top to the bottom of the stave. They should then draw a horizontal line connecting the two vertical lines in the middle.

Pupil's Book, Page 15, Exercise 6

6 Listen and match

7 Project: Make a clothes quiz

Unit 13 15

- Play the recording, pausing the cassette after each mini-dialogue. Check everyone points to the correct picture.

Tapscript

- Woman 1: I like this skirt.
Woman 2: I like this jacket.
- Teacher: What's in your bag?
Boy: Trousers and a shirt.
- Girl: Look at my dress. It's pink.
- Boy 1: Look at your shoes!
Boy 2: Look at your socks!

Answers

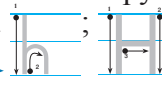
1. Picture 3 2. Picture 4 3. Picture 1 4. Picture 2

Pupil's Book, Page 15, Exercise 7

- Refer to page 8 (introduction) of the Teacher's Book.
- Each pupil needs a large sheet of paper to divide into nine small squares and number them as shown in the picture on page 15 of the Pupil's Book.
- Pupils stick pictures of clothes from magazines on the square randomly. Pupils ask and answer each other like on page 15.

Activity Book, Page 47, Exercise 4

- Pupils trace and copy the letters *h/H* in the staves provided.



End the lesson

- Remind pupils of the different things they have learned.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To interpret dialogues by drawing and colouring the objects mentioned To recognise simple words and match to corresponding pictures
Structures	<i>It's a (red car).</i> <i>It's a (bike). It's a (green bike).</i>
Functions	Describing things
Vocabulary	<i>car, bike, bus, white</i>
Topic	Transport
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 16 Exercise 1, Listen and point ■ Activity Book, page 48 Exercise 1, Listen, draw and colour Exercise 2, Read and circle ■ Cassette, Unit 14, Exercise 1; Activity Book, Unit 14, Exercise 1 ■ Flashcards: car, bus, bike – or a toy car, bus and bike (they must be known colours), red, blue, green, yellow, white, black, pink, orange (or coloured pencils)

Revision

- Begin the lesson by revising colours. Hold up colour flashcards or coloured pencils and ask *What colour is it?* The aim is to reactivate vocabulary rather than to test memory, so be ready to model the answer yourself: *It's red*, etc.
- Once all the known colours have been reactivated, hold up flashcards or pencils and say *It's ...*. Let pupils complete the sentence: *black*, etc.
- Point to items of the known colours around the class – schoolbags, furniture, pupils' clothes, etc. – and ask *What colour is it?*
- Invite individual pupils to find things in the classroom that are the colour you specify. Say, e.g. *Raed, point to something red, please*. Initially, you will need to demonstrate the task yourself: go round the room pointing to things that aren't red – *Is it red? No*. Pupils will soon grasp the principle.

Presentation

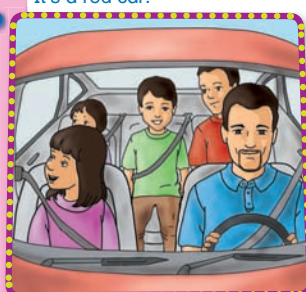
- Practise colours using the flashcards or toy vehicles. Hold up each one and ask *What colour is it?* (*It's white*, etc.) Then model the sentence *It's a white bus* and have the class repeat.
- Focus on the names of the vehicles. Arrange the flashcards or toys in a row and point to each in sequence, moving from left to right, saying *It's a bus. It's a car*, etc.

Pupil's Book, Page 16, Exercise 1

Unit 14 It's a blue bus

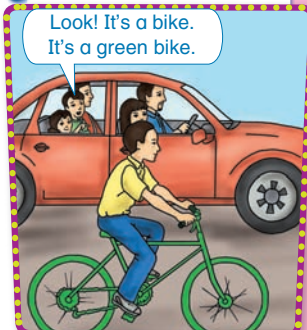
1 Listen and point

Mazen and Asma are in the car.
It's a red car.



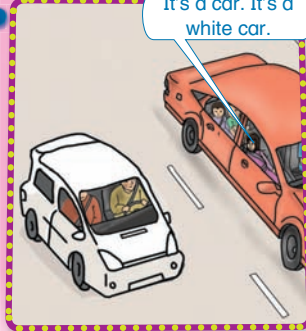
2

Look! It's a bike.
It's a green bike.



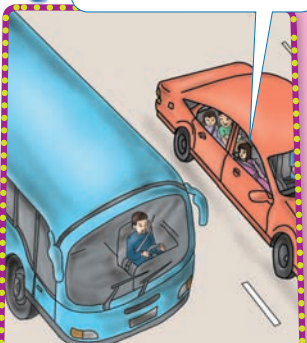
3

It's a car. It's a white car.



4

It's a bus. It's a blue bus.



16 Unit 14

- Say *Open your books at page 16*. Hold up your book and point to the first picture. Ask *Where's Mazen?* (*In the car*.)
- Point to Asma and say *This is his sister*.
- Set a listening task. Tell the class that they will hear four colour words. The first one is *red*: place the red flashcard or pencil where everyone can see it. Tell pupils to listen for the next three colours and be ready to tell you what they are, in order.
- Play the recording once or twice for understanding. Play it again for repetition.

- Check the listening task. Have pupils tell you the remaining colours (*green, white, blue*). Complete the display of flashcards or coloured pencils, or ask pupils to do so.

Tapescript

1. Narrator: Mazen and Asma are in the car. It's a red car.
2. Mazen: Look! It's a bike. It's a green bike.
3. Asma: It's a car. It's a white car.
4. Asma: It's a bus. It's a blue bus.

Activity Book, Page 48, Exercise 1

- Pupils listen to the tapescript and then draw and colour the various vehicles on the road plan.
- Pause the cassette after each pair of sentences, so that the pupils can draw and colour each vehicle.
- Encourage pupils to describe what they have drawn to a partner. Go round the class and monitor.

Tapescript

1. It's a bus. It's a red bus.
2. It's a car. It's a green car.
3. It's a bike. It's a blue bike.

Activity Book, Page 48, Exercise 2

- Pupils read each word and circle the corresponding picture.
- Point out the picture of the car, which has been circled as an example.
- Check answers as a class.

Further practice

- Ask pupils to pretend that they are in the car like Mazen, pointing out the passing vehicles to their little brother or sister. Perhaps they are trying to teach him or her some English. Hold up the different flashcards or toy vehicles and help them to say e.g. *Look! It's a car. It's a white car.* Model the sentences yourself initially, then let pupils try to formulate them without your help.
- Give the flashcards or toys to different pupils. Encourage them to hold them up and make similar statements beginning *Look! It's a ...*

End the lesson

- Hold up a vehicle flashcard and ask the pupils to describe the vehicle that you are holding.

Lesson 2

Outcomes	To describe vehicles and their colours To ask and answer questions about numbers of vehicles To learn the phonic value of the letter To choose appropriate colours and compose short sentences To identify numbers of vehicles and write the corresponding digit To distinguish between the letter sound /p/ and other letter sounds
Structures	<i>A (yellow car) and a (blue bus). How many (cars)? (Three cars).</i>
Functions	Describing things
Vocabulary	bike, bus, car
Topic	Transport
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 17 Exercise 2, Say Exercise 3, Count and say Exercise 4, Listen and say ■ Activity Book, page 49 Exercise 3, Count and write the number Exercise 4, Find and circle one p sound ■ Cassette, Unit 14, Exercise 4 ■ Flashcards: Pp, car, bus, bike – or toys of a car, a bus and a bike ■ Wall chart (8): Letters ■ Coloured pencils or pens

Revision

- Place the vehicle flashcards or toy vehicles in a row, where everyone can see them.
- Ask the class to listen to the recording for the picture story from Lesson 1. Tell them you want to know what vehicle is mentioned in each sentence. Play the recording, pausing after the dialogue for each picture. Elicit the words for vehicles.
- Focus on the flashcards or toy vehicles. Say, e.g. *Look! It's a blue car*, and encourage pupils to point to the corresponding card or toy.

Classroom Assessment

With reference to the audio recording, pupils can

Scoring criteria	A	S	N
identify the vehicle by naming it.			
identify the vehicle by pointing at it.			

A = Always **S = Sometimes** **N = Never**

Presentation

- Hold up a pair of different coloured pencils. Pointing to each pencil, say e.g. *A red pencil and a blue pencil.* Pause before you say *blue* and see if the pupils can finish your sentence. Have the class repeat the complete sentence.

- Continue in the same way, holding up different pairs of pencils.
- Hold up the vehicle flashcards (or toys) in pairs. Help pupils to describe each pair: *A white bus and a blue car*, etc.

Pupil's Book, Page 17, Exercise 2

2 Say
It's a yellow bus and a blue bus.

3 Count and say
How many cars?
Three cars.

4 Listen and say
p pencil

Unit 14 17

- Focus on each pair of pictures in turn. Point first to the yellow bus. Say *It's a yellow bus and ...*. Point to the blue bus and see if pupils can say *It's a blue bus*.
- Proceed in the same way with the other pairs of pictures.
- Tell the class you are going to read out answers but that you will make one mistake each time. They have to correct your sentences. Say *It's a yellow bus and a blue bus*, etc.
- Describe any vehicle chosen randomly among the eight shown. Pupils must find and point to the vehicle and tell you what the other vehicle in the pair is.

Answers

1. *It's a yellow bus and a blue bus.*
2. *It's a red car and a green car.*
3. *It's a pink bike and a black car.*
4. *It's a green bus and a red bike.*

Pupil's Book, Page 17, Exercise 3

- Focus on the street scene and ask *How many cars/buses?* Pupils may answer with just the number. This is acceptable, but model the whole noun phrase to remind them of the plural form: *How many cars? Three. Yes. Three cars.*
- Focus on the pairs of vehicles that are waiting side by side. Elicit descriptions with *and*, as in the previous exercise: *A black car and a white car*, etc.
- Ask additionally *How many girls?* (4) *How many boys?* (3) *How many teachers?* (1) *How many trees?* (4)

Pupil's Book, Page 17, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the item shown in Exercise 4 begins with the sound /p/.
- Play the recording. Have the class repeat the word *pencil* after the voice in the recording.

Tapescript

/p/ pencil

Activity Book, Page 49, Exercise 3

- Ask questions about the pictures: *How many buses? How many cars?* etc. Pupils will have to look carefully at the jumbled pictures to find the answers.
- Hold up one finger and say *One bus*. Have the class repeat. Continue in the same way for *five bikes* and *six cars*.

Answers

1. 1
2. 5
3. 6

Activity Book, Page 49, Exercise 4

- Hold up the Pp flashcard or use the letters wall chart. Ask pupils to repeat after you the /p/ sound.
- Pupils look at the pictures and circle the picture beginning with the letter sound /p/.
- Use the pictures to revise vocabulary from previous units, reading along the rows of pictures from left to right.

Answers

pencil

End the lesson

- For the next lesson, ask pupils to bring toy vehicles from home: cars, trains, buses or bikes.

Lesson 3

Outcomes	To demonstrate understanding of new sentences using pictures and real objects To ask and respond to simple questions about objects and their colours To trace and copy the letter p/P
Structures	<i>This is my (car). It's (red).</i> <i>What is it? It's a (bike).</i> <i>What colour is it? It's (red).</i>
Functions	Describing things
Vocabulary	<i>train</i>
Topic	Transport
Resources	<ul style="list-style-type: none"> Pupil's Book, page 18 Exercise 5, Listen and point Exercise 6, Ask and answer Activity Book, page 49 Exercise 5, Trace and copy Cassette, Unit 14, Exercise 5 Flashcards: train A toy train; pupils' toy cars, etc. brought from home; a box

Revision

- Play the *Traffic Jam Game*. Choose ten confident pupils. Tell them that you want them all to imagine that they are a vehicle stuck in a traffic jam. They can be cars, buses, or bikes. They must decide which vehicle they want to be, and also what colour.
- Ask each pupil in turn to come to the front of the class with their chair. Ask them *What are you?* and have them tell the class what they are: *A pink bus*, etc. The rest of the class must repeat.
- Once each pupil has told you what he/she is, have him/her sit on the chair, sideways on to the rest of the class, as if they are waiting in traffic. Each time a new 'vehicle' joins the line, go back to the beginning and have the rest of the class name the vehicles in order: *A pink bus, a blue car and a green car*. The pupils waiting in line can help out if the class forget.
- Encourage them to use *and* before the last vehicle on the list each time.

Presentation

- Use the toy train or the flashcard to teach the word *train*. Hold it up and say *This is my train*. If it is a colour the pupils know, you can say *This is my train. It's (red)*.
- Have the class repeat the word *train* several times.

Pupil's Book, Page 18, Exercise 5

5 Listen and point

This is my car. It's red.

This is my train. It's blue.

6 Ask and answer

1. What is it? It's a bike.
What colour is it? It's red.

18 Unit 14

- Focus on the picture in Exercise 5. Ask *How many boys?*
- Play the recording at least twice: once or twice for listening, then once more for repetition.

Tapescript

Boy 1: This is my car. It's red.
Boy 2: This is my train. It's blue.

Pupil's Book, Page 18, Exercise 6

- Focus on each toy in turn, beginning with the bike. Say *Point to number 1. What is it? (It's a bike.) What colour is it? (It's red.)*
- Play a memory game. Ask pupils to cover the picture and to try to remember the different toys (and their colours).
- You could also play the game by covering your own book and letting the pupils correct you as you list the toys. Or pupils can work in pairs, with one pupil covering the picture and telling his/her partner what they can remember.

Activity Book, Page 49, Exercise 5

- Pupils should trace a vertical line from the middle of the stave to half a stave below the bottom line. They retrace this line back up and draw a semi-circle on the right hand side of the vertical line ending half way down the vertical line.



- For the capital letter *P*, they repeat these steps, but move the shape up by half a stave.

- Pupils trace and copy the letter *p/P* in the staves provided.



- Help pupils as they work.

Further practice

- Ask pupils to show the toy cars, etc. that they have brought from home. Encourage them to describe the toys, like the boys in Exercise 5.
- After each presentation put the toy into a box, assuring the owners that they will get it back at the end of the lesson.

End the lesson

- Invite volunteers to come and take one toy from the box and say what it is, e.g. *A green train*.
- Ask *Whose is it?* and help the owner to say *It's mine*. Return the toy to its owner.

Lesson 4

Outcomes	To understand different combinations of sentences using pictures and real objects To do a project
Structures	<i>It's a (bus).</i> <i>A (red) car. A (yellow) car.</i>
Functions	Describing things
Vocabulary	<i>bike, bus, train</i>
Topic	Transport
Resources	<ul style="list-style-type: none"> Pupil's Book, page 19 Exercise 7, Listen and match Exercise 8, Project: Do a traffic survey Activity Book, page 49 Exercise 6, Project: Do a traffic survey Cassette, Unit 14, Exercise 7 For the project: A survey form for each pupil, plus a few spares

Revision

- Create simple survey forms like the one shown on page 19 of the Pupil's Book (Exercise 8), but without the drawings – pupils will do these themselves. Make a photocopy for each pupil.
- Ask pupils to look again at the different toys shown on page 18 of the Pupil's Book (Exercise 6). Name different vehicles. Pupils must say if they appear in the picture: *A blue train. (Yes) A black bus. (No)*

Classroom Assessment

With reference to vehicles in Exercise 6, pupils can:

Scoring criteria	Yes	No
say correctly if the named vehicle is there by using <i>Yes/No</i> .		

Pupil's Book, Page 19, Exercise 7

7 Listen and match

1

2

3

4

8 Project: Do a traffic survey

Unit 14 19

- Play the recording, pausing after each line of speech. Pupils must match each piece of dialogue to its corresponding picture.
- Focus on each picture in turn, beginning with the man on the train. Help pupils to repeat what each person is saying.

Tapescript

1. Girl: Look! It's a bus.
2. Boy: This is my bike. It's red.
3. Boy: A red car. A yellow car.
4. Man: Hello. I'm on the train.

Answers

1. Picture 2
2. Picture 4
3. Picture 3
4. Picture 1

Pupil's Book, Page 19, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Each pupil will need a survey form like the one shown in the picture. Keep a form for yourself and stick it up on the board where everyone can see it.
- Draw simple pictures of a car, a bike and a bus on your form, as the girl in the picture has done. Ask pupils to do the same. Set a time limit.
- If you can see a road and passing traffic from the classroom window, count the passing vehicles with the pupils, recording them on the form like the girl in the picture.
- Tell pupils to take their forms home and record the traffic they see passing their houses. Set a particular time of day when they should do this: the survey will be more interesting if everyone has done it at the same time. Set a time limit for them to watch – five or ten minutes, perhaps. Discuss the results in the next lesson.
- If some of your pupils cannot observe traffic from their house, use another game instead. Tell pupils to draw nine strokes on their forms, distributed among the three vehicles in any way they wish. Pretend that you are watching passing traffic. Say e.g. *Look! It's a bus*. Pupils who have put a mark by the bus on their forms must cross it out with a diagonal line. The first pupils to cross out all their nine strokes in this way is the winner.

Activity Book, Page 49, Exercise 6

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils complete the project by copying their completed survey form with the space provided on page 49 of their Activity Book.
- Go round and monitor.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 14. Ask them to revise the words for transport, with their family members.

