



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK 1

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Introduction

COURSE COMPONENTS

English for Palestine Grade 1 consists of the following components:

- 2 Pupil's Books (1A and 1B), each containing both language presentation and practice material
- 1 Teacher's Book
- 128 flashcards
- 20 posters
- 2 Audio CDs

Objectives

The objectives of Grade 1 are:

- to develop a core vocabulary of high-frequency English words which can be built on at later levels
- to introduce simple key grammatical structures
- to provide opportunities for children to engage in meaningful activities in English
- to teach children to count to ten in English
- to familiarise children with the English alphabet (lower-case)
- to familiarise children with the sounds of English
- to develop early literacy skills

For details of how the course covers language unit by unit, see the Overview on pp. 10–11.

The Pupil's Book

There are two Pupil's Books for Grade 1, covering 18 units in the course of a year. Pupil's Book 1A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 1B, which contains Units 10–18.

Each Pupil's Book contains seven units of new material: these present new vocabulary and structures, introduce the English alphabet and basic phonics and provide practice for listening, speaking and early literacy skills. Two revision units give children the opportunity to review and further practise this language.

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook. Each unit contains material for six teaching periods: Periods 1, 3 and 5 are **Learn** periods and Periods 2, 4 and 6 are **Practise** periods.

- **Learn period:** language is presented and reinforced
- **Practise period:** language is practised in a wide variety of activities; children also have the opportunity to develop handwriting skills

Each unit is based on a theme, allowing the new language to be taught in context, e.g. *Let's eat!, My family, In my country*. The themes have been taken from the Palestine curriculum to meet the needs and interests of children of this age.

The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each period contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide. Instructions on how to model examples and give feedback on answers are also included.

The Teacher's Book also contains ideas for classroom games using the flashcards and posters.

The Posters and Flashcards

The visual stimuli of the posters and flashcards provide a fun and effective means of introducing, consolidating and practising new language, as well as reviewing known language in a new context.

Each period begins with poster activities. Flashcards are used for follow-up work, and later in simple games (matching, classifying, memory work, etc.) to give a range of opportunities for review and extending the children's knowledge (e.g. by practising linking sounds and letters/items and numbers, etc.). Suggestions for use of both posters and flashcards appear throughout the teacher's notes.

The posters can be left on display in the classroom to encourage children to remember the language they have learned. There are 20 posters:

- 14 Unit posters
- a Numbers poster
- an Alphabet poster
- a Letter Poster (writing models for the letters shown on handwriting lines)
- 3 posters showing key activities (for you to use to show the children how to complete the activities in their book)

The flashcards cover all the vocabulary topics of the book, as well as sounds/letters and numbers. There are 128 flashcards: a complete list can be found on **p. 128**.

The Audio CDs

The Audio CDs contain native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all language structures, key vocabulary and letter sounds. The recordings are designed to encourage the children's input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 1 takes a step-by-step approach. Children hear the words, then move on to saying them. They practise recognising letters, then move on to writing them.

The following icons are used to help children work out what is required in each activity right from the start.



Children have different learning styles. **Visual learners** learn best when they have lots of pictures, real items, people's faces and gestures as stimuli. **Auditory learners** learn most effectively from hearing new language and being given lots of opportunity to speak. **Kinesthetic** learners benefit from linking language to action (this can be a challenge in the classroom). *English for Palestine* has been designed to meet all these learner needs and to motivate learners of different abilities.

1 Developing listening and speaking skills

Children should be given every possible opportunity to hear English spoken and to speak it themselves, so that they can become fluent and accurate English speakers. Each period of *English for Palestine* provides opportunities for developing both fluency and accuracy.

Fluency activities: *Fluency* refers to the ability to get the message across: the message is not necessarily error-free, but it is communicated. Try to find opportunities for informal interaction in English with the children, so that they don't feel scared to speak English: making errors here isn't important. For example, when you come into the classroom, fan yourself with your hand and say, *Phew! Hot!* The children will understand what you say because of your gesture. Very soon they will be telling you, *Phew! Hot!* You can then answer by saying, *Yes, it's very hot today.* This will extend the children's repertoire of English in a subtle way and help develop fluency.

Give the children opportunities to display what they know. Before formally presenting vocabulary, ask the children if they know the words. At this stage, it does not matter if they don't pronounce the word accurately or they get it wrong. Praise their efforts: you will find that they want to speak English more and more. They will get used to speaking English and their confidence in their ability to use the language will grow.

Accuracy activities: *Accuracy* refers to the ability to produce error-free English. Each unit in the course contains accuracy activities, either grammar- or vocabulary-based. At the

presentation stage of the period, it is important that you provide a good model of accurate English and that the children respond accurately. Use the recordings to help you. It is at this stage that you should correct children's errors, in language or pronunciation.

Oral interaction in the classroom:

Patterns of interaction

It is important to vary the pattern of interaction in the classroom. If you constantly address the whole class, you may find that the more confident children are, the more they do all the talking in response, while the quieter children stay silent. Remember sometimes to address questions and comments to individual children or small groups. Also use pair work, a very effective way of encouraging the children to practise speaking English. Drilling is also used in the course: here the whole class repeats/says a word or phrase together or in groups. This allows less confident children to join in without feeling intimidated.

Pronunciation

Some of the sounds of English will be difficult for Palestinian children to pronounce. Keep a note of any sounds they find difficult and make a point of practising these each period. Encourage the children to listen carefully to the recording and to copy the speakers as closely as possible. Make this activity as much fun as possible – encourage the whole class to praise the children who manage to sound the most English!

Sometimes children will have difficulty hearing the difference between one sound and another, e.g. /k/ as in *cat* and /g/ as in *goat*. Try some 'minimal pairs' activities: these involve distinguishing between two words where the only difference is a single phoneme, e.g. *coat* and *goat*, *pin* and *bin*, *fan* and *van*, etc. Ask the children to listen to pairs of words like this and identify which sound is which.

2 Developing reading skills

The reading skills part of the course includes *The alphabet*, *Phonics* and *Whole word activities*.

The alphabet

The sounds and names of the 26 letters are taught in small groups. These are introduced not in the order of the alphabet but according to the frequency use of the sounds in English.

Phonics

Phonics takes as its starting point the sounds (or phonemes) of English. The phonics approach in Grade 1 builds the children's confidence in linking sounds and letters before moving on to look at the ways in which phonemes are blended together to make words and to recognise how the words are spelled.

Phonics activities in the course teach children to recognise, isolate and produce initial phonemes in target vocabulary. In

later stages, they are taught to segment and blend phonemes, to decode and produce three letter CVC (consonant–vowel–consonant) words. This is an important ‘word-attack’ skill which children will be able to apply in the later stages, when they encounter unfamiliar words in their reading, or when they are writing words. You can use three fingers to represent a three-letter CVC word, e.g. *bed*. Say each sound: /b/ /e/ /d/, pointing to one finger at a time as you do. Then draw your fingers together to show the children that you are blending the three sounds together and say *bed*.

Whole word

Sometimes it is not possible to sound out words in English. The vocabulary exercises in this course include picture and word matching activities, where the children match the whole word to the picture. This helps the children to see not just individual letters, as they do in phonics activities, but to look at the shape and pattern of the whole word. Building up an extensive ‘sight vocabulary’ (a list of words which the children can read quickly without sounding them out letter by letter) will help the children become good fluent readers.

Wordcards

As the children practise reading new words, you will find it useful to create wordcards, that you can use again and again.

- Make the cards about the size of picture flashcards.
- The writing needs to be big enough for the children at the back of the class to read.
- Use a thick black pen so that the words are clear.
- Use the same writing style as the children are learning (see **wordcard handwriting model pp. 120–1** – you can trace over the letters in order to master the style).

3 Developing writing skills

In Grade 1, the children learn to write the numbers 1–10 and all the letters of the alphabet in lower case. The Teacher’s Book contains illustrations to help you guide the children on how to hold a pencil correctly. The Letter Poster illustrates how each letter is formed. The Pupil’s Book contains activities to practise directionality and letter/number formation. Starting points are marked and numbered arrows included to help children master how to write each letter and number. Developing good habits at this stage will help the children when they later learn to join letters.

A **photocopiable writing frame** is supplied on **p. 124**. Every so often ask the children to do a special piece of writing, using one of these. Explain that it will be displayed in the class and/or they will take it home for their family to see. Encourage them to do their best writing, remembering to form letters correctly, to make them the correct size and to space them appropriately. The children will be motivated

to write very carefully when they know the work is for display. It will also encourage them in their learning to produce something that they feel proud of.

CLASSROOM MANAGEMENT

To make the best use of the limited time available in each period, bear in mind the following. (See also **p.125** for further **teaching tips**.)

1 Making periods enjoyable and effective

- **Activate existing knowledge:** this makes us more receptive to additional information. It is very easy to take advantage of this with young children. When you first start a new unit, don’t let the children open their books. Tell them the topic of the unit, and ask a question related to it, e.g. for a unit called *My family*, ask where they think the family will be, what they will be doing, etc. When the children open their books to start the unit, they will have a context in which to learn the new language.
- **Use visual material effectively:** There is a large amount of visual material in the Pupil’s Book, which can be exploited in a number of ways. Use it to show the meaning of new vocabulary items. Pictures can also be used before an activity to orientate the children, to activate existing knowledge and to predict the language or outcome. Also teach children to look at pictures for clues in order to complete an activity.
- **Monitor and feed back:** Working with a large class can make checking work a challenge. However, it is essential to monitor and provide feedback to encourage the children and also to identify any areas of weakness that you need to review.

At the end of each activity, there should be a feedback stage, during which correct answers are confirmed (including alternative correct answers, if any) and incorrect answers are discussed. Errors offer good teaching opportunities: clarify any points on which the children are unclear and encourage them to produce the correct versions. Remember to praise the children’s efforts frequently. Positive feedback will encourage them to try harder.

- **Keep children motivated:** The course contains a wide variety of activities to keep the children engaged and motivated. In addition, we include further ideas for activities using the flashcards and posters, as well as some popular and effective language games: see pp. 8–9 for details.

2 Revising

To ensure that teaching is effective, it is essential that new language items are revised on a regular basis. For this reason language is revised in activities both within the units and in the Revision units throughout the course. The Teacher's Book also includes suggestions for revision work at the start and end of periods.



Listen

3 Testing

Although there is no formal testing until Grade 4, bear in mind that it is useful to test children informally on an ongoing basis: it will help you identify areas of weakness that you can revisit in subsequent lessons. Remember to give positive feedback as much as possible, as this will help develop children's confidence.