Unit 15 Review

Lesson 1

Outcomes	To recognise some basic English words To read English from left to right To listen and draw pictures To identify where objects are
Structures	<i>Where's my (car)? It's in the (living room). This is my (car).</i>
Functions	Stating location Asking and answering questions
Vocabulary	<i>ball, bathroom, car, CD game, kitchen, living room</i>
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 20 Exercise 1, Listen and point ■ Activity Book, page 50 Exercise 1, Listen and draw Exercise 2, Complete ■ Cassette, Review, Exercise 1; Activity Book, Review, Exercise 1 ■ Flashcards: kitchen, living room, bedroom, bathroom ■ Wall chart (4): The house

Pupil's Book, Page 20, Exercise 1

Unit 15
Review

1 Listen and point

1 This is my computer. It's in the bedroom.



2 This is the bathtub. It's in the bathroom.



3 Where's my car?



4 It's in the living room. Fadia!



2 Listen and say


s sofa


c computer

5


d doll

20 Unit 15

Revision

- Revise the words for the different rooms in a house with the flashcards and the house wall chart. Say *I'm in the kitchen* and mime beating eggs in a bowl, or any other cooking operation which you think your class will recognise. Have the pupils repeat the sentence and mime with you.
- Do other mimes, appropriate to the other rooms: living room (flicking through a magazine), bathroom (washing your face) and bedroom (resting your face on the back of your hand, as if sleeping). Pupils mime and say the sentence with you: *I'm in the living room*, etc.
- Repeat your mimes in random order. Say each time *I'm in the ...* and encourage pupils to complete your sentence with the name of the room.

Diagnostic Assessment

With reference to the teacher speaking and miming, pupils can:

Scoring criteria	C	P	I
repeat sentences and mime actions.			
complete sentences starting with <i>I'm in the ...</i>			

- Say *Open your books at page 20*. Before pupils hear the recording, use the pictures for revision. Hold up your book and point to the different pictures. Ask open questions, backing up with closed questions if pupils cannot answer: *Who's that? Where is he? Is he in the bedroom? What's that? Is it a book or a CD game? Who's that? Is she his brother or his sister?*, etc.
- Set a listening task: ask pupils to listen carefully and count how many different rooms Mazen goes into.
- Play the recording once all the way through. Play it again, pausing the cassette for pupils to repeat each thing that Mazen says.
- Ask pupils how many rooms Mazen goes into (three). Help the class to say the rooms in order: *bedroom, bathroom, living room*.

Tapescript

Mazen: This is my computer. It's in the bedroom.


This is the bathtub. It's in the bathroom.


Where's my car?


It's in the living room. Fadia!

Activity Book, Page 50, Exercise 1

- Pupils listen to the cassette and draw the objects that they hear.
- Go round the class and check pupils' answers.
- For example drawing a box.

 1. Draw a square consisting of four lines of equal length. Start by drawing a horizontal line from left to right. From the end of this draw a line going down. From the bottom of this line draw a line going from right to left. Finally, draw a line going up from this which connects to the starting point.

 2. Draw another square of equal dimensions which partly overlaps with the first and is situated below and to the right.

 3. Draw four straight lines connecting each corner of the first square to the corresponding corner of the second.

Tapescript

1. This is my CD game.
2. This is my car.
3. This is my box.
4. This is my computer.

Activity Book, Page 50, Exercise 2

- Look at the pictures with the class.
- Explain to the class that they must draw more items and colour them, according to what they read under the pictures. For example, in picture 1 they must draw one more car to make two, and colour them blue.
- Help pupils as they work.

End the lesson

- Ask pupils to tell you about items they have in the classroom, e.g. *This is my red pencil.*

Lesson 2

Outcomes	To pronounce some simple words accurately To revise some letter sounds To listen and draw pictures
Structures	<i>Where's my (ball)? It's in the (box).</i>
Functions	Stating location Asking and answering questions
Vocabulary	<i>box, computer, doll, five, sofa</i>
Topic	The home
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 20 Exercise 2, Listen and say■ Activity Book, page 50 Exercise 3, Listen and draw■ Cassette, Review, Exercise 2; Activity Book, Review, Exercise 3■ Flashcards: Sc, Cc, Ff, Dd, car, computer, CD game, doll■ Wall chart (8): Letters

Revision

- Revise vocabulary for toys with the class. Place the flashcards in locations around the classroom. Ask the class *Where's the (doll)?* Pupils answer.

Pupil's Book, Page 20, Exercise 2

- This exercise revises the letter sounds that pupils have learned in the previous units. Hold up the flashcards of the letters to be used in this lesson. Check if pupils are able to identify the letter(s).
- Pupils listen and repeat.
- Post the letters wall chart and invite volunteers to come to the front and point at the target letters for this lesson.

Tapescript

/s/ sofa /c/ computer /f/ five /d/ doll

Activity Book, Page 50, Exercise 3

- Pupils listen and draw what they hear in the place stated.
- Go round the class and check pupils' work.

Tapescript

1. Where's my ball? It's in the box.
2. Where's my ball? It's under the box.
3. Where's my ball? It's on the box.

End the lesson

- Ask pupils about their favourite toys.

Lesson 3

Outcomes	To pronounce some simple words accurately To participate in simple, short, guided exchanges with a peer To match and colour pictures
Structures	<i>Where's Mum? She's in the bathroom. Two blue beds.</i>
Functions	Stating location
Vocabulary	<i>bag, bathroom, brother, dad, mum, red</i>
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21 Exercise 3, Listen and say <i>Yes</i> or <i>No</i> ■ Activity Book, page 51 Exercise 4, Match and colour ■ Cassette, Review, Exercise 3 ■ Flashcards: car, computer, CD game, doll, bathroom, kitchen, living room, bedroom ■ Wall chart (4): The house

Revision

- Revise vocabulary for rooms in the house and objects once more with the flashcards and the house wall chart. Ask *Where's the car/doll/bed?* Pupils answer *It's in the living room/in the bathroom/under the table*, etc.

Diagnostic Assessment

With reference to flashcards/wall chart, pupils can:

Scoring criteria	Yes	No
answer correctly <i>Where's the ...?</i> by using <i>It's in the ...</i>		

Pupil's Book, Page 21, Exercise 3

3 Listen and say *Yes* or *No*

1

2

3

4

4 Project: Make a picture game

Unit 15 21

- Pupils look at each picture in numerical order and listen to the accompanying recording. They must decide whether or not the recording matches the picture. Play the recording, pausing after each item for pupils to consider and decide whether the recording is correct (*Yes*) or not (*No*).
- Play the recording again and have pupils repeat what they have heard. Where the answer is *No*, encourage pupils to try to say what the correct wording would be.

Tapescript

1. Voice: One.
Boy: This is my brother.
2. Voice: Two.
Man: Where's Mum?
Boy: She's in the bedroom.
3. Voice: Three.
Boy 1: What colour is it?
Boy 2: It's red.
4. Voice: Four.
Teacher: Is this your bag?

Answers

1. Yes.
2. No. She's in the kitchen.
3. Yes.
4. Yes.

Activity Book, Page 51, Exercise 4

- Pupils match the phrases with the items pictured. They then colour them according to the phrases.
- Check answers as a class.

Answers

- a. 4 b. 2 c. 3 d. 5 e. 1

End the lesson

- Invite four volunteers to come to the front of the class and mime what they do in different rooms. You can whisper ideas for mimes to them, to ensure that all rooms are represented: *clean your teeth (bathroom), make your bed (bedroom), do the washing up (kitchen), change a TV channel with the remote control (living room)*. Have your four helpers do their mimes simultaneously.
- Ask the rest of the class about your different helpers: *Where's Samia?* etc.
- Help pupils formulate complete sentences about their friends who are miming. Say, for example, *Samia is in the ...* and let them complete the sentence. Ask about another helper, but say only *Ali is ...*. Finally, simply stand behind your helper, pointing to him or her. See if the class can formulate the entire sentence.

Lesson 4

Outcomes	To do a project To trace and copy lower and upper-case letters
Structures	<i>What's this? It's a (computer).</i>
Functions	Stating location
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21 Exercise 4, Project: Make a picture game ■ Activity Book, page 51 Exercise 5, Trace and copy

Revision

- Draw a big letter *s* on the board. Elicit the sounds the letter makes and ask the class to tell you any words they know that begin with this sound. If they need help, ask *What's this?* and draw a number 7 and a number 6 on the board.
- Have all the class draw big *Ss* in the air with their fingers.
- Draw a *d* and elicit words that begin with the /d/ sound: *Dad, door, doll*. The pupils draw *ds* in the air.
- Continue in the same way with *f*, using *four, five, friend*.


Diagnostic Assessment

With reference to the teacher's prompt, pupils can:

Scoring criteria	C	P	I
pronounce the sound <i>s</i> .			
say words beginning with the letter <i>s</i> .			
draw the shape of the letter <i>s</i> in the air.			
pronounce the sound <i>d</i> .			
say words beginning with the letter <i>d</i> .			
draw the shape of the letter <i>d</i> in the air.			
pronounce the sound <i>f</i> .			
say words beginning with the letter <i>f</i> .			
draw the shape of the letter <i>f</i> in the air.			

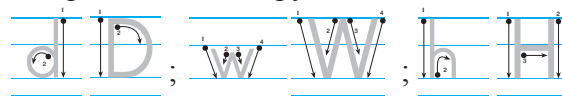
C = Complete P = Partial I = Incomplete

Pupil's Book, Page 21, Exercise 4

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Look at the picture with the class. Explain that they will be making a picture game.
- Put pupils in groups of three. Ask each group to produce ten cards. Each card should feature a toy (a word that they know) in a colour that they know.
- Draw an example on the board .
- Pupils draw and colour the pictures as shown in the Pupil's Book.
- To play the game. Several groups of pupils join together and make a single pile of cards. Pupils take a third of the cards each. The first pupil then places a card on the table in front of them. The next pupil then places a card on top of the first card. If the card contains the same item (it doesn't matter if the colour is different), pupils have to place their hands on the cards. The first pupil to put his or her hands on the card takes the cards on the table. If the card doesn't contain the same item, pupils continue placing cards until there is a match.

Activity Book, Page 51, Exercise 5

- Pupils trace and copy the letters *d/D, w/W* and *h/H*.



End the lesson

- Remind the pupils of the important things they have learned working on in the previous units.
- Congratulate the pupils on all their hard work.

Lesson 1

Outcomes	To understand new words when listening, using pictures and real objects To interpret pictures and label them correctly To complete a simple sentence and draw an appropriate answer To describe what one can do
Structures	<i>I can (jump).</i>
Functions	Describing ability
Vocabulary	<i>hop, jump, ride a bike, run, sports centre, swim</i>
Topic	Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 22 Exercise 1, Listen and point ■ Activity Book, page 52 Exercise 1, Look and write Exercise 2, Draw, say and write ■ Cassette, Unit 16, Exercise 1 ■ Flashcards: jump, swim, ride a bike, hop, run, sports centre

Revision

- Begin by revising the different instructions that pupils have learned so far. Say: *Stand up, please. Open the door.* (Pupils can mime this. They do not need to leave their places.) *Open the window. Close the door. Close the window. Sit down, please.*

Presentation


- Mime swimming. You can do this by standing and doing the motions of breast stroke. Say *Look! I can swim.* Repeat *I can swim* several times.
- Say *It's a sports centre. Look! I can run,* and jog on the spot. Alternate between *I can swim* and *I can run.* Have the class say the sentences with you. If you wish, they can stand and mime with you as well.
- Say *I can jump* and jump once on the spot. Have the class repeat the sentence with you – and, if practical, copy your mime. Continue repeating the three sentences and mimes alternately. Give yourself a rest by saying the sentences without the mimes and seeing if the pupils can do the mime by themselves.
- You can use the flashcards to demonstrate and teach all the above new words.

Pupil's Book, Page 22, Exercise 1


Unit 16
I can swim

1 Listen and point

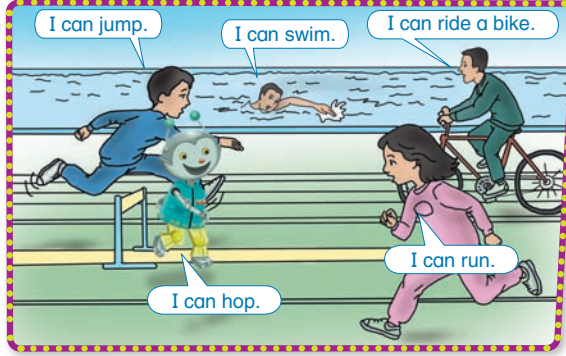
1 We're in the sports centre.



2 I like the sports centre.



3



I can jump. I can swim. I can ride a bike. I can run. I can hop.

22 Unit 16

- Tell the class briefly in Arabic that in Unit 16 they will be learning to talk about the different fitness activities that they can do.
- Say *Open your books at page 22.* Write 22 on the board to help understanding.
- Hold up your book, point to the different people shown and ask *Who's this? Ask Where's Mazen? Is he in the street? Is he in the park? No. He's in the sports centre.* Have the class repeat the sentence after you and ensure that everyone understands *sports centre.*
- Set a listening task. Tell pupils that they are going to hear five sentences where people say what fitness activities they can do, using *I can ...*. They must listen carefully and try to remember what the five sentences are.
- Play the recording, once for general listening, then two or three more times for familiarisation and repetition.
- Discuss the listening task. Help the class to repeat the five *I can* sentences. Focus on the activity that you didn't teach earlier: *I can ride a bike.* Practise saying this with an appropriate mime: rotate your hands as if they were feet on the pedals of a bike.

Tapescript

1. Mazen: We're in the sports centre.
2. Asma: I like the sports centre.
3. Mazen: I can jump.
Ibrahim: I can swim.
Dad: I can ride a bike.
Dan: I can hop.
Asma: I can run.


Activity Book, Page 52, Exercise 1

- Use the example of the boy jumping to demonstrate the exercise. Tell the pupils that they must look at the picture and write the correct word in the space provided. They should then cross out the corresponding word at the top of the exercise.
- Give the class a few minutes to write the remaining three answers.
- Bring the class together again to correct the exercise. Have pupils point to the people in the pictures and tell you the correct word.

Answers

1. jump
2. run
3. swim
4. hop

Activity Book, Page 52, Exercise 2

- Refer to page 131 of the Teacher's Book.
- Ask the pupils to focus on the sentence *I can ...*. Explain that the object of the exercise is to draw something they can do in the box provided.
- Draw an example on the board  and say *can run*.
- They must then complete the sentence and practise saying it with a partner.

Further practice

- Choose some confident pupils to act out the scene in the sports centre. Encourage the rest of the class to 'feed' them the lines of dialogue for them to repeat. Be ready to give whatever support is needed: you will probably need to model each line of dialogue first, have the class repeat, then have your actors repeat again and do appropriate actions.

End the lesson

- Ask two volunteers to come to the front of the classroom and help you with a game. Have them stand with their backs to the rest of the class, but place yourself where they can see you.

- Point to different pupils in the class and have them repeat an *I can* sentence after you, e.g. *I can swim*. Then ask your two helpers if they can name the pupil who has just spoken: ask them *Who's that?*

Lesson 2

Outcomes

- To understand new words when listening using pictures and real objects
- To practise saying what fitness activities they can do
- To learn the phonic value of the letters *r* and *n*
- To match pictures to corresponding pieces of dialogue

Structures

I can ride a bike.

Functions

Describing ability

Vocabulary

hop, jump, ride a bike, run, swim

Topic

Fitness

Resources

- Pupil's Book, page 23
Exercise 2, Listen and match
Exercise 3, Say
Exercise 4, Listen and say
- Activity Book, page 53
Exercise 3, Listen and circle
- Cassette, Unit 16, Exercises 2 and 4;
Activity Book, Unit 16, Exercise 3
- Flashcards: Nn, Rr, jump, swim, ride a bike, hop, run
- Wall chart (8): Letters

Revision

- Ask pupils to close their books. Play the recording of the picture story from Lesson 1. Pause the cassette after each line and have the class repeat.
- Mime the different fitness activities, saying *I can swim*, etc. Have the class mime and say the sentence after you.
- Gradually stop saying the sentence.
- Hold up the fitness activities flashcards for this lesson and prompt pupils to mime.

Diagnostic Assessment

With reference to the audio recording, pupils can:

Scoring criteria	A	S	N
mime fitness.			
name fitness activities using <i>I can ...</i>			

A = Always S = Sometimes N = Never

Presentation

- Use the flashcards to show the different activities in front of the class, e.g. *I can swim*, etc.

Pupil's Book, Page 23, Exercise 2

2 Listen and match



3 Say
I can ride a bike.



4 Listen and say



Unit 16 23

- Pupils turn to Exercise 2 in the Pupil's Book. Ask *How many boys?* and *How many girls?* Count them out loud with the class (*Two boys. Two girls.*).
- Ask the class to listen to the recording and point to the child who is speaking. Play the recording for general listening.
- Play the sentences again, pausing after each one. Pupils must circle the picture which corresponds to the matching sentence.

Tapescript

1. Boy 1: I can ride a bike.
2. Girl 1: I can hop.
3. Girl 2: I can jump.
4. Boy 2: I can swim.

Answers

1. Picture 4
2. Picture 2
3. Picture 3
4. Picture 1

Pupil's Book, Page 23, Exercise 3

- Hold up your book and point to the first picture in Exercise 3 – the boy riding a bike. Model the sentence *I can ride a bike.* Point to the girl running and say *I can run.* Point and say alternately *I can ride a bike and I can run.*
- Point to the third picture. Elicit a sentence from the pupils: *I can ...* (if necessary, you can mouth the word *jump* silently for pupils to lip-read). *I can jump.*
- Point to the pictures in random order and elicit the sentences from the class.