Look

4 Using teacher's signs

It is generally a good idea for the teacher to speak English rather than Arabic during the English lessons, although at the beginning you may want to use some Arabic to reassure the children and help them engage with the topic. In order to avoid a lot of organisational language in English or Arabic (e.g. *Now I want you to look at your books and listen and say each of the items that you hear ...*), we suggest that you teach a number of simple signs that can be used to give these instructions. Encourage the children to get into the habit of looking at you, as an orchestra looks at a conductor, for the next sign, which will tell them what they have to do.



Match

Here are the signs used throughout the course:



Read



Copy/Write



Say



Count



Think



Find



Trace/Draw

5 Using language games

Language games are an enjoyable way of revising and reinforcing new language. They help to motivate children, especially when there is an element of competition involved. Games are used throughout the course. There is also a game introduced in the Pupil's Book at the end of each Period 6 as a fun way of concluding the unit.

Games used throughout

1 Teacher Says

Ask the class to stand. Give a short instruction, e.g. *Teacher says touch your nose. / Teacher says point to something yellow.* (You can replace *Teacher* with your own name or a child's name.) The children listen and follow the instruction. However, if you miss out *Teacher says* at the beginning of the instruction (e.g. *Touch your nose. / Point to something yellow.*), they shouldn't follow the instruction. If they do, they sit down. The winner is the last child left standing.

You can make it harder by saying the instructions very quickly one after the other.

2 I Spy

You can play this game using the classroom, the poster or flashcards. Say, e.g. *I spy something yellow. / I spy something beginning with w.* The children have to look round the room / on the poster / on the flashcards and guess what the thing is, e.g. *a yellow ball, a window, etc.* Once children are familiar with the game, they can play in pairs/small groups, taking turns to say *I spy ...* This is a good game for practising speaking and vocabulary.

3 Air and back writing

Stand with your back to the children and write a letter in the air. Make it large so everyone can see. The children identify the letter. The children then continue the activity in pairs, taking it in turn to air-write. Remind them to stand with their back to each other, so that the letter is the right way round.

Back writing is the same, but the children write the letters on each other's backs.

4 Vanishing numbers

Write a sequence of numbers on the board, e.g. *1 2 3 4 5 6*. Elicit the sequence 1–6 and 6–1. Delete one number. Elicit the sequences again. Continue, each time deleting another number, until the children are saying the whole sequence without any visual prompt.

5 Sums

Write some simple sums on the board, e.g. $4 + 2 = \underline{\quad}$. This gives number vocabulary practice but also counting practice, a useful skill for the children's other subjects too.

6 Yes or no?

Show flashcards one by one. Sometimes give the correct word and sometimes the wrong one. If correct, then the children repeat it. If incorrect, the children do not say the word and they cross their arms. You can make the game more challenging by getting the children to correct you, e.g. *No, dog.* or *No, it's a dog.*

7 Silent speaking/lip reading

Say sounds or words silently: the children need to work out from the shape of your lips what you are saying. This encourages them to focus closely on how sounds/words are pronounced. It can also be played in pairs.

8 Look and guess

Cover a flashcard picture with a piece of paper. Reveal the picture gradually, so that the children have to guess what it is from the detail.

9 Making words

Put the letter flashcards for a word (e.g. *b, a, g*) on the board in random order. The children work out the word, putting the letters in the correct order. At this stage make sure you choose simple words that are spelled phonetically – i.e. there is a simple and direct correlation between the sound and written form of the letters (so *cat, dog, etc.*, not *date or goat*). You can make the activity easier by supplying the picture flashcards for support.

10 Letter/Sound matching

Display picture flashcards and the letter wordcards for the starting sounds of the pictures for the children to match (e.g. *bag* and *b*).

Games used in Period 6

1 Who's missing? / What's missing?

Show a set of flashcards (or wordcards you have made). Give the children a fixed amount of time to look at the pictures/words and memorise them. Tell them to close their eyes, then remove one of the cards. The children tell you which card has been removed.

2 The magic numbers game

The children secretly write a number on a small piece of paper: *1, 2 or 3*. Say one of the numbers in English and say an action (in Arabic or in English, once the children know instructions). All the children with that number do the action.

3 Sets

Choose two sets of flashcards. Write up a heading for each, e.g. *Food* (with a small drawing of an egg) and *Animals* (with a small drawing of a cat). Shuffle the flashcards and leave them face down on your desk. Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set. You can make the game more challenging by using more than two sets.

4 Bingo

Draw a grid on the board with six boxes for the children to copy. Review a vocabulary set (e.g. numbers, letter sounds, toys, colours, etc.). The children choose six items and write or draw one in each box of their grid.

Say the items in random order. When they hear the sound of a letter they have, the children score it through in the grid. The first child to have correctly scored through all his/her letters is the winner. He/She calls out *Bingo!*

5 The picture game

Put the class into four teams: 1, 2, 3 and 4. Give each team a piece of paper. Put one flashcard set and the number flashcards in two piles, face down, at the front of the class. One child from each team comes to the front of the class. Show them the top card from each pile, without showing the rest of the class. The children run back to their team and tell another team member what to draw (e.g. *Six pencils.*) The first team to show you a correct drawing wins 2 points; the second team wins 1 point. Repeat until all the children have had a turn at being the runner and the person drawing. The team with the most points wins.

6 The memory game

Put the class into four teams. Choose and display four flashcards, three from one set and one from another. Elicit the words. Give the children 20 seconds to look at the cards and memorise them. Then take the cards down. Ask Team 1 to tell you what the cards were: they score 1 point for each one they can remember. If they remember them all, they get a bonus point. If they forget some, the other teams get the chance to 'steal' double-points: they get 2 points for every missing item. Repeat with different sequences of cards, with a different team answering first each time. The team with the most points is the winner. You can make the game more challenging by increasing the number of flashcards and choosing randomly from different sets.

7 Odd one out

Display in random order three flashcards from one unit and one from another unit, e.g. goat, cat, lion, bread. The

children identify the odd one out, giving a reason (in Arabic if necessary), e.g. bread is a food not an animal. Accept any reasonable answer.

8 Charades

Mime an action, e.g. driving a bus. The children work out what it is, saying the word in English. The child who gets the correct answer does the next mime for the rest of the class to work out.

9 Chinese whispers

Put the class into four teams. Each team stands in a line, facing the board. Whisper a word/phrase to the child at the back of each line. That child whispers the word/phrase to the child in front. The word/phrase is passed down the line in this way to the child at the front who acts out what he/she has heard. If the action is correct, the team wins 2 points.

Other resources

Teacher's Book

On p. 125 of this book, you will find a list of **ten teaching tips**. Take time to read these carefully and try to use them frequently, until they become a part of your teaching routine.

Also use the **teaching notes grid** on pp. 126–7 to help monitor the progress of your class. This will help you focus your energies and teach to best effect.

Home support

Try to involve parents actively in their children's learning. Photocopy and send home a **letter for parents** as you start each Pupil's Book (see pp. 122–3), to keep parents informed about what their children are doing and to encourage them to participate in their child's learning. We've provided these in English. If you think that it would be helpful to send home letters in Arabic, you can use the English version as the basis for a translation.

Encourage the children to take home work they have done in class and to share what they have learned in English with their families. A positive response at home will really motivate the children to try hard and to learn successfully.





Internet

You can find further teacher support, including ideas for extra activities and for developing teaching skills, on the website **onestopenglish.com**




English for Palestine Grade 1 Language overview

This grid shows where vocabulary, sounds and letters are first introduced. There is then ongoing practice of vocabulary and each sound/letter throughout Pupil's Book 1A and 1B. The sounds are introduced in the order of their frequency of use in English, with the most frequent sounds covered first.

Pupil's Book 1A

Unit and contexts	Language	Letter sounds  	Reading 	Writing 
1 Hello! – Greeting people – Saying your name	<i>hello, hi, goodbye, bye, good morning, good afternoon</i> <i>What's your name? My name's Tala.</i>	s (Sami) a (Amira) t (Tariq) p (Pip) h (hello)		
2 Let's eat! – Talking about food – Using numbers	<i>nut, olive, melon, date, egg, bread, cheese</i> <i>1, 2, 3</i>	n (nut) m (melon) d (date) o (olive) e (egg)		1, 2, 3
3 Animals – Talking about animals – Using numbers	<i>insect, goat, rabbit, cat, kitten, lion, zebra, dog</i> <i>4, 5, 6</i>	i (insect) g (goat) c/k (cat/kitten) r (rabbit)		4, 5, 6
4 My body – Talking about parts of the body – Using numbers	<i>head, hand, finger, leg, face, nose, mouth</i> <i>7, 8, 9, 10</i>	f (face) l (leg)		7, 8, 9, 10
5 Revision	Revision of the language in Units 1–4			
6 My classroom – Talking about classroom items – Saying what things are	<i>board, teacher, pencil, book, bag, desk</i> <i>What's this? It's a (pencil).</i>	b (bag)	a, c, d, p, t	a, c
7 My family – Talking about family – Saying who someone is	<i>Mum, Dad, sister, brother, baby, me</i> <i>Who's this? This is Tala/my brother.</i>	j (Jamila) z (Zaid) w (Wafa)	e, f, m, n, o, s	e, o
8 Let's drink! – Talking about drinks – Saying what things are	<i>water, milk, tea, coffee, apple juice, orange juice</i> <i>What's this? It's water.</i>	th (this) q (quiet)	i, g, q	d, g, q
9 Revision	Revision of the language in Units 6–8			

Pupil's Book 1B

Unit and contexts	Language	Letter sounds 	Reading 	Writing 
10 Let's play! – Talking about toys – Showing where something is	<i>ball, doll, yo-yo, kite, balloon, skates</i> Where's my ball? Here! There!	y (you) th (thank)	y, l, k	
11 Transport – Talking about transport – Talking about quantities	<i>car, bus, bike, van, taxi</i> How many taxis? Five taxis.	v (van)	b, h, v	i, l, t
12 Colours – Identifying colours – Saying what colour something is	<i>red, green, white, blue, black, yellow, umbrella</i> What colour? Red and black.	u (umbrella)	u, r, w	b, h, p
13 My clothes – Identifying clothes – Describing clothes using colours	<i>t-shirt, shoes, shorts, jeans, dress, skirt</i> <i>a red skirt, blue jeans</i>	sh (shoes)	j, z, sh	m, n, r
14 Revision	Revision of the language in Units 10–13			
15 My bedroom – Talking about your bedroom – Saying where things are	<i>bed, table, chair, box, window, door</i> It's in/on/under the bed.	x (box) ch (chair)	s, ch	v, w, x
16 In my country – Talking about things that grow in Palestine – Describing size	<i>orange, lemon, grape, apple, banana, fig, olive</i> It's (very) big/small.			j, u, y
17 My friends – Introducing and describing a friend – Using simple instructions	This is my friend. I'm short. He's/She's tall. <i>Stand up. Sit down. Jump up and down.</i>			f, k, s, z
18 Revision	Revision of the language in Units 15–17			

UNIT 1

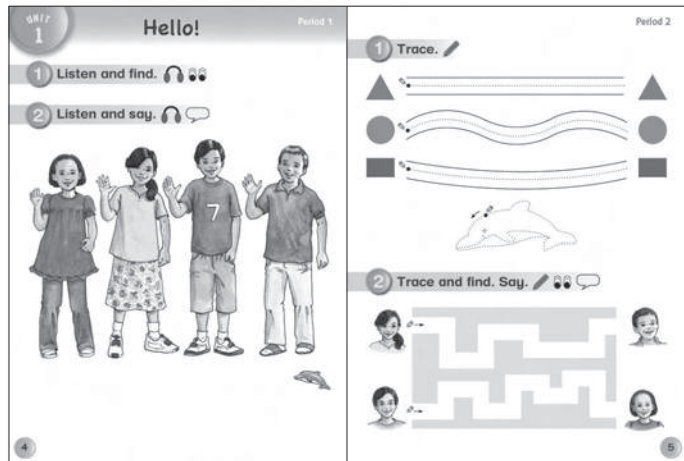
Hello!

Aims to learn greetings; to learn the direction of writing

Key language *hello, hi, goodbye, bye, Sami, Salwa, Amir, Tala*; **letter sounds** *s, a, t, p, h*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1)

Plus (for Period 2): Activity Poster 1



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 2

- 1 Say *Hi/Hello* to the children. Explain that you can use *Hi* or *Hello* to greet someone. Encourage them to say *Hi/Hello* to you and to each other.
- 2 Ask the children if they know any English words (use Arabic). Praise them for how much they know.
- 3 Introduce the Pupil's Book characters:
 - Show Unit 1 Poster (the first picture only). Ask where the characters are (use Arabic).
 - Show flashcards of the characters (Sami, Salwa, Amir and Tala) and say their names for the children to repeat. Keep displayed on board/wall throughout lesson.
- 4 Teach the following signs (see p. 7): **Listen, Say.**
- 5 Say **Listen**. (Use sign.) Play recording. Point to each character.
- 6 • Say **Listen and say**. (Use signs.)
 - Point to characters one by one. Encourage the children to say the name and wave.
- 7 Repeat 6.
- 8 • Say **Say hello**. (Use sign.) Say **Say hi**.
 - Point to characters one by one. Encourage the children to say *Hello* + name.

Audio

Hello. Hi.

Sami, Salwa, Tala, Amir

Hello. Hi.

PHONEMIC AWARENESS 10 minutes

- 1 Teach the following sign (see p. 7): **Think**.
- 2 As you say each sound, show the children how to form the mouth shape.
- 3 Say *h h h h*. **Think**. (Use sign.) Ask the children if they know an English word with this sound in it (use Arabic). Elicit *Hello/Hi*.
- 4 • Say *t t t t*. **Think**. (Use sign.) Ask the children if they have heard any names with this sound in it (use Arabic).
 - Display the character flashcards. Say **Think and say**. (Use signs.) If the children say *Tala*., praise them: *Well done*.
 - Say *t t t t Tala* slowly and clearly. Say **Say Tala**. (Use sign.)
- 5 Repeat 4 with *a a a a* (*Amir*). Get the children to notice the shape of your mouth.
- 6 Repeat 4 with *s s s s* (*Sami*) and *s s s s* (*Salwa*).

ACTIVITY 1 10 minutes 3

- 1 Teach the following sign (see p. 7): **Find**.
- 2 Say *Open book*. (Use sign.) Show the page. Check that the children are on the correct page.
- 3 Say **Find**. (Use sign.) **Find Amir**. Check that the children are pointing to *Amir*.
- 4 Repeat 3 with *Sami, Tala* and *Salwa*.
- 5 Say *Pip?* Use facial and body gestures to show confusion. (Pip is the dolphin hidden in some pictures for the children to find.) Show the character flashcards: point to each and encourage the children to say the name. Look relieved when you get to the flashcard for Pip: *Pip! p p p p – Pip*. Say *Pip*. for the children to repeat. Say **Find. Find Pip**. The children find the dolphin in the picture and say *Pip*.

6 Say **Listen and find**. (Use signs.) Play recording. The children point to the characters as they hear their names.

7 The children say *Hi/Hello* to each other.

Audio

– Hello.	– Hello, Tala.
Hi.	– Hi.
– Hello, Sami.	– Hello, Amir.
– Hi.	– Hi.
– Hello, Salwa.	– Hello.
– Hi.	Hi.

ACTIVITY 2 5 minutes 

1 Introduce *Goodbye*. Pretend to leave the classroom, looking back and waving as you say *Goodbye*. Explain that this is what people say when they part. Introduce *Bye* as an alternative. Say **Listen**. (Use sign.) Play the recording.

2 Say **Listen and say**. (Use signs.) Play recording again, pausing for the children to repeat each line.

Audio

– Goodbye, Sami.	– Goodbye, Amir.
– Bye.	– Bye.
– Goodbye, Salwa.	– Goodbye, Tala.
– Bye.	– Bye.

REVIEW 5 minutes

1 Show and hide the character flashcards to practise *Hello/Hi* and *Goodbye/Bye*.

2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.



Make sure that the children understand that there are two ways to say hello and two ways to say goodbye: you can say *Hi* or *Hello*, but not *Hi, Hello* together.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 

As Period 1.

PHONEMIC AWARENESS 10 minutes

As Period 1.

ACTIVITY 1 5 minutes

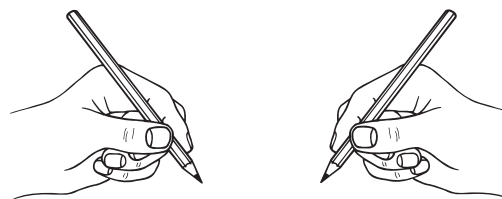
1 Teach the following sign (see p. 7): **Trace**.

2 Model on the board that you want the children to trace from left to right.

3 Write on the board *Amir*. Ask what they notice about how English is written (use Arabic). Write *Tala* and draw an arrow above it from left to right, to show direction of writing.

4 Ask the children to draw several wavy lines in the air from left to right.

5 Make sure all the children have a pencil and are holding it correctly (see picture). Say *Open book*.



6 Say **Trace**. (Use sign.) Model tracing the line from left to right.

7 Walk round and check that the children have traced the lines correctly, from left to right.

8 Say **Trace Pip**. (Use sign.) **Trace and colour Pip**. Model tracing the dolphin. The children trace and colour the picture.

ACTIVITY 2 10 minutes

1 Display Activity Poster 1 (first activity). Elicit the characters' names. Encourage the children to say *Hello/Hi* to each character.

2 Say **Trace and find**. (Use signs.) Model tracing from left to right. Show the children that they have to stay within the lines.

3 Walk round and check that the children have done it correctly, from left to right.

4 Say **Say**. Elicit the names of the characters that the children have linked (*Tala – Amir; Sami – Salwa*).

5 Point to the dolphin. Say **Look**. (Use sign.) Show the flashcard of the dolphin and elicit *Pip*.

REVIEW 5 minutes

1 Indicate the character flashcards. Say *s s s?* to elicit *Sami*. Repeat with the other names.

2 Show and hide the character flashcards to practise *Hello/Hi* and *Goodbye/Bye*.

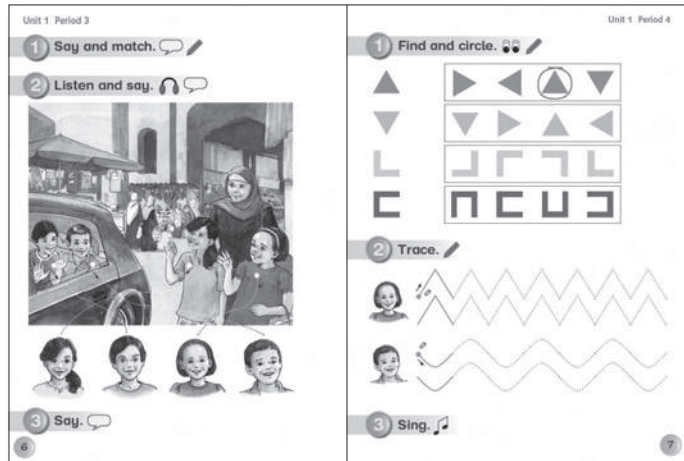
3 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

UNIT 1

Aims to practise greetings; to practise directionality for writing

Key language *hello, hi, goodbye, bye, Sami, Salwa, Amir, Tala, good morning, good afternoon; letter sounds s, a, t, p, h*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1)
Plus (for Period 4): Activity Poster 1



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 5

- 1 Introduce *Good morning* and *Good afternoon*. Explain in Arabic that these are more formal ways of saying hello that you can use with a teacher, *Good morning* in the morning and *Good afternoon* in the afternoon. Greet the class using these expressions and encourage them to reply.
- 2 Say **Listen**. (Use sign.) Play the recording. The children listen. Play it again for the children to listen and repeat.
- 3 Put the children in pairs to say *Hi/Hello* to each other.
- 4 Ask the children to move around the classroom saying *Hi/Hello* to each other.
- 5 Show Unit 1 Poster. Elicit the names of the characters and what they are saying (in Part 1 *Hello/Hi*; in Part 2 *Goodbye/Bye*).

Audio

Good morning.
Good morning.

Good afternoon.
Good afternoon.

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Say the sound *h h h h*. Elicit *Hello/Hi*.
- 2 Display character flashcards. Say *s s s s*. Elicit *Sami* and *Salwa*.
- 3 Repeat 2 with *a a a a* (*Amir*), *t t t t* (*Tala*), *p p p p* (*Pip*).
- 4 Ask the children if they know any other English words with these sounds. Praise their efforts: *Well done*.
- 5 Say *Salwa*. Elicit *s s s s*.
- 6 Repeat 5 with *Tala* (*t t t t*), *Amir* (*a a a a*), *Sami* (*s s s s*) and *Pip* (*p p p p*).

ACTIVITY 1 5 minutes

- 1 Teach the following sign (see p. 7): **Match**.
- 2 Say *Open book*. Check that the children are on the correct page.
- 3 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 4 Model what you want the children to do:
 - Point to Sami. Say **Say**. Show the flashcard of Sami and elicit *Sami*. Praise the children if they remember: *Well done*.
 - Say **Match**. Mime drawing a line from Sami in the car to his face below.
 - Say **Say and match**. Mime drawing the line again and say *Hello/Hi, Sami*.
- 5 The children complete the activity.
- 6 Model the dolphin activity:
 - Show flashcard of Pip and elicit *Pip*. Say *Well done*.
 - Hold up the Pupil's Book and point to the Activity 1 picture. Say **Find**. Say **Find Pip**.
- 7 The children look for Pip in the picture.