Answers

1. I can ride a bike.
2. I can run.
3. I can jump.

Pupil's Book, Page 23, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sounds /r/ and /n/.
- Hold up the Rr and Nn flashcards and ask pupils to practise saying them after you.
- Invite volunteers to read aloud the letters to the whole class.
- Hold up the letters wall chart and check if pupils are able to identify the Rr and Nn.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/r/ run /n/ nine

Activity Book, Page 53, Exercise 3

- Explain to pupils that this is a multiple choice exercise. They have to listen to the recording and choose the correct picture in each row.
- Ask pupils to read their answers aloud.

Tapescript

1. I can swim. 2. I can hop. 3. I can ride a bike.

Answers

1. Picture a
2. Picture b
3. Picture a

End the lesson

- Repeat the guessing game from Lesson 1 (*Ending the lesson*).

Lesson 3

Outcomes	To understand the third person using pictures and real objects To say simple sentences after interpreting pictures To relate pictures of objects to their initial sounds /r/ and /n/
Structures	<i>He can (run).</i> <i>She can (hop).</i>
Functions	Describing ability
Vocabulary	<i>hop, jump, ride a bike, run, swim</i>
Topic	Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 24 Exercise 5, Listen and point ■ Activity Book, page 53 Exercise 4, Find and circle one <i>r</i> sound and one <i>n</i> sound ■ Cassette, Unit 16, Exercise 5

Revision

- Ask pupils to volunteer to mime fitness activities to the whole class. Other pupils try to guess the fitness activity. Elicit *He can run/jump*, etc.

Classroom Assessment

With reference to mime, pupils can:

Scoring criteria	Yes	No
identify correctly the fitness activity by saying <i>He/She can ...</i>		

Presentation

- Each time a pupil makes a sentence about their drawing, turn to other pupils in the class and ask them about the same activity, e.g. *Can you swim? Yes or no? Yes. You can swim. Good.* Pupils may not understand initially, but as you continue they should be able to discern the meaning of *Can you ... ?*

Pupil's Book, Page 24, Exercise 5

5 Listen and point

1 She can hop.

2 She can jump.

3 He can run.

4 He can ride a bike.

6 Say

1. She can jump.

1 2 3 4

24 Unit 16

- Pupils open their books at page 24 and look at the picture sequence in Exercise 5. Ask them to listen to the recording and point to the person who is speaking.
- Play the recording once or twice for familiarisation. Play it again, pausing after each line for pupils to repeat.

Tapescript

1. Dan: She can hop.
2. Dan: She can jump.
3. Dan: He can run.
4. Dan: He can ride a bike.

Pupil's Book, Page 24, Exercise 6

- Focus on the pictures in Exercise 6. Each picture represents a fitness activity.
- Ask pupils to say what each boy or girl is doing. Give them a few minutes to tell each other *She can jump*, etc.

Answers

1. She can jump.
2. She can run.
3. He can swim.
4. He can ride a bike.

Activity Book, Page 53, Exercise 4

- Pupils look at the pictures and circle the ones which begin with the sounds /r/ and /n/.
- Use the pictures to revise vocabulary from previous units, reading along the rows of pictures from left to right.

Answers

nine, rain

End the lesson

- Ask pupils to mime particular actions, and elicit the correct answers from the rest of the class.
- Make sure that the pupils can use the third person confidently.

Lesson 4

Outcomes	To learn short sentences when listening using pictures and real objects To learn a song To practise writing the letters <i>r</i> and <i>n</i>
Structures	<i>I can (swim).</i> <i>He can (run).</i> <i>She can (ride a bike).</i>
Functions	Describing ability Singing along with songs
Vocabulary	<i>hop, jump, ride a bike, run, swim</i>
Topic	Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 25 Exercise 7, Listen and match ■ Activity Book, page 53 Exercise 5, Trace and copy ■ Cassette, Unit 16, Exercises 7 and 8

Revision

- Revise the *r*, *h*, *s*, *n* and *b* sounds. Say *I can run* and have the class repeat. Practise the word *run*, and then the sound /r/ in isolation.
- Repeat for the rest of the sounds.

Classroom Assessment

With reference to the teacher's speech, pupils can

Scoring criteria	C	P	I
correctly pronounce the sound <i>r</i> .			
correctly pronounce the sound <i>h</i> .			
correctly pronounce the sound <i>s</i> .			
correctly pronounce the sound <i>n</i> .			
correctly pronounce the sound <i>b</i> .			
say a word that includes the sound <i>r</i> (<i>run or ride</i>).			
say a word that includes the sound <i>h</i> (<i>hop</i>).			
say a word that includes the sound <i>s</i> (<i>swim</i>).			
say a word that includes the sound <i>n</i> (<i>run or can</i>).			
say a word that includes the sound <i>b</i> (<i>bike</i>).			

C = Complete P = Partial I = Incomplete

Presentation

- Mime the actions for the various activities; *swim, run, jump* and *ride a bike*. Say *I can swim, I can run*, etc. as you are doing the action. Ask a volunteer to mime the actions which focus on the third person. When the pupil does the mime, elicit the answers from the rest of the class, *He can ride a bike. She can jump*.

Pupil's Book, Page 25, Exercise 7

7 Listen and match

8 Sing

He can run. He can swim.
He can hop. He can jump.
Look at him!

She can run. She can swim.
She can hop. She can jump.
Look at her!

- Play the recording, pausing after each line. Ask pupils to point to the person who is speaking and say the number.

Tapescript

1. Boy 1: I can swim.
2. Girl: I can run.
3. Boy 2: He can ride a bike.
4. Man: She can jump.

Answers

1. 4
2. 2
3. 3
4. 1

Pupil's Book, Page 25, Exercise 8


- Play the song once and then again, this time miming the different actions.

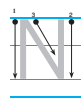
Tapescript


He can run. He can swim.
He can hop. He can jump.
Look at him!


She can run. She can swim.
She can hop. She can jump.
Look at her!

Activity Book, Page 53, Exercise 5

- A vertical line should be traced from the middle to the bottom of the stave. From this point, they draw an arched line to the right which rises to the centre of the stave before going back to the bottom. The start of the arch will overlap with the initial vertical line. 

- For the capital letter N, they should draw two parallel vertical lines from the bottom to the top of the stave. They should then add a rightward-sloping line going from the top of the first line to the bottom of the second. 

- Pupils should draw a vertical line from the middle to the bottom of the stave. They then retrace this line half way up and draw a rightward curving line to the middle of the stave. 

- For the capital letter R, pupils draw a vertical line from the top to the bottom of the stave, then retrace this line back up. They then draw a semicircle on the right hand side of the line which meets the vertical line half way down. Finally, they draw a straight, rightward sloping line down to the bottom of the stave. 

- Pupils trace and copy the letters *r/R* and *n/N* in the staves provided.
- Help pupils as they work.

End the lesson

- Remind pupils of the different structures with *can* that they have learned.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To match pictures of food items with their corresponding words To draw a food item and label it To describe what food one likes and dislikes
Structures	<i>I like (apples).</i> <i>Do you like (chicken)?</i> <i>Do you like this (shop)?</i>
Functions	Expressing likes Asking about likes
Vocabulary	<i>apples, chicken, fish, salad</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, Page 26 Exercise 1, Listen and point ■ Activity Book, page 54 Exercise 1, Match Exercise 2, Draw, say and write ■ Cassette, Unit 17, Exercise 1 ■ Flashcards: apple, chicken, fish, salad (or photos of the same foods taken from magazines), shop ■ Wall chart (5): Food ■ A shopping basket

Revision

- Place the flashcards of apples, chicken, salad and shop in a row, where everyone will be able to see them.
- You may use the food wall chart to present food items to pupils.
- Pick up items around the class that pupils have learned to name in English. Say *I like this pen/book/bag*, etc. Use tone of voice and facial expression to reinforce the meaning of *I like*. Indicate the room all around you and say *I like this classroom*.
- Tell the pupils briefly in Arabic that they are going to use the expression *I like* to talk about food and drink that they like.

Presentation

- Hold your shopping basket and walk slowly across the classroom, as if you are in a supermarket choosing from the shelves. Say *I'm in the shop*.

- Pick up the flashcard showing apples. Say *Look! Apples. I like apples*. Put the flashcard into your basket.
- Repeat the process with the flashcards of chicken and salad. Say *I like chicken* and *I like salad*.
- Take the flashcards from the basket one by one and have the class repeat the food words after you.
- Hold up the cards in pairs. Say the name of one item and have the pupils say the other, e.g. *Chicken and apples*. Then hold up pairs of cards and have the class say the phrase without your help, e.g. *Apples and salad*.

Pupil's Book, Page 26, Exercise 1

Unit 17
I like chicken

1 Listen and point

2

3

4

26 Unit 17

- Say *Open your books at page 26*. Write 26 on the board.
- Ask questions about the pictures. Point to Asma in the first picture and ask *Who's this?* (*It's Asma.*) *Where is she?* (*In the car.*) Point to the subsequent pictures and ask *Where are Asma and her mum?* (*In the shop.*)

- Set a listening task. Draw a fish on the board. Tell the class that they are going to hear the English word for the thing you have drawn. They must listen carefully and tell you what the word is.
- Play the recording two or three times for familiarisation and for repetition. Discuss the listening task. Have the entire class practise saying *I like fish*.

Tapescript

- Mum: Let's go in.
Asma: I like fish.
- Mum: I like chicken.
Asma: I like fish.
- Mum: I like salad.
Asma: I like apples.
- Mum: Do you like this shop?
Asma: Yes.

Further practice

- Use the flashcards or the food wall chart to practise the question *Do you like ... ?* Show one of the cards or point to one of the food items on the food wall chart and ask an individual pupil about it, e.g. (*Raed*), *do you like apples?* Once the pupil has answered, encourage them to repeat the question to a neighbour.
- Continue in the same way with the other food items.


Activity Book, Page 54, Exercise 1

- Pupils match each pictured food item with its corresponding word. Go through the example with the pupils, making sure that they can see the line linking the chicken on a plate with the word *chicken*.
- Give the class a few minutes to draw in the remaining linking lines.
- Bring the class together again to correct the exercise. Hold up the completed exercise in your book for the pupils to check their answer lines.

Answers

1. c 2. a 3. d 4. b

Activity Book, Page 54, Exercise 2

- Draw a banana on the board  and say *I like bananas*.
- Ask pupils to draw a food that they like in the box provided. They should then say the resulting short sentence *I like ...*. Finally, they must write the food word in the space provided.
- Check answers as a class.

End the lesson

- Use the food flashcards for a guessing game. Hold up a card with its reverse side towards the class, so that the pupils cannot see what it is. Give them a choice of two things that might be on the card – one correct, one incorrect, e.g. (if it is the chicken card) *Fish or chicken?* When they guess, answer *Yes* or *No*.

Lesson 2

Outcomes	To understand new words when listening using pictures and real objects To look at pictures and say short simple sentences about food items To learn the phonic value of the letters <i>j</i> and <i>a</i> To recognise pictures of food items while listening
Structures	<i>I like (juice).</i>
Functions	Expressing likes
Vocabulary	<i>juice, milk, tea</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 27 Exercise 2, Listen and match Exercise 3, Say Exercise 4, Listen and say ■ Activity Book, page 55 Exercise 3, Listen and circle ■ Cassette, Unit 17, Exercises 2 and 4; Activity Book, Unit 17, Exercise 3 ■ Flashcards: Aa, Jj, apple, chicken, fish, salad (or photos of the same foods taken from magazines), tea, juice and milk ■ Wall charts (5 and 8): Food, Letters ■ A shopping basket; an empty carton or bottle of orange juice

Revision

- Post the food wall chart on the board. Play the recording from the picture story in Lesson 1. Pupils listen with their books closed. Press the pause button after each sentence about food (*I like chicken*, etc.) and have the class repeat and point to the mentioned food items on the food wall chart.

- Arrange the food flashcards in a row where everyone can see them. If possible, line them up on a shelf, as if they were produced on display in a supermarket. Invite a pupil to ‘go shopping’ with you. Say *I like this shop. Let's go in.* Then, walk to the first flashcard – perhaps the salad – and say *I like salad.* Let your helper drop the salad flashcard into your bag.
- Use gesture to convey to your helper that you want them to choose the next flashcard and drop it into your bag. Help them to make a sentence about it beginning *I like ...*
- Continue on the same way with the remaining flashcards, or give the shopping bag to two more helpers. You may then join the rest of the class and watch the new helpers put the remaining cards into the bag. Encourage them to talk about their purchases, using *I like ...*

Presentation

- Hold up the carton or bottle of orange juice. Ask *What's this?* Answer the question yourself: *It's juice.* Have the pupils repeat *juice* several times.
- Say *I like juice* and then ask one of the pupils *Do you like juice?* Elicit a positive or negative response.

Pupil's Book, Page 27, Exercise 2

2 Listen and match

1 2 3

3 Say
I like apples.

4 Listen and say

j jump a apple

Unit 17 27

- Tell the class that they are going to learn words for two more drinks. Have them turn to Exercise 2 in the Pupil's Book. Ask them what the three drinks in the pictures are. Accept answers in Arabic – it is important that everyone knows what drinks are shown – but model the English translations: *juice, tea* and *milk*. Have the class repeat each one.
- Point to each of the three people in Exercise 2 and ask *Who's this?*
- Point to each picture in turn and elicit sentences like those on the recording.

Tapescript

1. Ibrahim: I like juice.
2. Fadia: I like milk.
3. Dad: I like tea.

Answers

1. Picture 1
2. Picture 3
3. Picture 2

Pupil's Book, Page 27, Exercise 3

- Focus on the boy in the first picture. Say *Look. It's a boy. He likes ...* and see if the pupils can complete your sentence. You can hold up the juice flashcard to prompt them.
- Continue in the same way with the girl in the next picture.

Answers

- Picture 1: I like apples. I like fish. I like juice.
Picture 2: I like chicken. I like salad. I like milk.

Pupil's Book, Page 27, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /j/ and /a/.
- Hold up the Jj and Aa flashcards and ask pupils to repeat the sounds after you. Use the letters wall chart to check that pupils are able to identify the target letters.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

- /j/ jump /a/ apple

Activity Book, Page 55, Exercise 3

- Hold up your Activity Book and elicit the names of the different foods.
- Play the first piece of dialogue and show the pupils that the apples have been circled as an example.
- Explain to the pupils that they must circle the correct food item when they are mentioned on the tapescript.
- Check answers as a class.

Tapescript

1. I like apples.
2. I like milk.
3. I like chicken.
4. I like fish.

Answers

1. Picture b
2. Picture b
3. Picture a
4. Picture c

End the lesson

- Revise the sounds learned in the lesson by asking the pupils to name an object/food/action beginning with the sounds /j/ and /a/.

Lesson 3

Outcomes

To understand new words when listening using pictures and real objects
 To participate in guided exchanges with a peer
 To recognise pictures beginning with the /j/ sound and /a/ sound
 To describe what food and drink one likes and dislikes

Structures

Do you like (oranges)? Yes/No.

Functions

Discussing likes and dislikes

Topic

Food and drink

Resources

- Pupil's Book, page 28
Exercise 5, Listen and point
Exercise 6, Ask and answer
- Activity Book, page 55
Exercise 4, Find and circle one *j* sound and one *a* sound
- Cassette, Unit 17, Exercise 5
- Flashcards: apple, chicken, fish, salad
- Wall chart (5): Food

Revision

- Use flashcards or the food wall chart to re-activate the words *apples*, *chicken*, *fish*, and *salad*. Hold up a flashcard and ask the class *What is it?* Elicit the answer *It's chicken.*
- Repeat this process for the other objects.

Classroom Assessment

With reference to flashcards/wall chart, pupils can:

Scoring criteria	Yes	No
respond correctly to <i>What is it?</i> by using <i>It's a ...</i>		

Presentation

- Point to the flashcard of the apples and say *I like apples*, stressing the plural form. Then ask the question *Do you like apples?* to the class. Elicit either *Yes* or *No* answers. Repeat this process for the other three items.

Pupil's Book, Page 28, Exercise 5

- Ask pupils to listen to the recording and point to the corresponding picture. Be ready to pause the recording after each dialogue. Ensure that everyone is pointing to the correct picture.
- Play the recording again. Pause after each dialogue and have the class repeat.
- Hold up your book, point to the pictures and encourage the class to say the corresponding sentence.

Tapescript

1. Girl 1: Do you like oranges?
Girl 2: Yes.
2. Girl 1: Do you like apples?
Girl 2: Yes.
3. Boy 1: Do you like fish?
Boy 2: Yes.
4. Boy 1: Do you like chicken?
Boy 2: Yes.

Pupil's Book, Page 28, Exercise 6

- Ask pupils about the different pictures in Exercise 6: *Do you like apples/juice/milk/salad/tea?*
- Give pupils a few minutes to work in pairs, asking each other about the food items in the pictures, using *Do you like ... ?*

Activity Book, Page 55, Exercise 4

- Pupils look at the pictures and circle the ones which begin with the sounds /j/ and /a/.
- Check that pupils have circled the correct pictures.

Answers

jump (Picture a), apples (Picture c)

End the lesson

- Ask a pupil to say a sentence about something they like, e.g. *I like fish*. Then ask another pupil if they like that food, e.g. *Do you like fish?* eliciting the answer *Yes* or *No*.
- Involve all the pupils as you combine these structures.