ACTIVITY 2 10 minutes 6

- 1 Say **Listen and say**. Ask the children to say goodbye to each character as they hear his/her name. Play recording, pausing after *Goodbye, Amir*, etc.
- 2 Repeat 1.
- 3 Use flashcards to elicit character names.
- 4 Display flashcards of three characters. Use gesture to show one is missing. Elicit missing character's name.

Audio

Goodbye, Amir.
Bye, Salwa.

Goodbye, Tala.
Bye, Sami.

ACTIVITY 3 5 minutes

- 1 Wave to the children and say *Goodbye*. Encourage them to say *Goodbye* to you.
- 2 Say **Say**. (Use sign.) Show flashcard of each character and elicit *Bye/Goodbye* + name of character.
- 3 Ask the children to move around the classroom saying *Bye/Goodbye* to each other.

REVIEW 5 minutes

- 1 Hold up the Tala flashcard with a piece of paper covering the picture. Encourage the children to guess who it is. Reveal the picture to confirm when they are correct.
- 2 Say *Hello, Tala*. Then cover the picture completely with the paper again and say *Goodbye, Tala*. Repeat several times, eliciting the responses.
- 3 Repeat 1 & 2 with the other character flashcards.
- 4 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 4 – Practise

LANGUAGE PRESENTATION 10 minutes  5

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 2 Say **Find and circle**. Model the activity: look for the matching shape and mime circling it.
- 3 Walk round and check that the children are circling the correct shapes.

This activity helps the children notice similarities in shapes. It prepares them for identifying letters later on.

ACTIVITY 2 5 minutes

- 1 Display Activity Poster 1 (second activity). Say **Trace**. Model tracing the first line from left to right. Stand with your back to the class as you do this, so that your left is the children's left.

Whenever you do a writing model for the children, stand with your back to them, so that they can clearly see the form and how it is written. This activity prepares children for the fact that English writing goes from left to right.

- 2 Walk round and check that the children are going from left to right.
- 3 The children can repeat each tracing line, using different colours.
- 4 Play a guessing game. Say *Salwa? Think*. Encourage the children to draw the jagged line in the air.
- 5 Repeat 4 with *Amir* (wavy line).
- 6 Stand with your back to the class and model a wavy line in the air (left to right). Say **Think**. Encourage the class to say *Amir*.
- 7 Repeat 6 with a jagged line and *Salwa*.

ACTIVITY 3 10 minutes  7

- 1 There are two versions of this song: use the first one if your class is in the morning and the second one if your class is in the afternoon.
- 2 Say **Listen**. Play recording. The children listen to the song. Ask them what different greeting words they heard (*Hi, Hello, Good morning, Good afternoon*).
- 3 Put the class into two teams. Explain that the first team sings *Hi* each time; the second team sings *Hello*; and everyone sings *Good morning to you*. Say *Sing*. Play recording again, with the children singing along in their teams. Repeat several times.
- 4 Once the class is confident, try singing without the recording.

Audio

*Hi. – Hello.
Good morning to you.
Hi. – Hello.
Good morning to you.
Hello. – Hi.
Good morning to you.
Hello. – Hi.
Good morning to you.*

*Hi. – Hello.
Good afternoon to you.
Hi. – Hello.
Good afternoon to you.
Hello. – Hi.
Good afternoon to you.
Hello. – Hi.
Good afternoon to you.*

REVIEW 5 minutes

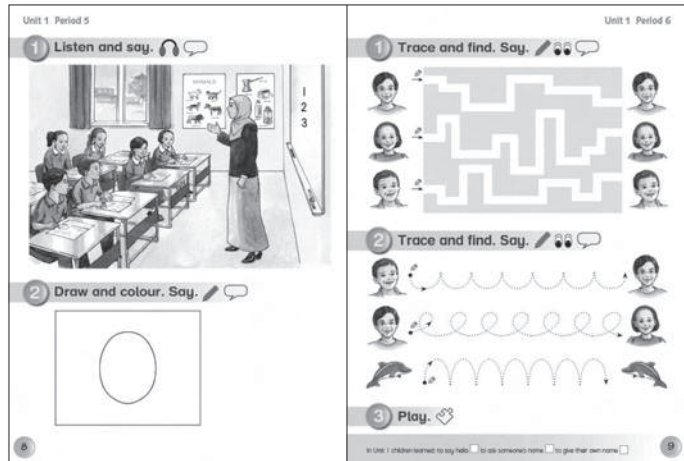
- 1 Draw on the board groups of shapes similar to those in Activity 1: draw three shapes the same and one different. Ask the children to identify the shape which is different. Repeat with other shapes.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

UNIT 1

Aims to practise greetings; to practise directionality for writing

Key language *hello, hi, goodbye, bye, good morning, good afternoon, What's your name? My name's (Tala).* **Letter sounds** *s, a, t, p, h*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1)
Plus (for Period 6): coloured pencils (see Activity 1)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 8

- 1 Say *Good morning / Good afternoon* (as appropriate) to the children. Encourage them to say *Good morning / Good afternoon, Mr/Mrs ...* to you. You could sing the *Hi, Hello* song from Period 4 (Track 7).
- 2 Show Unit 1 Poster. Elicit the names of the characters and what they are saying (in Part 1 *Hello/Hi*; in Part 2 *Goodbye/Bye*).
- 3 Show flashcard for Tala. Look at the card and say *What's your name?* Then put the card in front of your face and, pretending to be Tala, say *My name's Tala*.
- 4 Repeat 3 with *Sami, Salwa* and *Amir*. Keep the character flashcards displayed on board/wall throughout lesson.
- 5 • Display the character flashcards in this order: Tala, Sami, Salwa, Amir.
• Say **Listen**. Play the recording. The children listen.
- 6 Ask a few confident children *What's your name?* Encourage them to reply *My name's ...*
- 7 Children in pairs take it in turn to ask each other's name and reply.

Audio

- | | |
|----------------------------|---------------------------|
| – <i>What's your name?</i> | – <i>My name's Salwa.</i> |
| – <i>My name's Tala.</i> | – <i>My name's Amir.</i> |
| – <i>My name's Sami.</i> | |

PHONEMIC AWARENESS 5 minutes

- 1 Say the sound *h h h h*. Elicit *Hello/Hi*.
- 2 Display character flashcards. Say *s s s s*. Elicit *Sami* and *Salwa*.
- 3 Repeat 2 with *a a a a* (*Amir*), *t t t t* (*Tala*) and *p p p p* (*Pip*).
- 4 Ask the children if they know any other English words with these sounds. Praise their efforts: *Well done*.

- 5 Say *Salwa*. Elicit *s s s s*.

- 6 Repeat 5 with *hello* (*h h h h*), *Tala* (*t t t t*), *Amir* (*a a a a*), *Sami* (*s s s s*) and *Pip* (*p p p p*).

ACTIVITY 1 10 minutes 9

- 1 Check that the children are on the correct page. Ask *Who can you see?* Elicit the names of the characters.
- 2 Say **Listen and find**. Play the recording. Check that the children are pointing to the correct characters.
- 3 Say **Listen and say**. Play the recording again, pausing for the children to respond with each character's name (going from left to right in the picture).

Audio

- *Good morning. My name's Mrs Muna. What's your name?*
– *My name's Sami.*
– *What's your name?*
– *My name's Amir.*
– *What's your name?*
– *My name's Tala.*
– *What's your name?*
– *My name's Salwa.*

ACTIVITY 2 5 minutes

- 1 Teach the following sign (see p. 7): **Draw**.
- 2 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 3 Draw an oval on the board, like the one in the book. Say **Draw and colour**. Draw features on the face as an example. Colour in the hair, etc.
- 4 Walk round and check that the children are completing and colouring the ovals.

- 5 Choose a child to show his/her book. Point to the face drawn in Activity 2 and say *Hi/Hello. What's your name?* Say **Say**. Encourage the child to reply, giving their character a name. Repeat with other children.

Encourage the children to have fun with these activities. They will enjoy personalising their learning in this way and will learn more effectively.

REVIEW 10 minutes

- 1 Model a short dialogue with a confident child: both you and the child should use your own names.
 - *Hi.*
 - *Hello.*
 - *What's your name?*
 - *My name's (Haifa). What's your name?*
 - *My name's Mrs (Amira).*
 - *Goodbye.*
 - *Bye.*
- 2 Put pupils in pairs to practise the dialogue.
- 3 Ask some pairs to perform their dialogue in front of the class.
- 4 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 8

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 8 minutes

- 1 Say **Trace and find**. (Use signs.) Model tracing in the air with a pencil, going from left to right.
- 2 Ask the children to use a different colour of pencil for each of the three starting points, e.g. yellow, blue and red.
- 3 Say **Say**. *Sami ... Sami*. Encourage the children to repeat with you, tracing between the two pictures. Repeat with *Salwa* and *Amir*.
- 4 Say *Sami?* **Think**. Ask the children to show you the colour of pencil that they used.
- 5 Repeat for *Salwa* and *Amir*.

This activity practises directionality (left to right). It is also excellent for practising hand/eye coordination. Not all the children find this easy. Support those who find it difficult.

ACTIVITY 2 7 minutes

- 1 Model how to complete Activity 2 by tracing the first line in the air. Make sure you start on the left and go right, with your back to the class.
- 2 Say **Trace and find**. (Use signs.) The children do the activity. Walk round and check that the children are starting on the left and tracing to the right side.
- 3 Say **Say**. (Use sign.) Say *Amir?* Elicit *Sami*. or have a child trace the appropriate pattern in the air.
- 4 Repeat 3 with *Tala* and *Pip*.
- 5 Say the sound *s s s* and elicit *Salwa/Sami*.
- 6 Repeat 5 with *a a a* (*Amir*), *t t t* (*Tala*) and *p p p* (*Pip*).

ACTIVITY 3 10 minutes

- 1 Say *Let's play Who's missing?*
 - Put the class into two teams.
 - Display the character cards. Elicit the names.
 - Change the order of the cards and take one down. Look puzzled and ask *Who's missing?* The children must raise their hands to say who's missing. A correct answer wins a point for their team.
 - Repeat, taking down a different card each time. Make sure you give the teams equal chances to answer. The team with the most points wins.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

UNIT 2

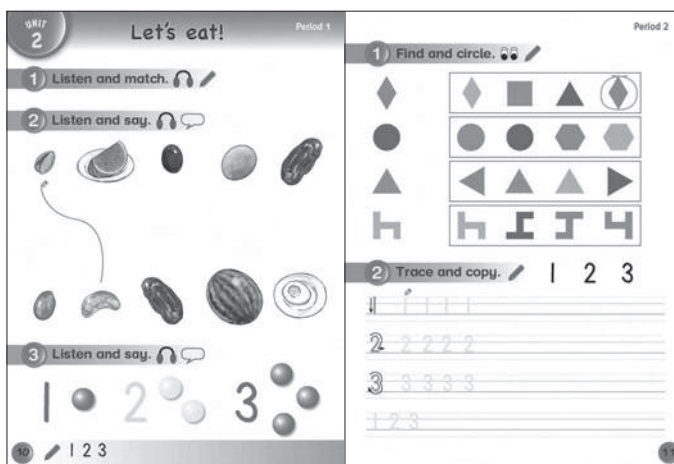
Let's eat!

Aims to learn numbers and food vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *nut, olive, melon, date, egg*; 1, 2, 3; **letter sounds** *n, m, d, o, e*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2 – all except bread and cheese

Plus (for Period 2): Activity Poster 2



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 10

- 1 Say *Good morning / Good afternoon* (as appropriate) to the children. Encourage them to say *Good morning / Good afternoon, Mr/Mrs ...* to you. You could sing the *Hi, Hello* song from Unit 1 (Track 7).
- 2 Show Unit 2 Poster. Ask and elicit responses in Arabic.
 - Ask where the characters are.
 - Ask what the food is.
- 3 Show the food flashcards (except cheese and bread). Keep displayed on board/wall throughout lesson.

From Unit 2 on, text in the form **Listen** means you should use the appropriate sign as you say the word(s).

- 4 Say **Look and listen**. Play recording. Point to each type of food.
- 5 Repeat 4.
- 6 Say **Listen and say**. Show the food flashcards again, one by one, and say the name for the children to repeat.
- 7 Show flashcards in random order for the children to say the name.

Audio

nut, melon, egg, date, olive

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *n*:
 - Say **Think**. Say *n n n n*. Ask the children if they have heard any words with this sound in it (use Arabic).

- Display the food flashcards. Say **Think and say**. Elicit *Nut*. Praise the children: *Well done*.
 - Point to your lips and say *n n n n* – get the children to notice the shape of your mouth and to repeat with you.
- 2 Repeat 1 to introduce the sounds *m* (*melon*), *d* (*date*), *o* (*olive*), *e* (*egg*).
 - 3 Say the words *nut, melon, date, olive* and *egg* in random order. Elicit the sound for each (*n, m, d, o, e*).

ACTIVITY 1 5 minutes 11

- 1 Revise the following sign (p. 7): **Match**.
- 2 Say *Open book*. Show the page. Check that the children are on the correct page.
- 3 Elicit the items pictured.
- 4 Say **Listen and match**. *Nut*. Check that the children are pointing to the nut in the top row. Say *Nut ... nut*. Demonstrate following with your finger the line from the nut in the top row to the nut in the bottom row.
- 5 Repeat 4 with *melon, olive, egg, date*.
- 6 Say **Listen and match**. Play recording. The children follow the line between the items each time.

Audio

<i>nut ... nut</i>	<i>egg ... egg</i>
<i>melon ... melon</i>	<i>date ... date</i>
<i>olive ... olive</i>	

ACTIVITY 2 5 minutes 12

- 1 Say **Listen and say**. Play recording. Get the children to point to the food and say the names in the gaps.

- 2 Say *n n n n* and elicit *Nut*. Repeat with *m m m m* (*melon*), *d d d d* (*date*), *o o o o* (*olive*), *e e e e* (*egg*).

Audio

nut, melon, olive, egg, date

ACTIVITY 3 5 minutes  13

- 1 Say **Listen and say**. Play recording. Get the children to use their fingers to show numbers. Play recording twice more: pause recording for the children to say numbers.
- 2 Show three fingers and elicit *Three*.
- 3 Repeat 2 with *one* and *two*.
- 4 Say the numbers randomly for the children to show you the correct number of fingers.

Audio

one, two, three

REVIEW 10 minutes

- 1 Display the food flashcards. Point to each card in turn and elicit the word. If the children need support, say the starting sound (e.g. *n n n n* to elicit *Nut*).
- 2 Point to the flashcards again, this time in random order and faster, so that the children have to respond more quickly.
- 3 Say *E e e e?* to elicit *Egg*. Repeat with the other sounds/words.
- 4 Put the class into five teams. Give each team one of the food words. Explain in Arabic that when they hear their own word, they should stand up. Read out the food words in random order several times. Encourage the children to listen carefully and respond promptly.
- 5 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  10

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Revise the following sign (p. 7): **Find**.
- 2 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 3 Say **Find and circle**. Model the activity using the example in the book.

- 4 Walk round and check that the children are circling the correct shapes.

This activity helps the children notice similarities in shapes. It prepares them for identifying letters later on.

ACTIVITY 2 10 minutes

- 1 Display Activity Poster 2 (first activity). Teach the following sign (see p. 7): **Copy**. Revise the sign for **Trace**.
- 2 Write in the air *1, 2, 3* (with your back to the children so they can follow you). Get the children to write in the air and say the numbers.

As you write each number, describe in Arabic how you are forming it. This will help the children when they come to write the numbers themselves.

- 3 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 4 Say **Trace and copy**. Model the activity: write *1* on the board, trace it, then copy it.
- 5 Walk round and check that the children are tracing the numbers from top to bottom.

REVIEW 10 minutes

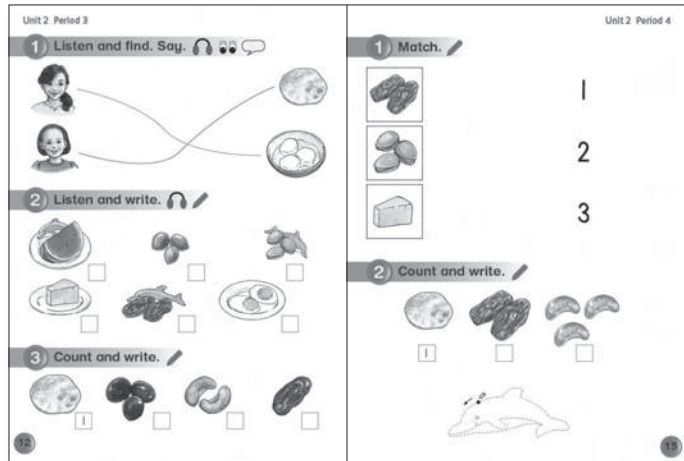
- 1 Teach the children a chant to practise the numbers. Put them into groups of three. Show them the actions for the chant: for each number they hold up the correct number of fingers; for *you* they point to a partner; for *me* they point to themselves.
One, two, three.
One, two, three.
You, you, me.
One, two, three.
- 2 Say the chant together several times. Encourage the children to have fun with it.
- 3 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

UNIT 2

Aims to introduce the concept of plural; to practise numbers and food vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *nut, olive, melon, date, egg, bread, cheese*; 1, 2, 3; **letter sounds** *n, m, d, o, e*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2)
Plus (for Period 4): Activity Poster 2



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 14

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 2 Poster.
 - Ask where the characters are (use Arabic).
 - Ask *Food?* to elicit the foods in English.
- 3 Use the flashcards to introduce and practise *bread* and *cheese*.
- 4 Show flashcards of all the food. Keep displayed on board/wall throughout lesson.
- 5 Draw a nut on the board. Say *Nut*. Draw another nut. Say **Count**. (Use sign.) *One, two. One nut, two nuts. Nuts*. Stress the *s* ending. Get the children to repeat: *nut, nuts*, indicating one nut and two nuts each time. Draw a third nut and repeat, to show that the plural form is used for more than one.
- 6 Say **Look and listen**. Play the recording, pointing to the two different pictures of the items on the poster each time.
- 7 Say **Listen and say**. Point to both pictures of the egg, nut, date, olive and melon to elicit the singular and plural forms.

Don't teach the forms *bread*s and *cheese*s. These are generally considered uncountable nouns in English, so the plural forms are more complicated phrases, such as *pieces* or *slices* of *bread/cheese*.

Audio

nut – nuts, date – dates, olive – olives, egg – eggs, melon – melons

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *n*:
 - Say **Think**. Say *n n n n*. Elicit *Nuts*. Praise the children: *Well done*.
 - Point to your lips and say *n n n n* – get the children to notice the shape of your mouth and to repeat with you.
- 2 Repeat 1 to revise the sounds *m* (*melon*), *d* (*date*), *o* (*olive*), *e* (*egg*).
- 3 Say the words *nut, melon, date, olive* and *egg* in random order. Elicit the sound for each (*n, m, d, o, e*).
- 4 Revise the sounds *s, a, t, p, h*:
 - Say **Think**. Say *s s s s* and elicit *Sami/Salwa*.
 - Repeat with *a* (*Amir*), *t* (*Tala*), *p* (*Pip*), *h* (*hello*).

ACTIVITY 1 5 minutes 15

- 1 Say *Open book*. Show the page. Check that the children are on the correct page.
- 2 Say **Listen and find**. **Find the cheese**. Check that the children are pointing to the cheese.
- 3 Repeat 2 with *bread*.
- 4 Say **Listen and find**. **Say**. Play recording, pausing after each food for the children to find the item and repeat.
- 5 Check answers. Say *Cheese?* to elicit *Tala*. Repeat with *bread* (*Salwa*).

Audio

*Tala – cheese
Salwa – bread*

ACTIVITY 2 10 minutes 16

- 1 With your back to the children, draw 3 in the air to elicit *Three*.

- 2 Repeat 1 with *1* and *2*.
- 3 Put the children in pairs: they take turns writing numbers on each other's backs with their finger and saying the number.
- 4 **Find the nuts.** Check that the children are pointing to the nuts. Use your fingers to show one, two and three. Elicit *Three*. Repeat with the other items pictured.
- 5 Say **Listen and write.** Play recording, pausing after each item.
- 6 Give feedback. Say *Melons?* **Think.** Elicit *One*. Repeat with the other items: *dates (two), nuts (three), olives (three), eggs (two), cheese (one)*.
- 7 Say **Find Pip.** *How many?* Elicit *Three*.

Audio

melon – one
olives – three
nuts – three

cheese – one
dates – two
eggs – two

ACTIVITY 3 5 minutes

- 1 Read the numbers at the bottom of page 10 together: *one, two, three*. Say a number and get the children to repeat, showing the correct number of fingers.
- 2 Say **Count and write.** Model the activity, using the example in the book.
- 3 Walk round and check that the children are writing the correct numbers.
- 4 Give the children a chance to correct their own answers. Say *Bread?* **Think.** Elicit *One*. Repeat with the other items: *olives (three), nuts (two), date (one)*.