Lesson 4

Outcomes	To understand new words when listening using pictures and real objects To do a project To trace and copy the letters <i>j/J</i> and <i>a/A</i> . To describe what food and drink one likes and dislikes
Structures	<i>I like (chicken).</i>
Functions	Discussing likes and dislikes
Vocabulary	<i>apples, chicken, juice, milk</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 29 Exercise 7, Listen and match Exercise 8, Project: Make a poster ■ Activity Book, page 55 Exercise 5, Trace and copy ■ Cassette, Unit 17, Exercise 7 ■ Flashcards: apple, chicken, juice, milk ■ Sheets of display paper and drawing paper for each pupil ■ Coloured pencils, glue, child's safety scissors ■ Wall chart (5): Food

Revision

- Revise the structure *I like* using the flashcards *chicken, juice, milk* and *apple* or you may use the wall chart. After you have said *I like chicken*, ask some pupils if they also like chicken, stressing the word *you* in the question.

Classroom Assessment

With reference to flashcards/wall charts, pupils can:

Scoring criteria	G	F	P
answer correctly, using <i>I like ...</i>			

G = Good F = Fair P = Poor

Pupil's Book, Page 29, Exercise 7

7 Listen and match

1

2

3

4

8 Project: Make a poster

Unit 17 29

- Pupils listen to each utterance and point to the corresponding picture.

Tapescript

- | | |
|---------------|---------------------|
| 1. Girl 1: | I like chicken. |
| 2. Girl 2: | I like juice. |
| 3. Woman: | Do you like milk? |
| Boy and girl: | Yes. |
| 4. Man: | Do you like apples? |
| Boy: | Yes. |

Answers

1. Picture 2
2. Picture 1
3. Picture 4
4. Picture 3

Pupil's Book, Page 29, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Focus on the pictures in Exercise 8. Tell the class that they are going to make a poster, showing four similar pictures of things that they like to eat.

- Give each pupil a piece of paper, ideally A4 size. Show them how to fold it in four, then open it out again so that it is divided into four equal rectangles. Ask pupils to think of four things they like and draw them, one in each bubble as in Pupil's Book. They can colour in their drawings. Encourage them to stick to things they can name in English.
- Give each pupil a sheet of display paper. In the middle, they should draw a picture of themselves or stick on a photo. Using child's safety scissors, they then cut out the pictures of things they like and fix them to the display paper, as in the example on page 29.
- Fix the posters to the classroom wall. Invite individual pupils to talk to the class about their poster. They can point and say sentences beginning *I like ...*

Activity Book, Page 55, Exercise 5

- First, pupils should trace a vertical line from the middle of the stave which curves upwardly left when it reaches half a stave below the bottom line. To finish, a dot should be drawn just above the starting point.



- For the capital letter *J*, they trace a vertical line from the top of the stave which arches upwardly left when it reaches the bottom of the stave. A short horizontal line is then added to the top of the line.



- A vertical line should be drawn from the middle to the bottom of the stave. Pupils should then trace a circle on the left starting at the base of the stave and reaching the middle at its highest point.



- For the capital letter *A*, pupils should draw a rightward-sloping line from the bottom to the top of the stave. They should then draw a rightward-sloping line from this point to the bottom of the stave. Finally, a horizontal line should be drawn between the middle of the left line to the middle of the right.



- Pupils trace and copy the letters *j/J* and *a/A* in the staves provided.
- Help pupils as they work.

Further practice

- Tell the class that you want them all to prepare a question for another pupil in the class, beginning *Do you like ... ?* Give them a few minutes to think about it.
- Give every pupil the chance to ask the question they have prepared. They should begin with the name of the person they are addressing, e.g. (*Raed*), *do you like oranges?*

End the lesson

- Remind pupils of the different structures with *like* that they have learned.

Unit 18 Can I have some bread, please?

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To match a piece of dialogue with a corresponding picture To fill in missing letters to complete a word To ask for food and respond politely
Structures	<i>Can I have some (bread), please?</i> <i>Yes, here you are.</i>
Functions	Making requests
Vocabulary	<i>bread, ice cream</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 30 Exercise 1, Listen and point ■ Activity Book, page 56 Exercise 1, Listen and circle Exercise 2, Write the missing letters ■ Cassette, Unit 18, Exercise 1; Activity Book, Unit 18, Exercise 1 ■ Flashcards: apple, bread, chicken, fish, ice cream, salad ■ Wall chart (5): Food

- Give the bread and ice cream cards to two different pupils. Ask for the bread: *Can I have some bread, please?*
- Model the reply *Yes, here you are*, and have the pupil with the bread card repeat it after you as they offer you the card.
- Say *Thank you, (Raed)*, thanking the pupil by name.
- Follow the same procedure with the ice cream card, then hand the cards to other pupils and practise the short dialogue again.

Pupil's Book, Page 30, Exercise 1

Revision

- Use the flashcards or the food wall chart to reactivate *apples, chicken, fish* and *salad*. Hold up the cards one by one, reciting the food words with the class.
- Ask different pupils *Do you like fish?*, etc. Have them repeat the question to their friends or to you.

Classroom Assessment

With reference to pictures of food items, pupils can:

Scoring criteria	A	S	N
ask questions using <i>Do you like ... ?</i>			
correctly answer <i>Do you like ... ?</i> questions.			

A = Always **S = Sometimes** **N = Never**

Presentation

- Use flashcards or the food wall chart to teach the words *bread* and *ice cream*.
- Hold up the bread card and ask *What's this?* Answer the question yourself – *It's bread* – then say the word *bread* in isolation and have the class repeat it, several times.
- Use the ice cream card in the same way, to teach the word *ice cream*.

- Say *Open your books at page 30*. Write 30 on the board.
- Ask about the people shown in the picture story: *Who's this?* Establish that the pictures show Asma, Mazen and Mum. *This is Asma. This is her mum. This is her brother.*
- Set a listening task. Tell the class to listen carefully to the recording once. Explain that you will then play it again and pause the cassette during the dialogue: you will want them to tell you what is said next when you pause the cassette.
- Play the recording once for familiarisation, then a second time with pauses for pupils to anticipate what comes next.

Tapescript

1. Asma: Can I have some bread, please?
Mum: Yes, here you are.
Asma: Thank you, Mum.
3. Mazen: Can I have some ice cream, please?
Asma: Yes, here you are.
4. Mazen: Thank you, Asma.

Activity Book, Page 56, Exercise 1

- Ask the pupils to name the food items in the pictures.
- Explain to the class that they must listen to each dialogue and circle the corresponding picture.
- Go round and check pupils' work.

Tapescript

1. Can I have some bread, please?
Yes, here you are. Thank you.
2. Can I have some salad, please?
Yes, here you are. Thank you.
3. Can I have some ice cream, please?
Yes, here you are. Thank you.
4. Can I have some tea, please?
Yes, here you are. Thank you.

Answers

1. Picture b
2. Picture c
3. Picture a
4. Picture c

Activity Book, Page 56, Exercise 2

- Pupils have to complete the words by writing the missing letters after looking at the picture clues.

Answers

1. bread
2. ice cream
3. fish
4. salad

Further Practice

- Display all the flashcards in a row, where everyone can see them. Invite a volunteer to come to the front of the class. Ask for one of the items on the cards, e.g. *Can I have some salad, please?* Encourage your helper to pass you the salad flashcard and say *Yes, here you are.* Thank your helper by name.
- Ask pairs of volunteers to come to the front and play out the scene, using other flashcards. It may be necessary to help them at first by giving them the question to finish, e.g. Ask for some chicken. Say *'Can I have ... ?'*

End the lesson

- Divide the class into two: pupils on the left-hand side of the room and pupils on the right.
- Hold up one of the food flashcards. Encourage half of the class to ask for the food shown on the card, e.g. *Can I have some apples, please?* and the others to reply *Here you are,* and then have the first group say *Thank you.*
- Continue in the same way, holding up other cards. Reverse the roles so that both groups have a turn at asking for things.

Lesson 2

Outcomes

To listen to and say a question and answer dialogue
To participate in guided exchanges with a peer
To imitate the pronunciation of some simple sounds and words
To match pictures with corresponding food words
To ask for food and drink and respond politely

Structures

Can I have some (water), please?

Functions

Making requests

Vocabulary

banana, date, egg, orange, water

Topic

Food

Resources

- Pupil's Book, page 31
Exercise 2, Listen and say
Exercise 3, Ask and answer
Exercise 4, Listen and say
- Activity Book, page 57
Exercise 3, Match
Exercise 4, Match the picture and the sound
- Cassette, Unit 18, Exercises 2 and 4
- Flashcards: Ee, Oo, apple, chicken, bread, ice cream, eggs, dates, oranges, water and juice
- Wall charts (5 and 8): Food, Letters
- A bottle of mineral water and a carton of juice (they can be empty); a shopping basket

Revision

- Play the recording for the picture sequence from Lesson 1. In the second half of the scene, where Asma's brother asks for ice cream, pause the cassette between lines of dialogue and ask the class to tell you what comes next.
- Use the food flashcards or the food wall chart to help the class ask for and give different items of food, as they did at the end of Lesson 1 (*Ending the lesson*).

Presentation

- Display the mineral water and the juice where everyone can see them. Choose a confident pupil and ask (*Raed*), *can I have some juice, please?* Encourage your helper to pass you the juice and carton and say *Yes, here you are.* You should reply *Thank you, (Raed).*
- Ask another pupil (*Hani*), *can I have some water, please?* *Water* is a new word, so you should enunciate it clearly. (*Hani*) should pass you the water and say *Yes, here you are.* Thank him/her by name, as before.
- Present the words for *eggs* and *dates* using the corresponding flashcards.

Pupil's Book, Page 31, Exercise 2

2 Listen and say
Can I have some water, please?
Yes, here you are.
Thank you.

3 Ask and answer
Can I have some apples, please?
Yes, here you are.
Thank you.

4 Listen and say
e egg o orange

Unit 18 31

- Play the recording for familiarisation and then for repetition. Pause the cassette after each line of the dialogue.

Tapescript

Girl 1: Can I have some water, please?
Girl 2: Yes, here you are.
Girl 1: Thank you.

Pupil's Book, Page 31, Exercise 3

- Focus on the shopping list in Exercise 3. Help pupils to ask for the different things on the list, using *Can I have*

some ... ? You can then hand over the flashcards, saying *Here you are.* The pupil who asked should then say *Thank you.*

- Give pupils a few minutes to practise in pairs. You can treat the activity as a memory game. One pupil – the one who is shopping – closes his/her book. They must imagine that they have left their shopping list at home. They must try to remember the five things on their list and ask for them.

Pupil's Book, Page 31, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /e/ and /o/. Use the Ee and Oo flashcards to practise with pupils how these letters are pronounced.
- Play the recording. Have the class repeat each word after the voice in the recording. Pause the recording after each voice and ask pupils to point to the relevant letter on the Letters wall chart.

Tapescript

/e/ egg /o/ orange

Activity Book, Page 57, Exercise 3

- Pupils draw lines linking each food word to its corresponding picture.
- Make sure pupils understand how to complete the exercise by guiding them through the example.
- Check answers as a class.

Answers

1. b 2. c 3. a 4. d

Activity Book, Page 57, Exercise 4

- Pupils match each picture with the appropriate letter sound.
- Check answers as a class.

Answers

1. e 2. a 3. o

Further practice

- Place the water bottle and the juice carton on a table at the front of the classroom. Invite a pair of pupils to come and play shops, like the two girls in Exercise 2. Give one of them the shopping basket.
- The pupil with the shopping basket asks for water or juice and the other pupil – the shopkeeper – takes the bottle from the table and hands it over, saying *Yes, here you are.* Pupil 1 then says *Thank you.* They then swap roles and repeat the roleplay.
- Repeat several times with different pairs of pupils.

End the lesson

- Use the flashcards and tell pupils to ask for different items, as if they were in a shop. Give the corresponding flashcard to the pupil who has asked and say *Yes, here you are.*

- Once a card has been removed from the display, no one may ask for that item again. Pupils will need to think of the different food words they know and work out which have not yet been 'bought'.

Lesson 3


Outcomes	To understand question and answer dialogues using pictures and real objects To ask questions after interpreting food pictures To recognise food items and draw them accordingly To ask for food and drink and respond politely
Structures	<i>Can I have some (water), please?</i>
Functions	Making requests
Vocabulary	<i>bananas, dates, ice cream, oranges, salad, water</i>
Topic	Food and drink
Resources	<ul style="list-style-type: none"> Pupil's Book, page 32 Exercise 5, Listen and point Exercise 6, Say Activity Book, page 57 Exercise 5, Read and draw Cassette, Unit 18, Exercise 5 Flashcards: bananas, oranges, dates, bread, apple A bottle of mineral water and a carton of juice (they can be empty); a shopping basket

Revision

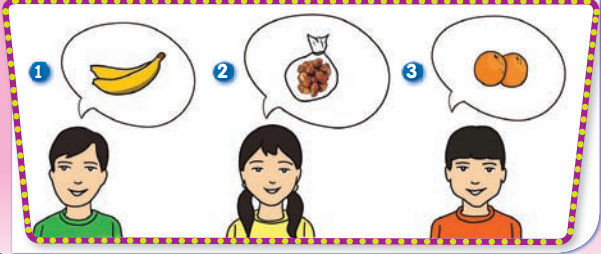
- Repeat the shopping game from the end of Lesson 2 (*Ending the lesson*), but with the following twist: place the food flashcards needed with their fronts towards the class so that everyone can see what they are. Have two helpers stand by the cards: they are the 'shopkeepers'. Position yourself with your back to the cards. Ask for different items, trying to remember which are left on display without looking. The shopkeepers must give you the different items you ask for and you can put them in the shopping basket. If you make a mistake, you are eliminated from the game. Then one of the pupils still seated must come and be the 'shopper' but, like you, they must stand with their back to the flashcards.

Pupil's Book, Page 32, Exercise 5

5 Listen and point



6 Say
Can I have some bananas, please?



32 Unit 18

- Ask questions about the picnic scene: *How many girls/boys? Where are they? (In the park.)*
- Ask the pupils to listen to the recording and point to the person who is speaking. Press the pause button after each line of dialogue and check that everyone is pointing to the correct person.
- Play the recording again, pausing after each line of dialogue. Ask pupils to point to the person who is making the request.

Tapescript

- Girl 1: Can I have some water, please?
 Boy 1: Yes, here you are.
 Girl 1: Thank you.
- Boy 2: Can I have some ice cream, please?
 Woman: Yes, here you are.
 Boy 2: Thank you.
- Man: Can I have some salad, please?
 Girl 2: Yes, here you are.
 Man: Thank you.

Pupil's Book, Page 32, Exercise 6


- Pupils must point to each of the three children in turn, beginning with the boy on the left, and formulate questions beginning *Can I have some ... ?*
- In your stronger classes, let the pupils try the activity without your help to begin with. They may work with a partner. They should point to each child and decide what question they are asking. Then bring the class together again to go through the activity.

Answers

1. Can I have some bananas, please?
2. Can I have some dates, please?
3. Can I have some oranges, please?

Activity Book, Page 57, Exercise 5

- Pupils must read and interpret the sentences and draw their answers on the plates.

- Correct the exercise with the whole class .

Answers

1. Pupils draw some oranges on the plate.
2. Pupils draw some dates on the plate.

Further practice

- Create a long picnic table like the one shown in the Pupil's Book. You could perhaps join two desks together. Place three chairs either side. Invite six confident pupils to come and roleplay having a picnic. Give each one a flashcard. Also, place the water bottle and the juice carton on the table.
- Have all your helpers place their flashcards in front of them, so that everyone can see them. They should take turns to ask for the food held by the pupil opposite them, using *Can I have some ... ?* The pupil opposite passes the card across to them saying *Here you are*, and the first pupil thanks them.
- Give the water and the juice to two different picnickers. Then ask other pupils to ask for those drinks.
- The rest of the class can also participate. They can repeat the questions that have just been asked. Or you can ask one of the picnickers to hold up their card then elicit questions (*Can I have some ... ?*) from the rest of the class.

End the lesson

- Invite a volunteer to come to the front of the class. Give him/her two food flashcards. They may look at them but they must not show them to the class.
- Other pupils in the class ask for the food items, using *Can I have some ... ?* If they guess correctly, your helper hands over the card saying *Here you are*.

Lesson 4

Outcomes	To understand mini-dialogues using pictures and real objects To demonstrate a love of listening to songs To practise writing the letters <i>e/E</i> and <i>o/O</i>
Structures	<i>Can I have some (salad), please?</i>
Functions	Making requests Singing along with songs
Vocabulary	<i>apples, bread, chicken, fish, ice cream salad, water</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ▪ Pupil's Book, page 33 Exercise 7, Listen and match Exercise 8, Sing ▪ Activity Book, page 57 Exercise 6, Trace and copy ▪ Cassette, Unit 18, Exercises 7 and 8 ▪ Flashcards: apple, bread, chicken, fish, ice cream, salad, egg, orange ▪ Wall chart (5): Food ▪ A bottle of mineral water and a carton of juice (they can be empty)

Revision

- Revise the /e/ sound and the /o/ sound using the egg and orange flashcards or the food wall chart.
- Practise saying the words *egg* and *orange*, stressing the sounds at the beginning of each word.

Classroom Assessment

With reference to flashcards/ wall charts, pupils can:

Scoring criteria	G	F	P
correctly pronounce the initial short vowel <i>e</i> .			
correctly pronounce the initial short vowel <i>i</i> .			