REVIEW 5 minutes

- 1 Play a game to practise numbers.
 - Model the game: say *Two*. and clap your hands twice. Repeat with *Three*.
 - Say the numbers *one, two* and *three* in random order several times. Encourage the children to listen carefully and respond promptly.
 - Vary the game by changing the action: instead of clapping, the children could stamp their feet or click their fingers, etc.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  14

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Display Activity Poster 2 (second activity). Say **Match.** Model the activity: draw three balls on the board and write *1, 2, 3*. Say *One?* Shake your head and say *No*. Say *Two?* Shake your head and say *No*. Say *Three?* Nod and say *Yes – three*. Draw a line between the three balls and the number 3.
- 2 Walk round and check that the children are matching the correct items.
- 3 Give feedback. Say *Dates?* **Think.** Elicit *Two*. Repeat with *cheese (one)* and *nuts (three)*.
- 4 Put the children in pairs: they take turns writing numbers on each other's backs with their finger and saying the number.

ACTIVITY 2 10 minutes

- 1 Do the *1, 2, 3* chant together (see p. 19).
One, two, three.
One, two, three.
You, you, me.
One, two, three.
- 2 Model the activity. Say **Count and write.** (Use signs.) Count to three, then trace the number **3** on the poster as an example.
- 3 Walk round and check that the children are writing the correct numbers.
- 4 Check answers. Say *Bread?* **Think.** Elicit *One*. Repeat with *dates (two)* and *nuts (three)*.
- 5 Say *Pip?* **Trace Pip.** The children trace and colour the dolphin.

REVIEW 5 minutes

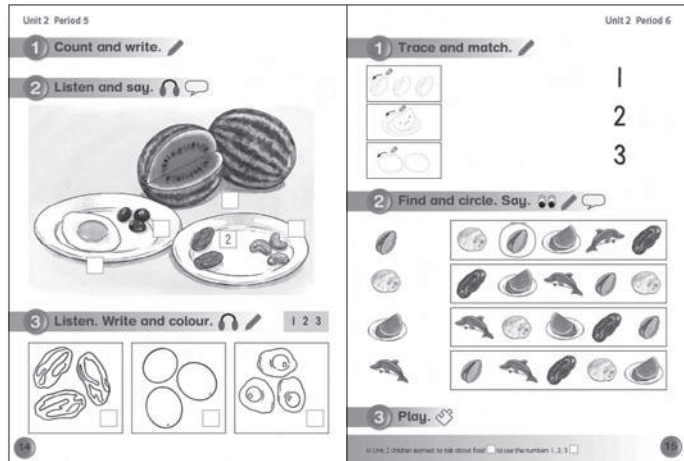
- 1 Review numbers. Either play the game in Period 3 Review (see opposite) or use this activity which encourages the children to be inventive:
 - Say *Three*. and show the children three pencils. Repeat with *One*., showing one book. Encourage the children to think of different ways they can show you examples of the numbers in this way (e.g. fingers, standing with friends, crayons, etc.).
 - Say the numbers *one, two* and *three* in random order several times. Praise the children for their different ideas.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

UNIT 2

Aims to practise numbers and food vocabulary (singular and plural); to practise writing numbers; to link letter sounds to nouns

Key language *nut, olive, melon, date, egg, bread, cheese*; 1, 2, 3; **letter sounds** *n, m, d, o, e*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2, Numbers 1–3)
Plus (for Period 6): small pieces of paper for the game (see Activity 3)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 17

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 2 Poster. Ask *Food?* to elicit the foods in English. Elicit the singular and plural forms of *nut, date, olive, egg, melon* and just the singular forms of *bread* and *cheese*.
- 3 Show flashcards of the food. Keep displayed on board/wall throughout lesson.
- 4 Say **Look and listen**. Play recording. Point to each type of food.
- 5 Repeat 4.
- 6 Say **Listen and say**. Point to food types one by one and say the name. Encourage the children to repeat.
- 7 Show flashcards of nut/melon/date/olive/egg in random order for the children to say the plural form.

Audio

nut, melon, date, olive, egg, bread, cheese

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *n*:
 - Say **Think. Say** *n n n n*. Ask the children if they have heard any words with this sound in it (use Arabic).
 - Display the food flashcards. Say **Think and say**. Elicit *Nut*.
 - Point to your lips and say *n n n n* – get the children to notice the shape of your mouth. Ask the children to repeat with you.
- 2 Revise the sound *m*:
 - Say *m m m m* – *melon* slowly and clearly. Say **Say melon**.
 - Point to the food flashcards. Say **Think and say**. Elicit *Melon*. Say *Well done*.

- Point to your lips and say *m m m m* – get the children to notice the shape of your mouth. Ask the children to repeat with you.

- 3 Repeat 2 with *d (date)*, *o (olive)* and *e (egg)*.

- 4 Revise the sounds *s, a, t, p, h*:

- Say **Think**. Say *s s s s* and elicit *Sami/Salwa*.
- Repeat with *a (Amir)*, *t (Tala/two)*, *p (Pip)*, *h (hello/hi)*.

ACTIVITY 1 5 minutes

- 1 Say **Open book**. Check that the children are on the correct page.
- 2 Say **Look and find. Find the nuts**. Check that the children are pointing to the nuts.
- 3 Repeat 2 with *melons, olives, dates, egg*.
- 4 Model the activity: say *Egg?* **Count**. Use your fingers to show one, two and three. Elicit *One*. Say **Write**. Model writing / in the book as an example.
- 5 Say **Count and write**. Walk round and check that the children are writing the correct numbers.
- 6 Check answers. Say *Nuts?* **Think**. Elicit *Three*. Repeat with *melons, olives, dates, eggs*.

ACTIVITY 2 10 minutes 18

- 1 Display the number flashcards 1–3 in the wrong order. Ask a child to come and put them in the correct order. Ask the rest of the class if they agree. Repeat several times with different children.
- 2 Say **Listen and do**. Play recording, pausing after each item. The children listen and hold up the correct number of fingers for each item.
- 3 Say **Listen and say**. Play recording again, pausing after each item. Encourage the children to repeat what they hear.

Audio

dates – two dates
nuts – three nuts
olives – three olives

egg – one egg
melons – two melons

ACTIVITY 3 5 minutes  19

- 1 Read the numbers in the wordbox out loud together.
- 2 Model the activity on the board. Draw three olives on the board. Say **Listen. Write and colour.** Say *Two olives.* Write the number 2 on the board and colour in two of the olives.
- 3 Play the recording, pausing after each item for the children to write the number and colour in the correct number of items. They can use any colour of pencil for this.
- 4 The children swap books with a partner to check each other's work as you check them with the class. Say *Dates?* to elicit *Two.* Repeat with *three melons* and *one egg.*

Audio

Two dates.
Three melons.
One egg.

REVIEW 5 minutes

- 1 Play *I spy.* Display the food flashcards. Say *I see something that starts with o o o o.* Elicit *Olive.* Repeat with the other words.
- 2 Tell the children in Arabic to listen carefully. You will say some words in English. If they hear a word for one of the flashcard pictures, they should put their hand up. Say these words: *Sami, date, Amir, nuts, Pip, hello, olive, one, Tala, melon, egg, goodbye, cheese, bread, hi, bye.* (They should raise their hand for the ones in **bold.**)
- 3 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye.*

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  17

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Check the children are on the correct page.
- 2 Say **Trace and match.** Model the activity on the board. Draw a circle and write 1, 2, 3 vertically beside it. Trace the circle, then draw a line matching the circle to 1.
- 3 Walk round and check that the children are tracing and matching correctly.
- 4 Check answers. Say *Nuts? Think.* Elicit 3. Repeat with *melon (1)* and *bread (2).*
- 5 Show the number flashcard 1 to elicit *One.* Repeat with 2 and 3. Then show 1, 2 and 3 in random order several times to practise number recognition.

ACTIVITY 2 5 minutes

- 1 Say **Find and circle.** Model the activity on the board. Draw one square and then a row of four triangles and one square. Circle the square in the row.
- 2 Walk round and check that the children are circling the correct pictures.
- 3 Say **Say.** The children check each other's work, saying the name of the item they are finding each time.

ACTIVITY 3 10 minutes

- 1 Say *Let's play the Magic numbers game.*
 - Give all the children a small piece of paper to secretly write a number on: 1, 2 or 3.
 - Say a number in English (*one, two or three*) and say an action in Arabic. All the children with that number do the action. Repeat many times.
Actions: jump up and down, crouch on the floor, wave your hand, put your hands on your head, find another child with your number, go and stand in the corner, close your eyes, change places with another number, smile, etc.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye.*

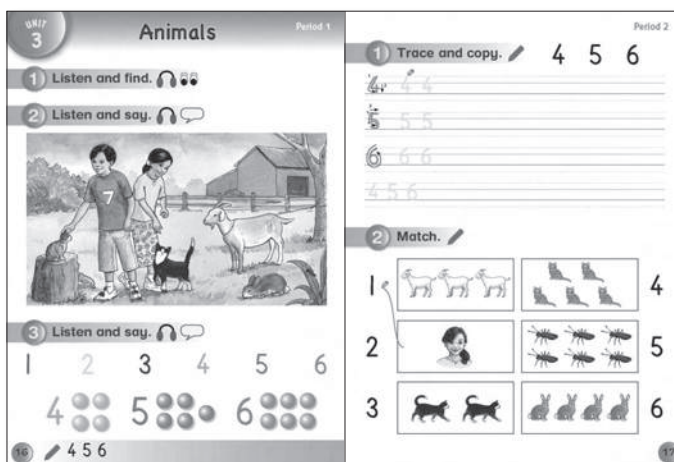
UNIT 3

Animals

Aims to learn numbers and animal vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *insect, goat, rabbit, cat, kitten*; 4, 5, 6; **letter sounds** *i, g, c/k, r*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3 (except lion, zebra, dog), Number flashcards 1–6)
Plus (for Period 2): Flashcards (Unit 1)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 20

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 3 Poster (the first picture only). Ask and elicit responses in Arabic.
 - Ask what/who the children can see, to elicit the animals and *Tala, Salwa*.
 - Ask where the children are.
- 3 Show flashcards of the animals (leave out lion, zebra and dog for now). Keep displayed on board/wall throughout lesson.

Remember: the form **Listen** means you should use the appropriate sign as you say the word(s).

- 4 Say **Look**. Say **Listen**. Play recording. Point to each flashcard.
- 5 Say **Listen and say**.
 - Point to flashcards one by one. Say the name for the children to repeat.
 - Say *Kitten*, breaking it into syllables: *ki-tten* (2 syllables). Use your fingers or clap to show the syllables.
 - Repeat with *in-sect* (2), *goat* (1), *ra-bbit* (2), *cat* (1).
- 6 Point to flashcards of animals in random order for the children to say the name. Use your fingers or clap to show syllables. Encourage the children to do this too.

Make sure that the children know that a kitten is a baby cat.