G = Good F = Fair P = Poor

Presentation

- Model the letters *e* and *o* on the board. Have the class write small *es* and *os* in the air with their fingers.

Pupil's Book, Page 33, Exercise 7

7 Listen and match

1 

2 

3 

4 

8 Sing

Can I have some chicken, please?
Yes, here you are.
Thank you.

Can I have some salad, please?
Yes, here you are.
Thank you.

Can I have some ice cream,
please?
Yes, here you are.
Thank you.




Unit 18 33

- Pupils listen to the recording and match each dialogue to its corresponding picture. Pause the recording after each mini-dialogue and ensure that everyone has found the correct picture.
- Play the recording again. Pause after each mini-dialogue and have pupils repeat.

Tapescrpt

- Boy: It's hot. Can I have some water, please?
- Woman: Can I have some salad, please?
Man: Yes, here you are.
- Boy: I like fish.
Girl: I like bread.
- Woman: Can I have some apples, please?
Man: Yes, here you are.

Answers

1. Picture 3 2. Picture 4 3. Picture 1 4. Picture 2

Pupil's Book, Page 33, Exercise 8

- If you wish to add an action element to the song, have the pupils stand in a circle and give one pupil a flashcard: *chicken, salad or ice cream*. As they sing, the flashcard is passed from pupil to pupil on *here you are*.

Tapescrpt

Can I have some chicken, please?
Yes, here you are.
Thank you.

Can I have some salad, please?
Yes, here you are.
Thank you.

Can I have some ice cream, please?
Yes, here you are.
Thank you.

Activity Book, Page 57, Exercise 6

- Pupils should draw a horizontal line halfway between the middle and the bottom of the stave. Then they begin to trace a circle around the horizontal line. This line should end just after curving up from the bottom of the stave, forming an incomplete circle around the original line.



- For the capital letter E, draw a vertical line from the top to the bottom of the stave. Then draw three horizontal lines on the right of the vertical line; one at the bottom, one at the top, and one in the middle.



- Pupils should draw a small circle with the highest point touching the middle of the stave and the lowest point touching the bottom of the stave.



- Repeat the instructions for a capital O but substitute 'the middle' for 'the top'.



- Pupils trace and copy the letters *e/E* ; and *o/O* in the staves provided.
- Help pupils as they work.

Further practice

- Reactivate the vocabulary and structures learned in Unit 18, using the flashcards, the water bottle and the juice carton. Distribute these to different pupils around the class. Have those pupils line up in a row at the front of the class, holding up their flashcards, bottle or carton so everyone can see them.
- Without looking at any particular pupil in the row, ask for different items, e.g. *Can I have some juice, please?* The pupils holding that item will need to recognise it in your question and hand it over to you – not forgetting to say *Here you are*.

End the lesson

- Repeat the game from Lesson 3 (*Ending the lesson*) to reinforce *Can I have some ... ?*

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To label the parts of the body To listen and follow instructions by drawing appropriate answers
Structures	<i>Let's draw a (man). Draw his (head). Is he (sad)? No, he's (happy).</i>
Functions	Giving commands
Vocabulary	<i>arms, draw, feet, hands, head, legs</i>
Topic	Parts of the body
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 34 Exercise 1, Listen and point ■ Activity Book, page 58 Exercise 1, Write ■ Cassette, Unit 19, Exercise 1; ■ Flashcards: head, leg, arm, hand, foot ■ Wall chart (6): The body

Revision

- Ask the class to draw different things in the air. Say, e.g. *Can you draw a tree? Draw a car. Can you draw a table? ... and a chair? Draw a ball, etc.*
- Alternatively, you can have pupils come and draw the things on the board. In this case, set a time limit such as ten seconds. The rest of the class can count to ten.
- The drawing could be cumulative, with each pupil drawing an additional detail: *Draw a car. Draw a boy in the car. Draw a bird on the car. Draw a ball under the car.*

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	C	P	I
demonstrate understanding by drawing the named object.			

C = Complete P = Partial I = Incomplete

Presentation

- Begin by drawing a simple picture of a boy on the board. Talk about the picture as you draw, emphasising the words for parts of the body: *What's this? Is it a girl or a boy? It's a boy. This is his head. This is his arm and this is his hand. This is his leg. And here are his feet.* (The singular form, *foot*, will be taught in Lesson 3.)
- Point to the different parts of the drawing and say the parts of the body. Or you can use the flashcards of the parts of the body or the body wall chart to teach the words (*head, leg, arm, hand, foot*). Have the class repeat after you.

Pupil's Book, Page 34, Exercise 1

The comic strip illustrates the drawing process in four stages:

- Panel 1:** A teacher points to a blank sheet and says, "Let's draw a man. Draw his head." The student has drawn a simple circle for a head.
- Panel 2:** The teacher says, "Draw his arms and legs." The student has added simple lines for arms and legs.
- Panel 3:** The teacher says, "Draw his hands and his feet." The student has added simple shapes for hands and feet.
- Panel 4:** The teacher asks, "Is he sad? No, he's happy!" The student has drawn a smiling face on the man.

At the bottom left of the comic strip, it says "34 Unit 19".

- Say *Open your books at page 34. Write 34 on the board.*
- Point to the pictures of Miss Mariam and ask *Who's this?* Pupils may need to be reminded: *She's Miss Mariam. She's a teacher.*
- Set a listening task: ask pupils to listen carefully and count how many different words for parts of the body they hear.
- Play the recording for familiarisation and then again – with pauses – for repetition. Each time, count off the five body words on your fingers.

- Ask *How many words for parts of the body? (Five.)* Say the five words with the class, touching the corresponding parts of your body.

Tapescript

Miss Mariam: Let's draw a man. Draw his head.
 Draw his arms and legs.
 Draw his hands and his feet.
 Is he sad? No, he's happy!

Activity Book, Page 58, Exercise 1

- Pupils label the parts of the man. Go through the example with them, and show them that the word 'head' has also been crossed out in the box. Make sure that the pupils write the word first and then cross out the corresponding word in the box.
- Correct the answers with the whole class.

Answers

1. head 2. arm 3. leg 4. hand

End the lesson

- Ask the pupils to say the names of their body parts to their family.

Lesson 2

Outcomes

To practise counting skills
 To count body parts by doing a question and answer exercise
 To imitate the pronunciation of some simple sounds and words
 To look at pictures and count objects/parts of the body

Structures

How many (hands)? (Six) hands.

Functions

Counting

Vocabulary

arms, feet, hands, head, in, legs, man, under

Topic

Parts of the body

Resources

- Pupil's Book, page 35
 Exercise 2, Listen and answer
 Exercise 3, Ask and answer
 Exercise 4, Listen and say
- Activity Book, page 58
 Exercise 2, Listen and draw
- Cassette, Unit 19, Exercises 2 and 4
 Activity Book, Unit 19, Exercise 2
- Flashcards: Ii, Uu, Mm, Ll, head, leg, arm, hand, foot
- Wall charts (6 and 8): The body, Letters

Revision

- Say *Stand up, please.* Point to your head, etc. and say the words: *Head. Arms. Hands. Legs. Feet.* Have the pupils do the same: *Head. Arms. Hands. Legs. Feet.* Or you can use the flashcards or the body wall chart.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

Scoring criteria	G	F	P
point to the named part of their body.			


G = Good F = Fair P = Poor

Presentation


- Have two helpers come and stand at the front of the class. Ask the other pupils *How many hands?* and count the hands of your helpers out loud.
- Ask *How many feet/legs/heads/arms?* Encourage the rest of the class to count out loud with you each time.
- Have a third then a fourth, then a fifth helper join the others. Ask again *How many heads?* etc. Count them as before.

Pupil's Book, Page 35, Exercise 2

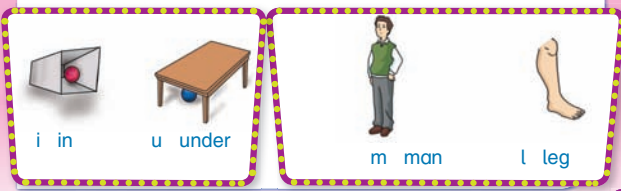
2 Listen and answer



3 Ask and answer
 How many hands? Six hands.



4 Listen and say



Unit 19 35

- Focus on the picture of the three girls. Ask *How many girls?* and count them with the class. Ask one or two more *How many ... ?* questions about the picture.

- Pupils look at the picture and listen to the recording. Pause the recording after each question and let pupils answer. Then play the recorded answer so they can see whether they were right.

Note: It is possible that the pupils will count the doll's head, hands and feet as well. If they do, accept their answer, but explain that, for the purposes of the recording, only the girls' heads, hands and feet are counted.

Tapescript

Woman: How many girls?

Girl: Three.

Woman: How many heads?

Girl: Three.

Woman: How many hands?

Girl: Six.

Woman: How many books?

Girl: Three.

Woman: How many bags?

Girl: Two.

Woman: How many legs?

Girl: Six.

Woman: How many feet?

Girl: Six.

Woman: How many dolls?

Girl: One.

Pupil's Book, Page 35, Exercise 3

- Use the first picture – the hand – to ask a question about the girls in Exercise 2: *How many hands?* (make sure you establish with the class that you are counting either only the girls' body parts, or the body parts of the girls and the doll).
- Invite pupils to ask questions based on the other two pictures: *How many heads?* *How many arms?* Have other pupils give the answers.
- Give pupils a few minutes to work in pairs and ask each other questions about the three girls, using *How many ... ?* However, if you feel your pupils will need more guidance, continue with whole-class work. Prompt them to ask questions by pointing to your own arms, feet, etc. or by holding up a book or a bag.

Answers

How many hands? Six hands.

How many heads? Three heads.

How many arms? Six arms.

Pupil's Book, Page 35, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /i/, /u/, /m/ and /l/. Use the flashcards or letters wall chart to practise reading the letters with the class.

- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/i/ in /u/ under /m/ man /l/ leg

Activity Book, Page 58, Exercise 2

- Focus on the picture of the body in the box. Tell the class that they must listen to the tapescript and complete the drawing of the boy's body.
- Say *Let's draw a boy* and let the pupils complete the drawing.
- Focus on the completed drawing. Have the class point to the different body parts, naming them with you: *head, arms, legs, hands, feet*.

Tapescript

head, arms, legs, hands, feet

End the lesson

- Review structures taught in this lesson.

Lesson 3

Outcomes

To find parts of the body in a picture and say their names
To follow commands as part of a game
To distinguish between different phonic sounds

Structures

Touch your (nose).

Functions

Giving and following commands

Vocabulary

mouth, nose, touch, eyes, ears

Topic

Parts of the body

Resources

- Pupil's Book, page 36
Exercise 5, Find and say
Exercise 6, Game: Touch your foot
- Activity Book, page 59
Exercise 3, Count and write

Revision

- Point to your head, arms, hands, legs and feet, saying the English words. Have the pupils do the same, speaking along with you.
- Revise the words for facial features in the same way: *eyes, ears, nose and mouth*.
- Have two helpers come to the front. Ask *How many feet/ legs/heads/arms/eyes/mouths/ears?* Encourage the rest of the class to count them out loud with you.

- Add an extra twist by having two different groups of helpers at the front of the class. Put one helper in one group and two helpers in the other, so that there are never the same number of pupils in each group. Ask the same questions, e.g. *How many ears?* etc. about one group and then the other to elicit different answers.

Presentation

- Say *Stand up, please*. Ask the class to touch different parts of their bodies: *Touch your head/arms/feet*, etc.
- Say *Touch your foot* and demonstrate touching just one foot. Demonstrate the instructions alternately: *Touch your feet. Touch your foot.*
- Continue with a few more instructions, repeating *Touch your foot/feet* from time to time.
- Explain briefly in Arabic that *foot* is different from other English words. Usually, we make the plural by adding the /s/ sound, e.g. *book, books*. But in the case of *foot*, the sound in the middle of the word changes in the plural, and there is no /s/ sound at the end.
- Pointing to your own eyes, etc. say *Touch your eyes. Touch your ears. Touch your nose. Touch your mouth.* Emphasise the words for facial features.
- Repeat, saying just the facial features. Have the pupils point to their own eyes, etc. and repeat the words after you: *Eyes. Ears. Nose. Mouth.*

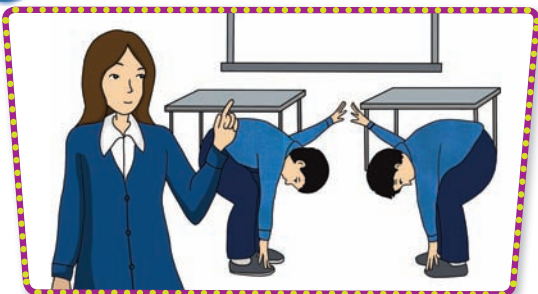
Pupil's Book, Page 36, Exercise 5

5 Find and say

mouth



6 Game: Touch your foot



- Tell the class to look at the picture. Explain briefly that the children are playing *Hide and Seek*. Ask pupils if they can see and name any of the parts of the body. Have them point to the part of the body and say the word.
- Tell them to point to the different parts of the body that can be seen in the picture. Say *Point to the mouth*, etc.

Answers

Pupils point to: arm, ear, head, feet, hand, eyes, mouth, legs, nose

Pupil's Book, Page 36, Exercise 6

- Use the picture to explain the game. In pairs, pupils pretend that one of them is the mirror reflection of the other. They must copy each other's movements exactly, and at the same time. They will find this easier if they move slowly.
- Have a pair of volunteers come to the front and demonstrate. They should stand facing each other, a couple of metres apart. Give instructions for the pair to carry out, moving simultaneously, e.g. *Touch your foot/head arms*, etc.

Activity Book, Page 59, Exercise 3

- Point to the first three pictures of the boys and ask *How many hands?* Use a pencil to point to the boys' hands and count them out loud.
- Give pupils a few moments to count the other items in the pictures – hands of the three boys, books, cars and noses – and write the correct number for each under pictures 1–4.
- Bring the class together again to correct the exercise. Ask *How many hands/feet?*, etc.

Answers

1. six hands
2. two books
3. two cars
4. three noses

End the lesson

- Revise vocabulary from earlier in the course. Say *Point to the window/door/clock. Touch your chair/table. Show me your book/pencil/bag*, etc.

Lesson 4

Outcomes	To listen to the names of parts of the body and recognise them in a picture To demonstrate a love of listening to songs To practice writing the letters <i>m/M, i/I, u/U</i> and <i>l/L</i>
Structures	<i>I can touch my (head).</i>
Functions	Describing parts of the body Singing along with songs
Vocabulary	<i>arm, ear, eye, foot, hand, head, leg, mouth, nose</i>
Topic	Parts of the body
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 37 Exercise 7, Listen and match Exercise 8, Sing ■ Activity Book, page 59 Exercise 4, Trace and copy ■ Cassette, Unit 19, Exercises 7 and 8 ■ Flashcards: eye, head, hand, nose, mouth, foot, leg, ear, arm ■ Wall chart (6): The body

Revision

- Revise words for parts of the body using any activity from earlier lessons that the pupils have enjoyed or the flashcards or the wall chart.

Pupil's Book, Page 37, Exercise 7



8 Sing

I can touch my head.
I can touch my head.
I can run and I can jump
And I can touch my head.

I can touch my nose.
I can touch my nose.
I can run and I can jump
And I can touch my nose.

- Pupils listen to the recording and circle the corresponding parts of the body in the picture of the boy or use the body wall chart. Press the pause button after each word to give them time to think and find the right place in the picture.
- For further practice, hold up a flashcard of a body part and say the word.

Tapescript

1. head 2. hand 3. foot 4. leg 5. arm

Answers

- Pupils circle number 1.
- Pupils circle number 5.
- Pupils circle number 3.
- Pupils circle number 4.
- Pupils circle number 2.

Pupil's Book, Page 37, Exercise 8

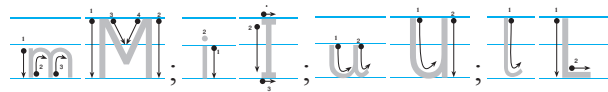
- Say *Stand up, please*. Play the recording and do the actions described. For *I can run* and *I can jump* you can run and jump on the spot. Encourage the pupils to copy your actions.
- Play the song again once or twice. Encourage the class to join in with the words.
- Invite a volunteer to come to the front. Play the song and ask him/her to point to the relevant body part on the body wall chart.

Tapescript

I can touch my head.	I can touch my nose.
I can touch my head.	I can touch my nose.
I can run and I can jump	I can run and I can jump
And I can touch my head.	And I can touch my nose.

Activity Book, Page 59, Exercise 4

- Pupils trace and copy the letters *m/M, i/I, u/U* and *l/L* in the staves provided.
- Help pupils as they work.



End the lesson

- Remind pupils of all the different things they have learned to say in Unit 19. Revise words for parts of the body by having pupils touch their head, arms, etc. and say the words with you. End by touching one foot then both feet, and saying clearly *foot, feet*.

Unit 20 Review

Lesson 1

Outcomes	To understand a mixture of sentence structures using pictures and real objects To label objects To fill in missing words to complete a sentence
Structures	<i>I can (swim).</i> <i>I like (juice).</i>
Functions	Making requests Describing ability
Vocabulary	<i>apples, chicken, fish, happy, hop, jump, milk, ride a bike, run, salad</i>
Topic	Food and drink Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 1, Listen and point ■ Activity Book, page 60 Exercise 1, Find and write the odd one out Exercise 2, Write ■ Cassette, Review, Exercise 1 ■ An empty bottle for mineral water, an empty milk bottle or carton, an empty juice bottle or carton; a shopping bag ■ Flashcards: apple, chicken, fish, salad (or photos of the same foods taken from magazines) ■ Wall chart (5): Food

Revision

- Revise the action verbs that pupils learned in Unit 16. Use mime to elicit the sentences: *I can run /jump/ride a bike/swim.*
- Use the empty drinks bottles, etc. to revise *I like ...*. Hold the shopping bag and pretend you are going shopping. As you step into the shop, say *I like this shop.*
- Walk past the row of drinks containers. Pick up each one and put it in your bag, saying *I like juice*, etc. Pause before the name of the drink and see if the children can say it for you.
- Replace the drinks, then invite two volunteers to come and be shoppers. Give one of them the bag. They should pick up the drinks as you did, saying sentences with *I like ...*.

- Use the containers to revise *Can I have some ... ?* Arrange them in a group, as if they were on the dining table. Have a confident pupil come to the front and pass you a drink: ask *Can I have some juice, please?*
- Encourage the pupil to say *Yes, here you are*, and don't forget to say *Thank you*. Have different pupils ask for drinks from the table: you can do this by simply pointing to a pupil and to one of the containers. Mouth the question silently, if necessary.

Pupil's Book, Page 38, Exercise 1

Unit 20
Review

1 Listen and point

1

Hello, Mum. Can I have some milk, please?

Yes, here you are.

Thank you.

2

Milk.

Yes, Fadia. I like milk.

3

Bike.

Yes, Fadia. He can ride a bike.

4

Fadia is happy.

38 Unit 20

- Say *Open your books at page 38*. Write 38 on the board to help understanding.
- Point to the different people in the pictures, asking *Who's this?* to elicit *It's Mazen/his mum/his sister/his brother.*
- Set a listening task: tell the class that Fadia has been listening to Mazen practising his English. Now she is going to say her first words in English. Pupils must listen carefully and tell you what those words are: there will be two of them.
- Play the recording once or twice for familiarisation. Pupils point to the person who is speaking. Play the recording again, pausing for repetition.

- Return to the listening task. Ask pupils to tell you what Fadia's first words in English are: *milk* and *bike*.

Tapescript

1. Mazen: Hello, Mum. Can I have some milk, please?
Mum: Yes, here you are.
Mazen: Thank you.
2. Fadia: Milk.
Mazen: Yes, Fadia. I like milk.
3. Fadia: Bike.
Asma: Yes, Fadia. He can ride a bike.
4. Mum: Fadia is happy.

Activity Book, Page 60, Exercise 1

- Focus on picture 1. Ask the pupils to name the vehicles/fruit in the picture.
- Explain to them that they must decide which picture is the odd one out and then write their answer in the space provided.
- Check answers as a class.

Answers

1. apple
2. bus

Activity Book, Page 60, Exercise 2

- Point to the first picture and elicit the word *boy* and then *He*. Explain to the pupils that they must write *He* or *She* for each answer depending on the gender of the characters.

Answers

1. He can jump.
2. She can run.
3. He can ride a bike.
4. She can hop.

End the lesson

- Use the flashcards, which you arranged round the classroom before the lesson, to reactivate words for food or you may use the food wall chart. Pretend to be looking for something and ask *Where's the fish?* Point to a card which is not the fish and ask *Fish?* See if pupils can find and point to the fish card. Proceed the same way with the cards for *chicken*, *salad* and *apples*. (*Where are the apples?*) Then point to the different cards and ask *What's this?*

Lesson 2

Outcomes	To understand sentences when listening using pictures and real objects To interpret pictures and say simple sentences correctly To listen to and repeat letter sounds and words To look at pictures and fill in missing words to complete a sentence To use the correct personal pronouns to identify people by gender
Structures	<i>I can ride a bike.</i> <i>Can I have some (chicken), please?</i>
Functions	Expressing likes Stating ability
Vocabulary	<i>apples, bananas, dates, fish, ice cream, juice, jump, orange, ride a bike, run</i>
Topic	Fitness Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 39 Exercise 2, Listen and match Exercise 3, Say Exercise 4, Listen and say ■ Activity Book, page 61 Exercise 3, Match and write ■ Cassette, Review, Exercises 2 and 4 ■ Flashcards: Jj, Rr, Aa, Oo, juice, chicken, bananas, dates ■ Wall charts (5 and 8): Food, Letters

Revision

- Revise fitness words by miming actions in front of the class. (e.g. *ride a bike*, *swim*, etc.)
- Use the flashcards or the food wall chart to revise the food words, *juice*, *chicken*, *bananas* and *dates*. Give flashcards for these foods to random pupils in the class. Ask if you can have each food item by saying, *Can I have some chicken, please?*, etc. Collect all the flashcards from the pupils.

Diagnostic Assessment

With reference to food, flashcards/wall charts, pupils can:

Scoring criteria	Yes	No
ask correctly <i>Can I have some ..., please?</i>		

Pupil's Book, Page 39, Exercise 2

2 Listen and match

3 Say
I can swim.

4 Listen and say

j jump r run a apple o orange

Unit 20 39

- Ask pupils to listen to the recording and match each dialogue to its corresponding picture.
- Press the pause button after each sentence and check that everyone has found the correct picture.
- Have pupils point to the pictures, beginning with number 1, and say the corresponding sentence.

Tapescript

1. She can run.
2. She can jump.
3. He can ride a bike.
4. I like fish.
5. I like juice.
6. I like ice cream.

Answers

1. Picture 4
2. Picture 6
3. Picture 3
4. Picture 1
5. Picture 2
6. Picture 5

Pupil's Book, Page 39, Exercise 3

- This exercise gives pupils a chance to revise the fitness activities. Pupils look at the pictures and say the sentences in the first person.

Answers

1. I can swim.
2. I can ride a bike.
3. I can run.
4. I can hop.
5. I can jump.

Pupil's Book, Page 39, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /j/, /r/, /a/ and /o/.
- Use the flashcards or letters wall chart to practise with the pupils the target letters and how they are pronounced.
- Explain to the pupils that they must say the letter sound first and then the word.

Tapescript

- /j/ jump
/r/ run
/a/ apple
/o/ orange

Activity Book, Page 61, Exercise 3

- Pupils must follow the lines from each person to their desired food. Go through the example with the class, running your finger along the line from the girl's head to the picture of the chicken. Make sure that they cross out the word in the box as they complete each number.

Answers

1. chicken
2. juice
3. bananas

End the lesson

- Write the letters that pupils learned earlier in the course on the board. Practise saying the sound of each letter, then see if pupils can remember any words that begin with that sound. Prompt them by pointing to items in the classroom or by drawing simple pictures on the board: *b* (bag, book), *f* (four, five, fish), *s* (six, seven), *d* (dad, doll, door), *p* (park, pencil, pen).

Lesson 3

Outcomes To understand food requests using pictures and dialogues
To ask and answer questions about requesting food
To trace and copy short simple words

Structures *Can I have some (chicken), please?*
Yes, here you are.

Functions Making requests

Vocabulary *bread, chicken, fish, salad, water*

Topic Food

Resources

- Pupil's Book, page 40
Exercise 5, Listen and match. Say
Exercise 6, Ask and answer
- Activity Book, page 61,
Exercise 4, Trace and copy
- Cassette, Review, Exercise 5
- Flashcards: apple, bread, chicken, fish, ice cream, salad
- A bottle of mineral water, a carton of juice, a carton of milk (all empty), a shopping basket

Pupil's Book, Page 40, Exercise 5

5 Listen and match. Say



6 Ask and answer

Can I have some chicken, please? Yes, here you are.
Thank you.



40 Unit 20

Revision

- Arrange the flashcards and the drinks containers in a row where everyone will be able to see them.
- Revise phrases for asking for and giving things politely. Invite two pupils to come and be shopkeepers. Hold the basket and position yourself so that you cannot see the cards. Ask for different items: *Can I have some milk, please?* etc. The shopkeepers give you the correct item, saying *Yes, here you are.* You thank them.
- Invite volunteers to assume your role. Like you, they must stand so that they cannot see the goods on display, and they must be careful not to ask for an item that has already been removed. Encourage the other pupils – those who can see what is left in the shop – to suggest *Can I have ... ?* requests.

Diagnostic Assessment

With reference to flashcards, pupils can:

Scoring criteria	Yes	No
ask correctly <i>Can I have some ..., please?</i>		
respond correctly by giving the item and saying <i>Yes, here you are.</i>		

- Pupils listen to the recording and follow the picture sequence, pointing to the girls as they speak. Play the recording once for familiarisation.
- Play the recording a second time, pausing after each conversation. Pupils can circle the correct picture when they hear the corresponding piece of dialogue.

Tapescipt

Narrator: One.
Girl 2: Can I have some water, please?
Girl 3: Yes, here you are.
Girl 2: Thank you.

Narrator: Two.
Girl 1: Can I have some salad, please?
Girl 2: Yes, here you are.
Girl 1: Thank you.

Narrator: Three.
Girl 2: I like water.
Girl 1: I like salad.

Answers

1. Picture 2
2. Picture 1
3. Picture 3

Pupil's Book, Page 40, Exercise 6

- Ask a pupil for some chicken, as in the example shown. Help them to say *Yes, here you are*.
- Follow the same procedure with the other pictures. If possible, have pupils take the role of the person asking.
- Let pupils work in pairs for a few minutes to practise the short dialogues.

Answers

Can I have some chicken, please?

Yes, here you are.

Can I have some fish, please?

Yes, here you are.

Can I have some bread, please?

Yes, here you are.

Can I have some water, please?

Yes, here you are.

Activity Book, Page 61, Exercise 4

- Pupils trace and copy the words *red*, *car* and *doll*.
- Help pupils as they work.

End the lesson

- Distribute the food flashcards and the drink containers to different pupils around the class. Have those pupils line up in a row at the front of the class, holding up their flashcards, bottles or cartons for everyone to see.
- Other children in the class must ask for different items, e.g. *Can I have some juice, please?* (You may have to demonstrate by asking for the first item yourself.) The pupil holding that item says *Yes, here you are* and gives it to the person who asked for it. That person must then say *Thank you*.

Lesson 4

Outcomes	To ask and answer questions about food items To do a project To answer questions about food preferences using pictures and real objects
Structures	<i>Do you like bananas? Yes.</i> <i>Can I have some (chicken), please?</i> <i>Yes, here you are.</i>
Functions	Making requests
Vocabulary	<i>apples, bread, chicken, fish, ice cream, juice, salad, water</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 41 Exercise 7, Ask and answer Exercise 8, Project: Make a menu ■ Activity Book, page 61 Exercise 5, Project: Make a menu ■ Flashcards: apple, chicken, fish, salad, bread, ice cream, juice, water (or photos of these foods from magazines) ■ Wall chart (5): Food ■ An empty bottle for mineral water, an empty milk bottle or carton, an empty juice bottle or carton

Revision

- Tell pupils to prepare a question about food for another child in the class, beginning *Do you like ... ?* Give them a few moments to think about it.
- Give every pupil the chance to ask the question they have prepared. They should begin with the name of the person they are addressing, e.g. *(Raed), do you like apples?*

Diagnostic Assessment

With reference to the teacher's questions, pupils can:

Scoring criteria	A	S	N
ask a partner <i>Do you like</i> [a food item]? starting with the partner's name.			

A = Always **S = Sometimes** **N = Never**

Pupil's Book, Page 41, Exercise 7

7 Ask and answer
Do you like bananas? Yes.

8 Project: Make a menu

Unit 20 41

- Ask the pupils to look at the food items on the table and to identify them.
- Split the class into pairs and have them ask one another questions about whether they like the food items.

Answers

Do you like bananas? Yes/No.
Do you like chicken? Yes/No.
Do you like juice? Yes/No.
Do you like milk? Yes/No.
Do you like salad? Yes/No.
Do you like tea? Yes/No.
Do you like ice cream? Yes/No.
Do you like water? Yes/No.
Do you like eggs? Yes/No.
Do you like dates? Yes/No.
Do you like oranges? Yes/No.
Do you like apples? Yes/No.

Pupil's Book, Page 41, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Pupils complete the project by splitting a page of A4 into eight compartments. They should draw the food items featured in the Pupil's Book on their sheet of paper. They can ask each other in pairs if they like a particular food, ticking off the ones that they like on their own form.

Activity Book, Page 61, Exercise 5

- Refer to page 8 (introduction) of the Teacher's Book.
- Pupils complete the project by writing the names of food and drink items in the space provided on page 61 of their Activity Book.

End the lesson

Ask pupils about the food they like: *Do you like fish?* Ask (*Raed*). Practise polite requests: *Can I have some (water), please?* Hold up food flashcards or drinks containers or you may use the food wall chart and have the class formulate a question about that food or drink.

Wordlist

apple (U:18)
apples (U:17, 20)
arms (U:19)
bag (U:3, 4, 5, 6, 15)
ball (U:15)
banana (U:18)
bananas (U:20)
bathroom (U:8, 15)
bathtub (U:11)
bed (U:11)
bedroom (U:8)
bike (U:14)
bird (U:4, 6)
black (U:3, 6)
blue (U:2, 3, 5, 6)
book (U:3, 4, 5, 10)
box (U:11, 15)
boy (U:5, 10)
boys (U:1)
bread (U:18, 20)
brother (U:7, 10)
bus (U:14)
can (U:6)
car (U:4, 7, 14, 15)
CD (U:9)
CD game (U:15)
chair (U:2, 4, 5, 6)
chicken (U:17, 18, 20)
classroom (U:2)
clock (U:2, 5, 6)
close (v) (U:12)
cold (U:12)
computer (U:9, 15)
dad (U:7, 10, 15)
date (U:18)
dates (U:20)
doll (U:9, 15)
door (U:2, 5, 6)
draw (U:19)
dress (U:13)
ear (U:19)
egg (U:18)
eight (U:6, 10)
eye (U:19)
feet (U:19)
fish (U:17, 18)
five (U:4, 6, 10, 15)
foot (U:19)
four (U:4, 6, 10)
friend (U:7, 10)
game (U:9)
girl (U:4, 5)
girls (U:1)
goodbye (U:4)
green (U:2, 3, 4, 5, 6)
hands (U:19)
happy (U:12, 20)
head (U:19)
hello (U:1)
her (U:7)
his (U:7)
hop (U:16, 20)
hot (U:12)
ice cream (U:18, 20)
in (U:8, 11, 19)
jacket (U:13)
juice (U:17, 18, 20)
jump (U:16, 20)
kitchen (U:8, 15)
legs (U:19)
living room (U:8, 15)
man (U:19)
milk (U:17, 18)
mouth (U:19)
mum (U:7, 10, 15)
my (U:7)
name (U:1)
nine (U:6, 10)

Wordlist

nose (U:19)
on (U:11)
one (U:4, 6, 10)
open (U:12)
orange (colour) (U:13)
orange (U:18, 20)
park (U:12)
pen (U:3, 5, 6)
pencil (U:3, 4, 5, 10)
pink (U:13)
please (U:1)
raining (U:12)
red (U:2, 3, 5, 6)
ride a bike (U:16, 20)
robot (U:3, 4, 5)
run (U:16, 20)
sad (U:12)
salad (U:17, 18, 20)
school (U:7)
seven (U:6, 10)
shelf (U:11)
shirt (U:13)
shoes (U:13)
shop (U:13)
sister (U:7)
sit down (U:1, 5)
six (U:6, 10)
skirt (U:13)
socks (U:13)
sofa (U:11, 15)
sports centre (U:16)
stand up (U:1, 5)
sunny (U:12)
swim (U:16)
table (U:2, 3, 4, 5, 6)
tea (U:17, 18)
teacher (U:7, 10)
ten (U:6, 10)
thank you (U:1)
this (U:1)
three (U:4, 6, 10)
touch (U:19)
train (U:14)
tree (U:4, 6)
trousers (U:13)
TV (U:11)
two (U:4, 6, 10)
under (U:11, 19)
wall (U:11)
washing machine (U:13)
water (U:20)
white (U:3, 4, 5, 6)
window (U:2, 3, 5)
yellow (U:3, 5, 6)

Teaching Strategies

There are a variety of teaching strategies that instructors can use to improve pupils' learning. The list below shows you some ways to make your classes more engaging.

Activity-Based Learning

Activity-Based Learning is anything that pupils do in a classroom other than merely listening passively. Research shows that Activity-Based Learning improves pupils' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking. For example, in Unit 13, page 13, exercise 3, 'Say', the teacher gets pupils involved in describing their own clothes.

Experiential Learning/Games/Experiments/Simulations

Experiential learning focuses on "learning by doing" and on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises. Example: Unit 4, page 19, exercise 8, 'Project'.

Games, experiments and simulations can be rich learning environments for pupils. Pupils today have grown up playing games and using interactive tools such as the Internet, phones and other appliances. Games and simulations enable pupils to solve real-world problems in a safe environment and enjoy themselves while doing so. Ensure each group or pair has the correct materials when completing tasks and games. Ensure that each pupil in the pair or group gets the chance to participate. Do not let the stronger ones dominate. For example, in Unit 10, page 39, exercise 4, pupils take turns to read the pictures first in order and then randomly as in a game.