Audio

goat, insect, rabbit, cat, kitten

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *i*:
 - Say **Think**. Say *iii*. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *Insect*.
 - Point to your lips and say *iii* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to introduce the sounds *g* (*goat*), *c/k* (*cat, kitten*), *r* (*rabbit*).
- 3 Say the words *insect, goat, cat, kitten* and *rabbit* in random order. Elicit the sound for each (*i, g, c, k, r*). Praise the children for their efforts.

ACTIVITY 1 5 minutes 21

- 1 Say *Open book*. Show the page. Check that the children are on the correct page. Elicit the character names (*Sami, Tala*).
- 2 Say **Listen and find**. **Find the goat**. Check that the children are pointing to the goat.
- 3 Repeat 2 with *insect, kitten, cat, rabbit*.
- 4 Say **Look and find**. **Find Pip**. Encourage the children to find the dolphin in the picture and say *Pip*.
- 5 Say **Listen and find**. Play recording.

Audio

As Language Presentation

ACTIVITY 2 5 minutes  22

- 1 Say **Listen and say**. Play recording, pausing after each item for the children to point to animals and characters and say the names.
- 2 Say *iii* and elicit *Insect*. Repeat with *g g g g* (*goat*), *k k k k* (*kitten*), *c c c c* (*cat*), *r r r r* (*rabbit*), *s s s s* (*Sami*), *t t t t* (*Tala*).

Audio

As Language Presentation

ACTIVITY 3 10 minutes  23

- 1 Say **Listen**. Play recording. Get the children to use their fingers to show numbers.
- 2 Show the number flashcard for 4. Encourage the children to count the balls out loud: *one, two, three, four*. Repeat for 5 and 6.
- 3 Say **Listen and say**. Play recording twice more, pausing for the children to say numbers.
- 4 Show three fingers and elicit *Three*.
- 5 Repeat 4 with *one, two, four, five, six*.
- 6 Find six pencils (or six of another item). Show the class four pencils and say **Count** to elicit *Four*. Repeat with the other numbers.
- 7 Display the number flashcards 1–6. Say the numbers out loud together, pointing to each number as you say it. Then take one of the numbers away. Elicit the missing number. Repeat several times.

Audio*one, two, three, four, five, six***REVIEW** 5 minutes

- 1 Display the number flashcards 1–6, but put them in the wrong order.
- 2 Say **Think**. Elicit *One*. Ask a child to come to the front of the class and put the flashcard for 1 in the correct place.
- 3 Repeat 2, with different children choosing the next number each time, until you have 1–6 in the correct order.
- 4 Say the numbers 1–6 together.
- 5 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 2 – Practise**LANGUAGE PRESENTATION** 10 minutes  20

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Write 4 on the board, emphasising that you start at the top of the number and go downwards.
- 2 Write 4 in the air. Ask the children to copy you. Repeat, air-writing 5 and then 6.
- 3 Put the children in pairs: they write on each other's backs with their fingers and their partners have to guess what number they have written.
- 4 Revise the following signs (p. 7): **Trace, Copy**.
- 5 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 6 Say **Trace and copy**. Walk round and check that the children are writing the numbers correctly, using the starting points and arrows to help them.

ACTIVITY 2 10 minutes

- 1 Write in the air 1, 2, 3, 4, 5, 6. Ask the children to copy you and to say the numbers.
- 2 Revise the sign for (see p. 7): **Match**.
- 3 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 4 Say **Match**. Model the activity. Draw on one side of the board the numbers 1, 2 and on the other side two balls. Then draw a line between 2 and the two balls.
- 5 Walk round and check that the children are matching the numbers and boxes.
- 6 Give feedback. Ask *Goats?* and elicit *Three*. Repeat with *Tala (one)*, *rabbits (four)*, *cats (two)*, *insects (six)*, *kittens (five)*.

Emphasise the final *s* on the plural form *cats*, etc., so that the children begin to recognise it as a pattern.

REVIEW 5 minutes

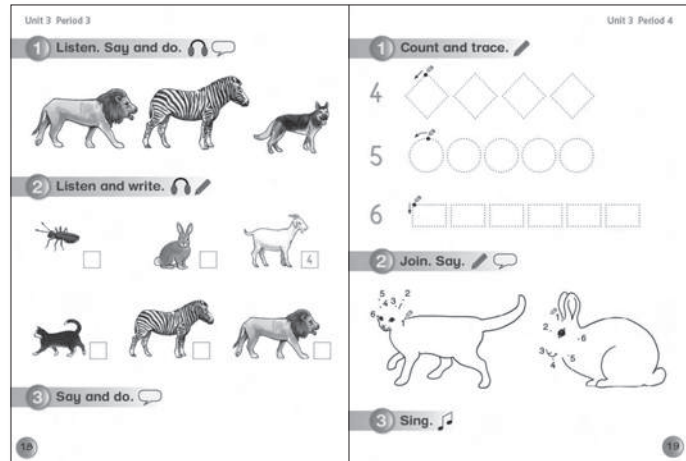
- 1 Display the animal and character flashcards to play *I spy*. Say *I see something that starts with i i i*. Elicit *Insect*. Repeat with the other words.
- 2 Everyone says *Goodbye*.

UNIT 3

Aims to practise animal vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *insect, goat, rabbit, cat, kitten, lion, zebra, dog*; 4, 5, 6; **letter sounds** *i, g, c/k, r*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3, Numbers 1–6) *Plus (for Period 4): Activity Poster 3*



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 24

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 3 Poster (focusing on the first part). Elicit responses in English. Encourage the children by praising their responses.
 - Ask *What can you see?* to elicit animals.
 - Ask *Who can you see?* to elicit *Tala* and *Salwa*.
- 3 Use the flashcards to introduce *lion, zebra* and *dog*. Ask the children to find these animals on the poster.
- 4 Show flashcards of all the animals. Keep displayed on board/wall throughout lesson.
- 5 Say **Look and listen**. Play recording. Point to each flashcard.
- 6 Say **Listen and say**. Point to flashcards one by one. Say the name for the children to repeat.
- 7 Point to flashcards of animals in random order for the children to say the name. Use your fingers or clap to show syllables. Encourage the children to do this too.

Children can confuse the /z/ and /s/ sounds. Ask them to put their hand on the front of their throat and say *s-s-s-s*, then *z-z-z-z*. They should feel the difference (the vibration with z).

Audio

lion, zebra, dog, goat, insect, rabbit, cat, kitten

PHONEMIC AWARENESS 10 minutes

- 1 Revise the sound *i*:
 - Say **Think. Say iii**. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *Insect*.
 - Point to your lips and say *iii* – get the children to notice the shape of your mouth.

- Ask the children to repeat with you.
- 2 Repeat 1 to revise the sounds *g* (*goat*), *c/k* (*cat, kitten*), *r* (*rabbit*).
 - 3 Ask the children to practise the sounds in pairs, checking the shape of each other's mouth.
 - 4 Revise the sounds *n, m, d, o, e*:
 - Say **Think**. Say *n n n n* and elicit *Nuts*.
 - Repeat with *m m m m* (*melon*), *d d d d* (*dates/dog*), *o o o* (*olives*) and *e e e* (*egg*).
 - 5 Get the children to look at each other as they say these sounds and check that their mouths are making the correct shapes.

ACTIVITY 1 5 minutes 25

- 1 Check that the children are on the correct page. Say **Listen**. Play the recording.
- 2 Say **Listen. Say and do**. Play the recording twice more, pausing for the children to repeat the word and do the sound each time.
- 3 Say the animal names in random order to elicit each animal noise (include *goat, insect, dog, cat* and *kitten*, as well as *lion, zebra* and *dog*).

Audio

lion – [lion roar]
zebra – [zebra noise]
dog – [dog bark]

ACTIVITY 2 10 minutes 26

- 1 Revise numbers 1–6 using the number flashcards and your fingers.
- 2 Put the children in pairs: they take turns showing a number with their fingers and saying the number.

- 3 Say **Look and say**. Air-write / to elicit *One*. Repeat with 3, 5, 2, 4, 6.
- 4 Put the children in pairs: they take it in turn to write numbers with their fingers on their partner's back and guess the numbers.
- 5 Say **Listen and write**. Play recording, pausing after the first one. Say *Goat – four*. and trace the example 4 in the box by the goat. Make sure the children know that this time they are listening for numbers, not counting.
- 6 Continue playing recording. Check that the children are writing the numbers in the boxes.
- 7 Give feedback. Ask *Rabbit?* and elicit *One*. Repeat with *goat (four)*, *insect (six)*, *cat (five)*, *lion (three)*, *zebra (two)*.

Audio

goat – four, rabbit – one, insect – six, cat – five, lion – three, zebra – two

ACTIVITY 3 5 minutes

- 1 Say **Say**. Point to animals one by one to elicit the name.
- 2 Say *rrrr* and elicit *Rabbit*.
- 3 Repeat with *gggg (goat)*, *cccc (cat)*, *llll (lion)*, *iiii (insect)*, *zzzz (zebra)*.
- 4 Say *Do*. Elicit the sound that each animal makes.
- 5 Put the children in pairs. Say **Say and do**. They take it in turn to point to one of the animals, and to say the word and make the animal noise.
- 6 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  24

As Period 3.

PHONEMIC AWARENESS 10 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Model the activity on the board. Say **Count and trace**. Write 4 and draw a diamond, marking the starting points. Write a 4 inside the diamond. Trace over the diamond and the 4 inside.
- 2 Walk round and check that the children are writing and tracing correctly.

ACTIVITY 2 5 minutes

- 1 Revise the numbers 1–6 using your fingers or items around the room. Encourage the children to count with you.

- 2 Display Activity Poster 3 (first activity). Model the activity. Say *Join*. Join the numbers, counting: *one, two, three, four, five, six*.
- 3 Walk round and check that the children are joining the dots in the correct order.
- 4 Give feedback. Say **Say**. Point to the pictures in the Pupil's Book in turn to elicit *Cat*. and *Rabbit*.

ACTIVITY 3 10 minutes  27

- 1 Show four fingers and ask *How many?* Elicit *Four*. Repeat with other numbers between one and six, in random order.
- 2 Show the flashcard of the cat. Elicit the name and the noise it makes.
- 3 Say **Listen**. Play recording. The children listen.
- 4 Using your fingers to show the numbers, count six cats: *One cat, two cats, ...* Emphasise the *s* ending on the plural forms. Repeat, encouraging the children to join in with you.
- 5 Say *Sing*. Play recording again. The children sing along, using their fingers to show the numbers. Encourage them to enjoy sounding like cats!
- 6 Everyone says *Goodbye*.

Audio

1 cat, 2 cats, 3 cats

MEOW!

4 cats, 5 cats, 6 cats

MEOW!

How many? How many? How many?

MEOW!