Groupwork

Group work caters for individual difference and develops pupils' knowledge, attitudes and skills (communication, thinking and collaboration). It also creates opportunities for feedback from peers. For group work, try and divide the class into equal-sized groups. You can give the groups English names, such as colours, toys or numbers. This will help pupils remember the word and feel a sense of belonging to that group. Do not always allow the same people to work together. You can pick groups yourself or pupils can volunteer to be in a particular group. For example, in Unit 2, page 11, exercise 7, the teacher puts pupils in groups or asks them to group themselves to do the Project cooperatively.

Pair work is a classroom activity in which the whole class is divided into pairs. It is a type of group work, using groups of two. It helps to get a higher proportion of pupils actively involved in completing a task. With pair work, the simplest way to organise the class is to ask pupils to work with the person sitting next to them. However, try and ensure that the same pupils do not always work together. You can also ask pupils to work with the person sitting behind them; or move pupils round so that they have new seats. It is sometimes a good idea to pair less able pupils with stronger ones in order for the stronger ones to help the less able. An example of pair work is, exercise 7, page 33 in Unit 18. Pupils, in pairs, practise asking: "Can I have some...?"

Collaborative/Cooperative Learning

Cooperative and collaborative learning promote cooperation in the classroom and affect the pupils' attitudes in several ways. The teacher asks pupils to work together in small groups to accomplish a common learning goal. Cooperative and collaborative activities need to be carefully planned and executed, but they don't require permanently formed groups. This type of learning may take the form of group work or pair work.

Critical Thinking

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer and judge. Critical thinking brings these activities together and enables pupils to ask and answer searching questions and to explore problems from different points of view. Example: Unit 12, page 10, exercise 6, 'Look and Say'.

Assessment Strategies

This section describes and analyses assessment strategies and presents samples that show how they might be used in the classroom. There are various ways to group such strategies; different techniques could serve different purposes.

Performance-based

Performance-based assessment is the process of using pupils' activities, rather than tests or surveys, to assess skills and knowledge. Use portfolios as a method of reporting such assessment through using work samples. A portfolio can be a folder that allows the teacher to display a pupil's work, such as Work samples, Photos, Checklists, Oral recounts and Pupil's Selected Work. The following is a table that can be used to keep a record of a pupil's activity.

Pupil's Name : _____ Date: _____

Activity & outline of the topic	Purpose & objectives of the activity	Expected outcomes to be achieved	Achieved outcomes	Is working towards outcomes	Is yet to master the skills you are developing

When you ask pupils to act or roleplay, the performances could be videotaped. Review a sample of the performances against a set of criteria. The following could be used to assess pupils' singing and presentation skills.

Singing Skills

Song: _____

Pupil being evaluated: _____

Skills checklist (20 points possible)

_____ energy and projection (3)

_____ singing together (4)

_____ expression (4)

_____ tone quality (3)

_____ correct rhythm (3)

_____ posture (3)

_____ total points for singer(s) (20)

Comments: _____

Observation

Observation is a direct means of learning about pupils. It involves seeing and recording what they know or do not know and can or cannot do. An important observation tool is anecdotal notes which are written during a lesson, as pupils either work in groups or individually, or after a lesson. One way to facilitate this process is to select five pupils per day for observation.

The following are two checklists; the first to record anecdotal notes of listening and speaking, and the second to record pupils' attitudes and social behaviour.

Listening and Speaking		1st	2nd	3rd	4th
Name _____	Dates				
Indicators of Developing Control and Comprehension Writing Code M = Most of the time S = Sometimes N = Not yet					
Understands what the teacher says and what they hear in the audio material					
Asks the teacher to repeat utterances they cannot understand					
Speaks appropriately to the addressee					
Speaks confidently before the class					
Communicates clearly					

Attitudes and social behaviour		1st	2nd	3rd	4th
Name _____	Dates				
Indicators of Developing Control and Comprehension Writing Code M = Most of the time S = Sometimes N = Not yet					
Is willing to be challenged					
Is involved during class sessions					
Expresses enjoyment as a result of hard work and achievement					
Cooperates with others, i.e. provides help to others when needed					
Contributes to group work, i.e. is productive					
Displays sensitivity towards others					
Respects others					
Learns from watching others					

Communication

Pupils may have difficulty getting their point across clearly. When it comes to communication, what they say and what they don't say are equally important. You can use various ways to assess your pupils, such as interviews and evaluating classroom discussions.

Interviews involve observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections or ability to communicate or apply concepts. The following is an example of a performance task interview which could be used in Unit 14.

Performance Task Interview

Materials: 10 coloured cars (4 red, 5 blue, 1 green)

Instructions: Display the cars in random order on your desk in front of the whole class. Ask for a pair of pupils to volunteer to come to the front. Guide the pupils to answer the questions in the box below.

Interview Questions	Comments
1) Sort the cars by colour	
2) Count the cars of each colour	
3) Fill in the Data Sheet with the correct number of cars	

Collecting Data

Data sheet:

red blue green

Now, you can assess the pupils using the following:

Problem Solving Checklist:

Criteria	Pupil 1	Pupil 2
1. Sort the cars		
2. Count the cars		
3. Fill in the Data Sheet		
4. Collaborate with others		

Reflective Feedback

Ask each pupil to circle one of the faces for each question to find out how they felt about the activity. You may use Arabic to give instructions.

1. How did you feel about this activity?



2. Would you like to do this activity again?



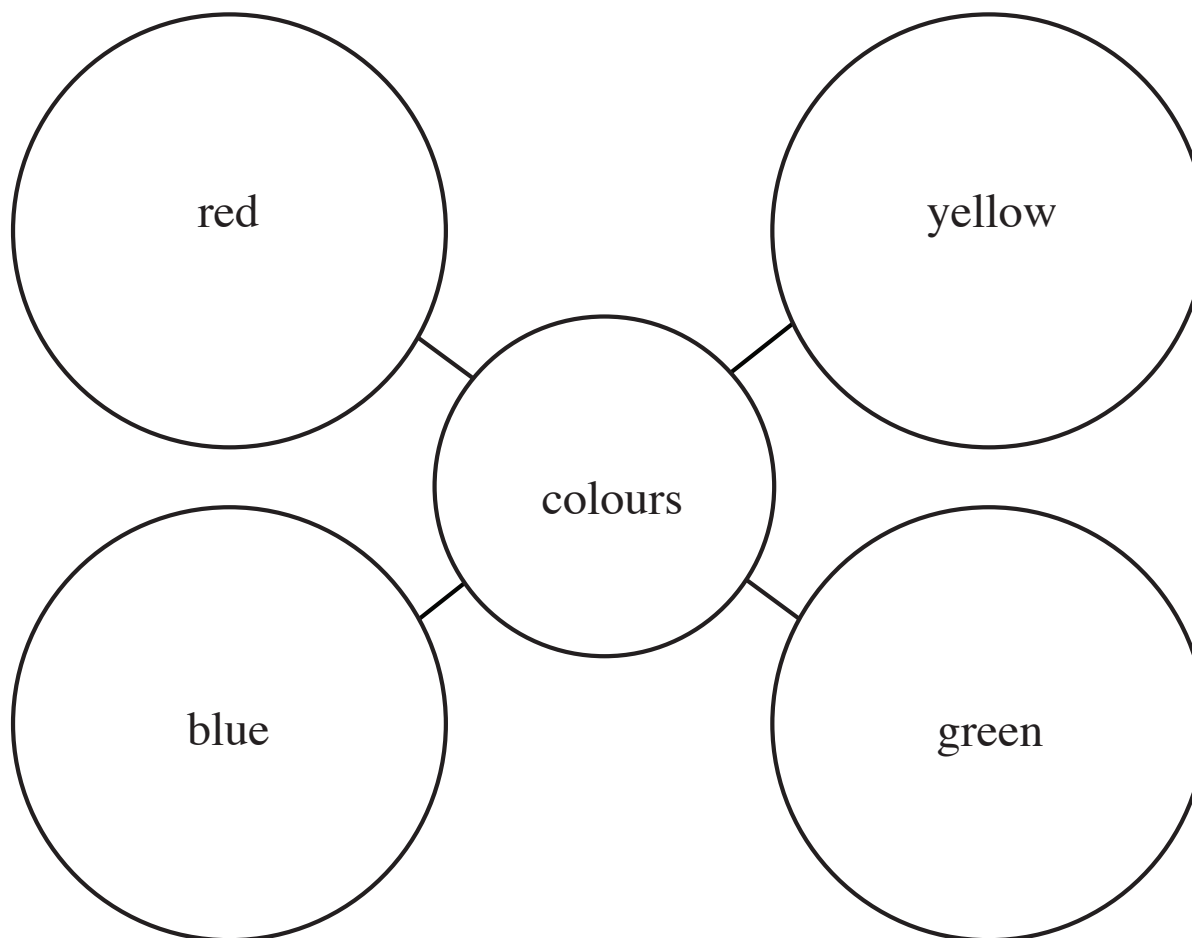
Reflection

Reflecting on experiences and practices is a crucial part of learning. It is not just about learning from mistakes, but also about being self-aware. The Reflective Feedback task which concludes the Performance Task above provides a good example of this. It helps pupils to make reasoned judgements about their personal strengths and weaknesses. It also helps them to assess their own development and become effective decision makers. Reflection and self-assessment skills are demonstrated by the active and creative seeking of knowledge for problem solving.

Graphic organisers are an important tool to help pupils reflect. They are maps that involve pupils in thinking skills such as sequencing or comparing and classifying, to create representations of concepts and processes. These mental maps depict complex relationships and can make abstract ideas more visible and concrete. Examples of graphic organisers are: Webbing, What We Know/Want to Know/Learned (KWL) Chart, and Self- and Peer-Assessment.

Webbing

Webbing is one way of making a visual representation of a general concept and specific examples, such as the following: the general concept, colours and specific instances.



Assessment Comments:

Concept / Examples _____

Content Accuracy _____

Assessment Feedback (Pre- vs. Post- Charts):

Evidence of change in factual knowledge	(high)	(med)	(low)
Evidence of change in affective domain	(high)	(med*)	(low)

* med = medium

*

KWL Charts: (what we Know, what we Want to know, what we Learned)

Before the unit, KWL charts enable you to gain an awareness of pupils' background knowledge and interests. Afterwards, they help you assess the content material learned.

Sample K-W-L Chart

K	W	L
Numbers 1-5	Numbers 6-10	

Before a unit of study, ask pupils to fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. For example, in the K-W-L chart above, pupils already know 1-5 (K); they will learn 6-10 (W) in Unit 6. This helps to keep pupils focused and interested during the unit and gives them a sense of accomplishment when they fill in the L column following the unit and realise that they have learned something.

Self- and Peer-Evaluation

Ask pupils to reflect on, make a judgement about and then report on their own or a peer's behaviour and performance. Use the responses to evaluate both performance and attitude. Typical assessment tools could include sentence completion, Likert scales or checklists.

Likert Scaling is a method in which a concept is measured according to a set of items that can be rated on a 1 to 3, response scale. The following is an example of a peer-evaluation sheet for use in a situation in which pupils introduce themselves to the class.

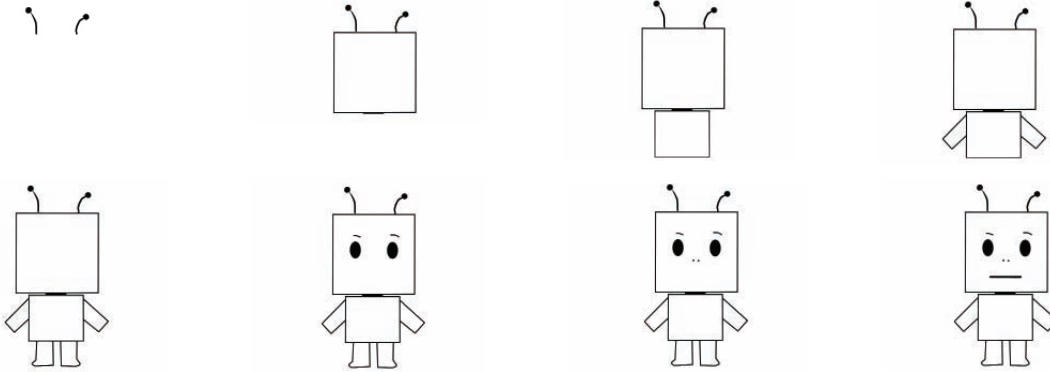
Peer-Evaluation of an Oral Presentation			
	3 = Good	2 = Fair	1 = Poor
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used miming correctly			
Answered questions from other pupils			
Total _____ (of 21)			

You can guide your pupils to assess their performance.

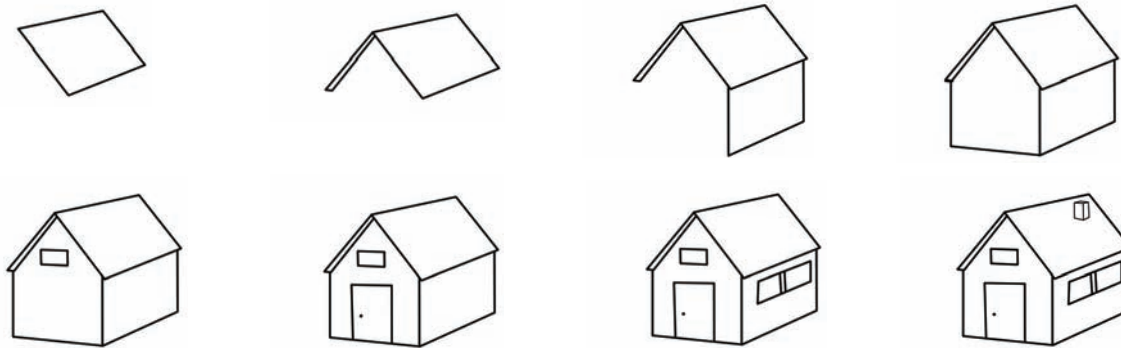
Teamwork Score Sheet		
NAME _____		
Circle Yes or No.		
I helped my partner.	YES	NO
I watched my partner closely.	YES	NO
I did my best to mime clearly.	YES	NO

Example Sketches

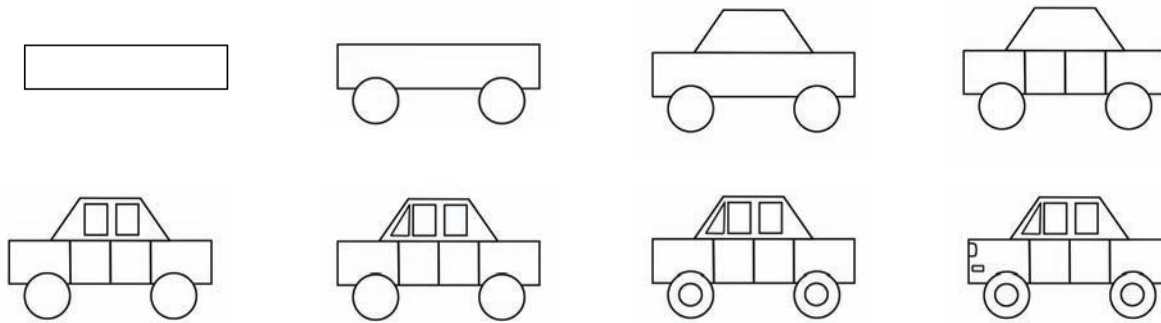
A robot



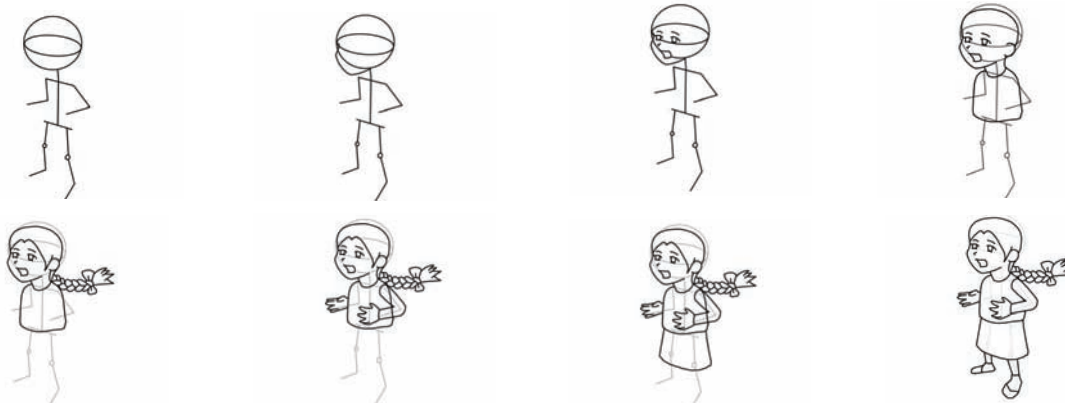
A house



A car



A girl

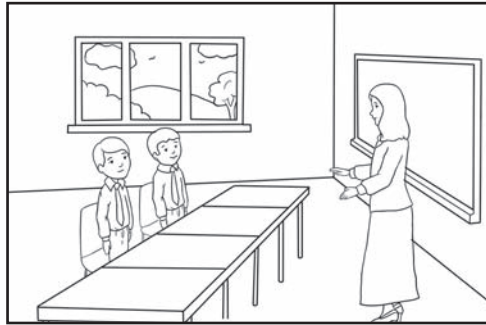


Listening Tests

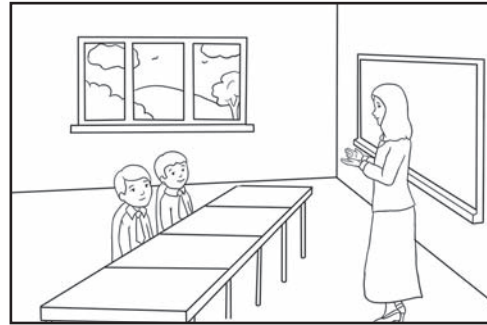
Read the instructions aloud to the pupils slowly and clearly. You may need to repeat them several times. As certain themes recur at intervals throughout the Pupil's Book, each listening test relates to more than one unit. For example, identifying objects in units 2, 3 and 9; colours in units 2, 3, 4, 9, 11, 13 and 14; numbers in units 4, 6, 9, 14 and 19.

1 Listen and circle

1 a.



b.

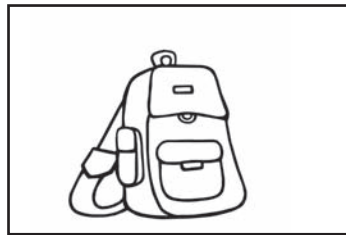


2 Listen and circle

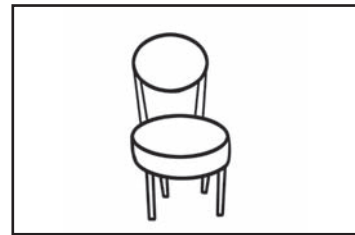
1 a.



b.



c.



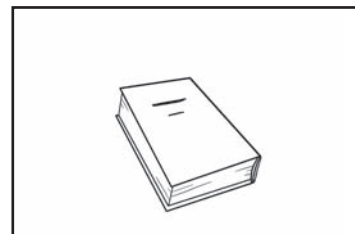
2 a.



b.



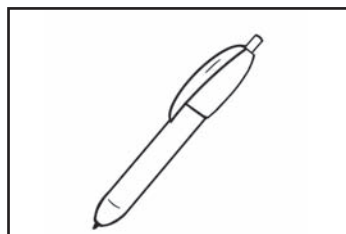
c.



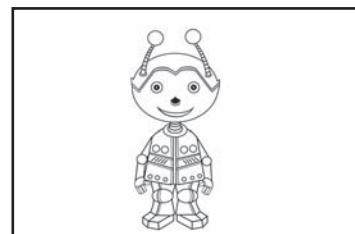
3 a.



b.



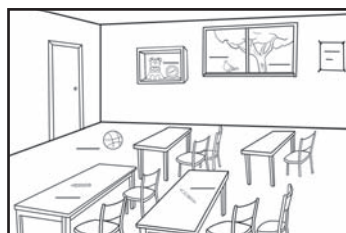
c.



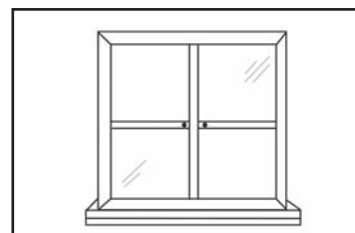
4 a.



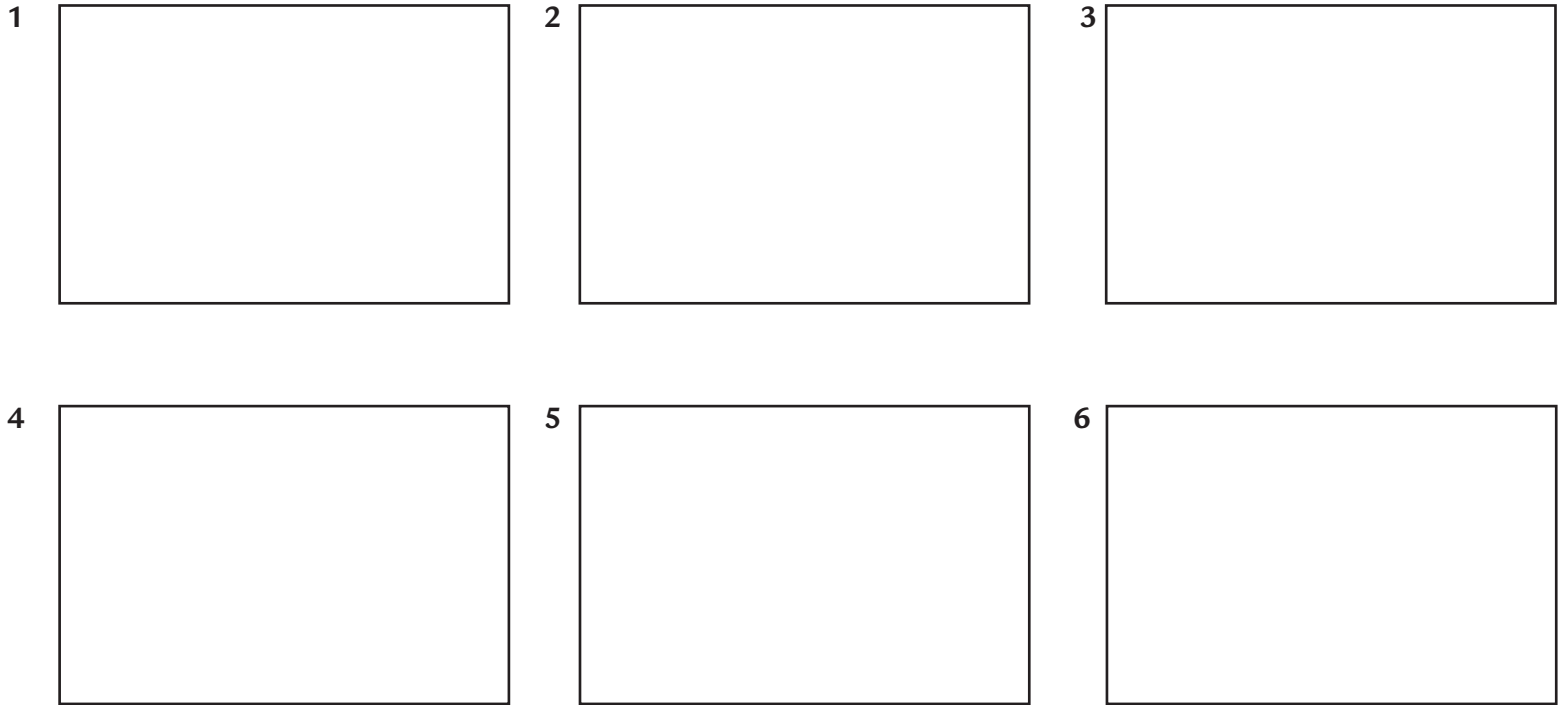
b.



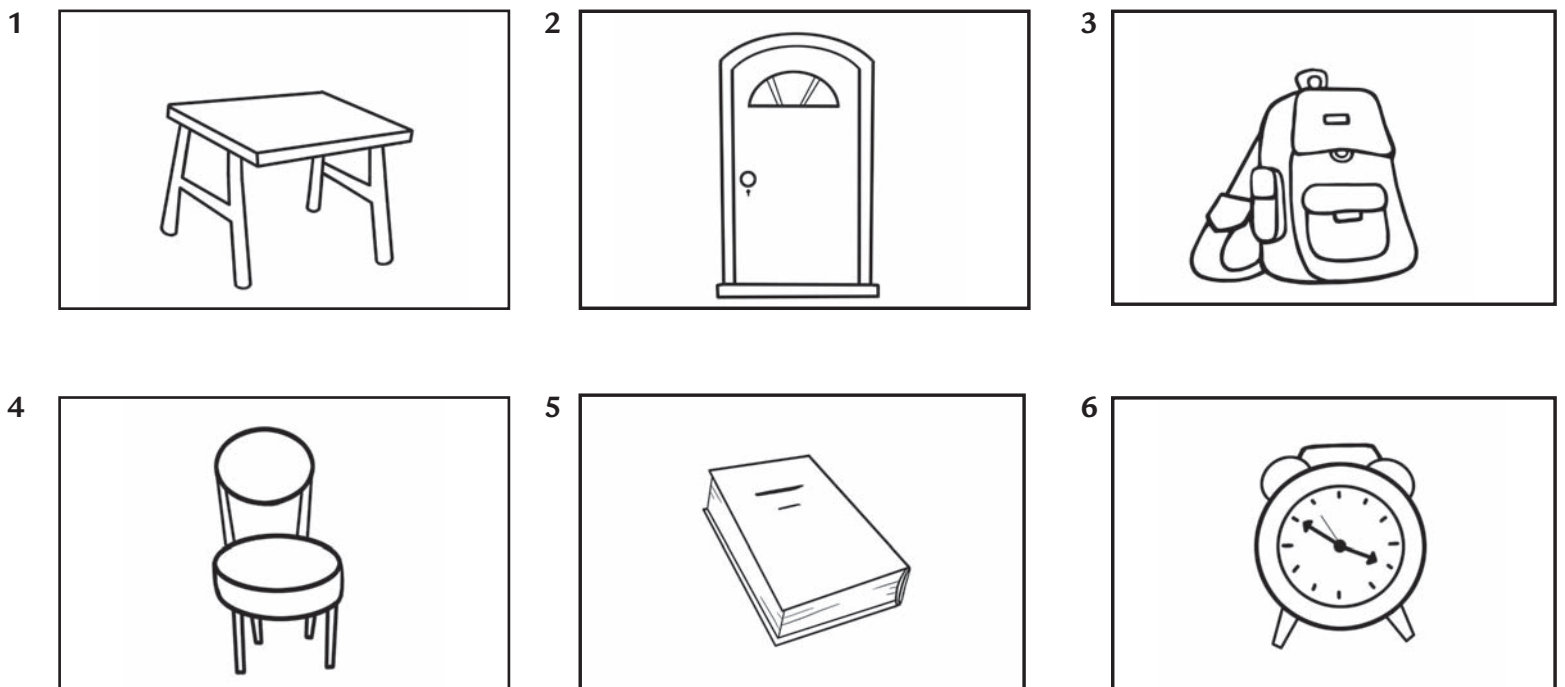
c.




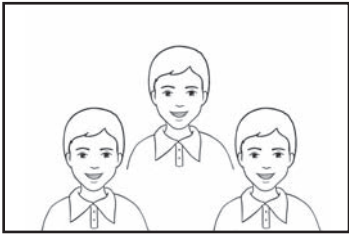
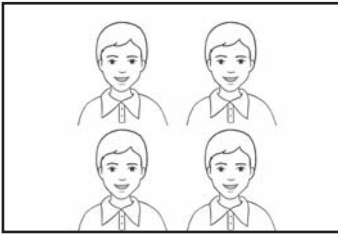
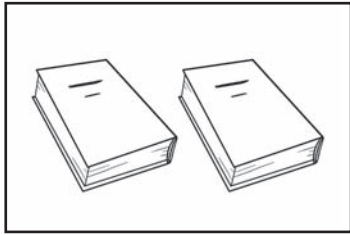
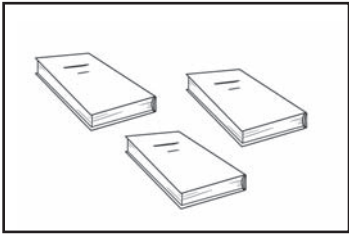
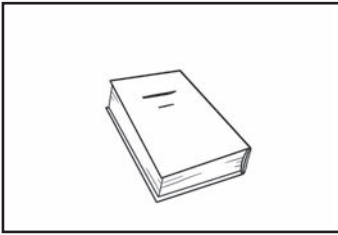
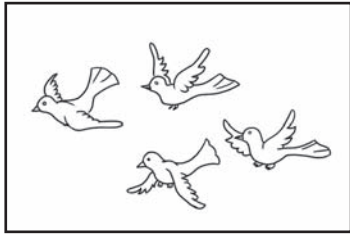
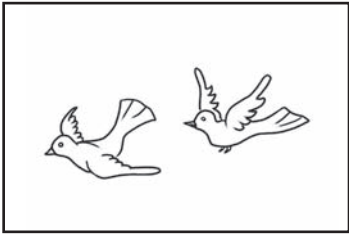

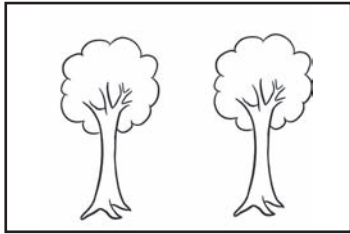
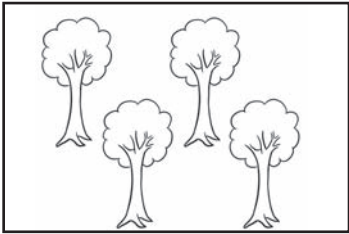
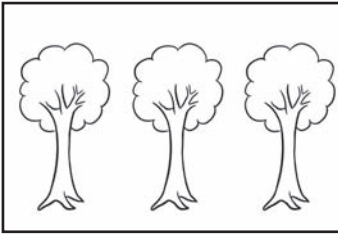
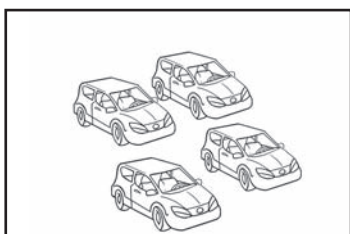
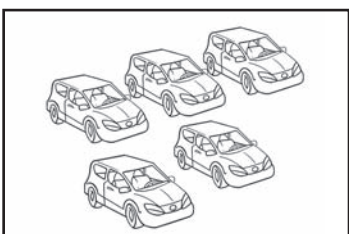
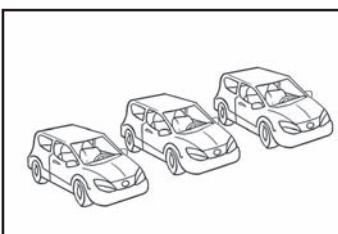
3 Listen and draw







4 Listen and colour

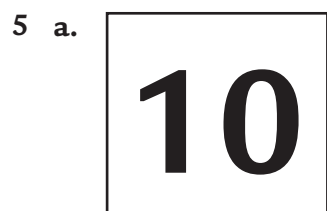
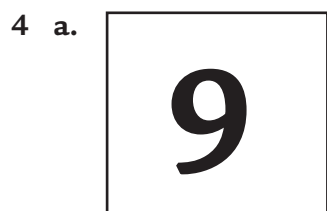
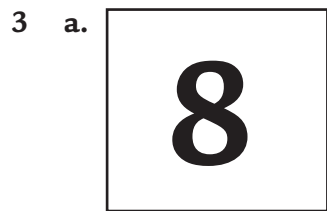


5 Listen and circle

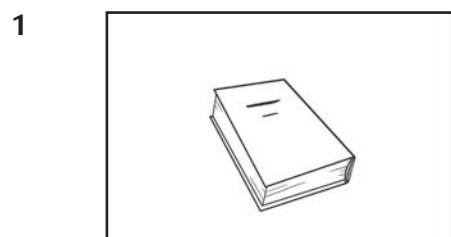
1	a. 	b. 	c. 
2	a. 	b. 	c. 
3	a. 	b. 	c. 
4	a. 	b. 	c. 
5	a. 	b. 	c. 

6 Listen and circle

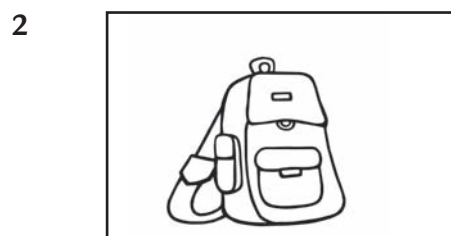
1	a. 	b. 
2	a. 	b. 



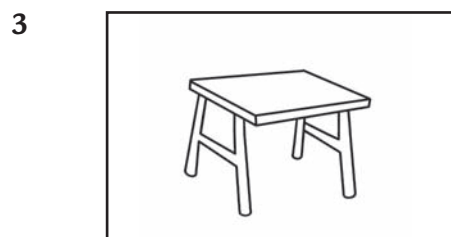
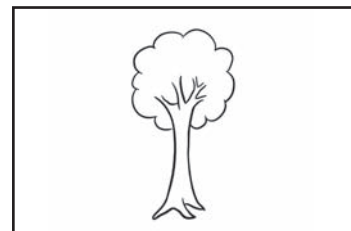
7 Listen and match



b



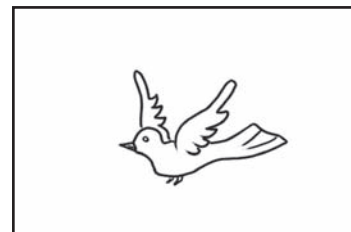
t



g



f



Listening tapescript and answers

1: Listen and circle

1 Stand up.

Answers 1. b

2: Listen and circle

1 It's a bag. 2 It's a table. 3 It's a robot. 4 It's a classroom.

Answers 1. b 2. a 3. c 4. b

3: Listen and draw

1 It's a bag. 2 It's a door. 3 It's a book.

4 It's a tree. 5 It's a clock. 6 It's a table.

4: 1 It's a yellow table. 2 It's a green door. 3 It's a red bag.
 4 It's a blue chair. 5 It's a white book. 6 It's a green clock.

5: 1 three boys. 2 one book. 3 four birds.
 4 four trees. 5 five cars.

Answers 1. b 2. c 3. a 4. b 5. b

6: 1 six 2 five 3 eight 4 one 5 seven

Answers 1. b 2. b 3. a 4. b 5. b

7: Match the letter b with the picture

 Match the letter t with the picture

 Match the letter g with the picture

 Match the letter f with the picture

Answers b book, t tree, g girl, f 5