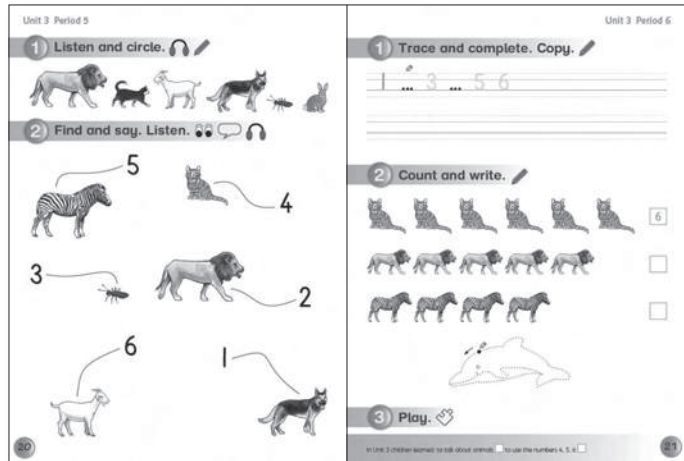
6 cats saying MEOW, MEOW, MEOW!

UNIT 3

Aims to practise numbers and animal vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *insect, goat, rabbit, cat, kitten, lion, zebra, dog*; 4, 5, 6; **letter sounds** *i, g, c/k, r*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3)
Plus (for Period 6): Activity Poster 3, Flashcards (Unit 2)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 28

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 3 Poster. Elicit responses in English. Encourage the children by praising their responses.
 - Ask *Who can you see?* to elicit *Salwa, Tala, Amir, Sami*.
 - Ask *What can you see?* to elicit *goat, insect, rabbit, cat, kitten, lion, zebra, dog*.
 - Say *How many goats? One, two ... Two goats*. Ask about the other animals, to elicit plural forms and numbers 1–6.
- 3 Show flashcards of the animals and elicit the names. Keep displayed on board/wall throughout lesson.
- 4 Say **Look and listen**. Play recording. Point to animals on the poster as they are mentioned. Say the phrase for the children to repeat (e.g. *Two goats*).
- 5 Say **Listen and say**. Play the recording again, pausing after each item for the children to repeat.

Audio

two goats, six insects, five rabbits, one cat, three kittens, two dogs, one lion, four zebras

PHONEMIC AWARENESS 10 minutes

- 1 Revise the sound *i*:
 - Say **Think. Say iiiii**. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *Insect*.
 - Point to your lips and say *iiii* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sounds *g* (*goat*), *c/k* (*cat, kitten*), *r* (*rabbit*).

- 3 Ask the children to practise the sounds in pairs, checking the shape of each other's mouth.
- 4 Revise the sounds *n, m, d, o, e*:
 - Say **Think**. Say *n n n n* and elicit *Nut*.
 - Repeat with *m* (*melon*), *d* (*date/dog*), *o* (*olive*) and *e* (*egg*). Get the children to look at each other as they say these sounds and check that their mouths are making the correct shapes.

ACTIVITY 1 5 minutes 29

- 1 Hold up your book. Model circling one of the pictures in the first two pictures. Say **Listen and circle**.
- 2 Play the recording, pausing after each animal noise so that the children can circle the correct animal in their book.
- 3 Say **Say**. Play the recording again, pausing for the children to tell you the name of the animal.
- 4 Ask a few children in turn to make an animal noise for the rest of the class to identify.

Audio

[cat meowing]
[dog barking]
[insect buzzing]

ACTIVITY 2 10 minutes 30

- 1 Say **Find and say**. Model the activity: trace your finger from the number 5 to the picture of the zebra. Say *Five zebras*.
- 2 The children complete the activity in pairs, taking it in turn to say a phrase.
- 3 Say **Say and listen**. Elicit the first answer from a child, then play the recording, so that the class can check they were correct. Repeat with the other answers.

Audio

five zebras
four kittens
three insects

six goats
two lions
one dog

REVIEW 5 minutes  27

- 1 Write on the board **1**, leaving space for 2–6. Elicit the other numbers in turn, writing each one up.
- 2 Rub out 2. Ask the children to say which number is missing. Repeat with 4, 6, 1, 3, 5 in order, so that by the end the children are saying the whole sequence without any written support.
- 3 Write on the board **6**, leaving space for 5–1 to the left of it. Elicit the other numbers in turn, writing each one up.
- 4 The children count to six, using their fingers to show each number.
- 5 Sing the *One cat, two cats, three cats* song from Period 4.
- 6 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  28

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 7 minutes

- 1 Use your fingers to review the numbers 1–6. Encourage the children to say the numbers aloud.
- 2 Write on the board **1** and trace it.
- 3 Say **Trace and complete**. Walk round and check that the children are tracing the numbers correctly and have filled in the missing numbers (2, 4).
- 4 Say **Copy**. Check that the children are copying the numbers correctly.

ACTIVITY 2 8 minutes

- 1 Say **Think**. Air-write **3** to elicit *Three*.
- 2 Repeat 1 with **6**.
- 3 Put the children in pairs: they take turns air-writing numbers for each other and guessing the number.
- 4 Display Activity Poster 3 (second activity). Say **Count and write**. Model the activity on the board. Draw four squares and get the whole class to count them with you. Write **4**.

- 5 Walk round and check that the children are completing the activity correctly.
- 6 Give feedback. Say *Kitten?* and elicit *Six*. Repeat with *lions (five)* and *zebras (four)*.
- 7 Say *Pip?* **Trace Pip**. The children trace and colour the dolphin.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Sets*.
 - Draw a line on the board to create two sections and give each section a heading: *Food* (with a small drawing of an egg) and *Animals* (with a small drawing of a cat).
 - Shuffle the food and animal flashcards and leave them face down on your desk.
 - Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set.
- 2 Everyone says *Goodbye*.

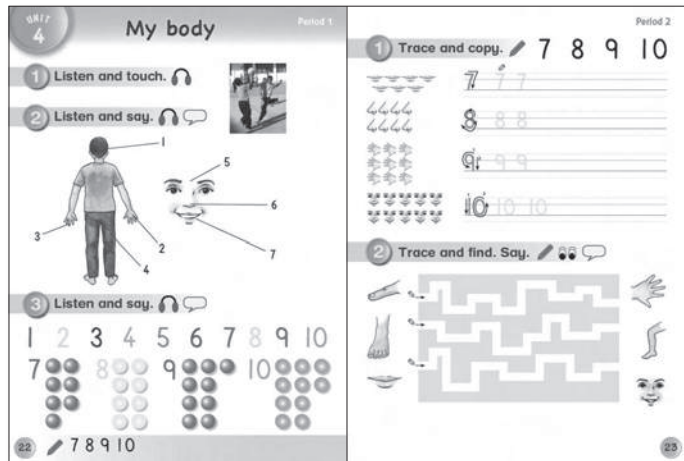
UNIT 4

My body

Aims to learn numbers and body vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *head, hand, finger, leg, face, nose, mouth*; 7, 8, 9, 10; **letter sounds** *f, l*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 31

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 Poster. Ask what they can see, to elicit body parts in Arabic.
- 3 Show flashcards of body parts. Keep displayed on board/wall throughout lesson.

Remember: the form **Listen** means you should use the appropriate sign as you say the word(s).

- 4 Say **Look and listen**. Play recording. Point to each flashcard.
- 5 Say **Listen and say**.
 - Point to flashcards one by one. Say the name for the children to repeat.
 - Repeat *head*, using your fingers to show it has one syllable.
 - Repeat with *hand* (1), *finger* (2), *leg* (1), *face* (1), *nose* (1), *mouth* (1).
- 6 Point to flashcards of body parts in random order for the children to say the name. Use your fingers or clap to show syllables. Encourage the children to do this too.

Audio
head, hand, finger, leg, face, nose, mouth

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *f*.
 - Say **Think**. Say *ffff*. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *Face* and *Finger*.

- Point to your lips and say *ffff* – get the children to notice your mouth position.
 - Ask the children to repeat with you.
- 2 Repeat 1 to introduce the sound *l* (*leg*).
 - 3 Say the words *Finger* and *Leg*. Elicit the sound for each (*f, l*). Praise the children's efforts.

ACTIVITY 1 5 minutes 32

- 1 Say **Open book**. Check that the children are on the correct page. Ask the children what they can see in the picture (use Arabic).
- 2 Say **Listen and touch**. Say *Head*. Touch your head. Ask the children to copy you.
- 3 Repeat 2 with *hand, finger, leg, face, nose, mouth*.
- 4 Say **Listen and touch**. Play recording, pausing after each item.

Audio
As Language Presentation

ACTIVITY 2 5 minutes 33

- 1 Say **Listen and say**. Play recording. Get the children to touch the correct parts of their own body and say the names.
- 2 Use the numbers on the picture as prompts. e.g. Say *Two* to elicit *Hand*.
- 3 Say *llll* to elicit *Leg*.
- 4 Repeat with *h h h h* (*hand/head*), *ffff* (*face/finger*), *n n n n* (*nose*), *m m m m* (*mouth*).

Audio
As Language Presentation

ACTIVITY 3 5 minutes  34

- 1 Revise 1–6, using fingers or classroom items.
- 2 Say **Listen and say**. Play recording, pausing after each number. Ask the children to show the correct number of fingers for each number.
- 3 Say **Listen and say**. Play recording again. The children say each number after they hear it.
- 4 Say **Say**. Put the children in pairs: they count 1–10 together, using their fingers.
- 5 The children in pairs take it in turn to write numbers with their fingers on their partner's back and to guess the numbers.

Audio

one, two, three, four, five, six, seven, eight, nine, ten

REVIEW 10 minutes

- 1 Write on the board 2, 4, 6, 8, 10, leaving spaces for the other numbers in the sequence.
- 2 Elicit the missing numbers in turn, writing each one up.
- 3 Rub out 10, 8, 6, 4, 2 in turn and elicit the missing number. Repeat with 9, 7, 5, 3, 1. When the board is clear, elicit the sequence 1–10.
- 4 Write on the board $2 + 1 =$ Show the sum using your fingers or pencils, eliciting the answer: 3. If necessary, explain what you are doing in Arabic. Repeat with $4 + 2 =$ and $3 + 3 =$.
Extension: in pairs the children write out sums for each other to answer.
- 5 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION** 10 minutes  31

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Write 7 on the board, emphasising how the strokes start at the top of the number and go downwards.
- 2 Write 7 in the air. Ask the children to copy you. Repeat, air-writing 8 and then 9 and 10.
- 3 Put the children in pairs: they write on each other's backs with their fingers and their partners have to guess what number they have written.

- 4 Revise the following signs (p. 7): **Trace, Copy**.
- 5 Make sure all the children have a pencil and are holding it correctly (see p. 13).
- 6 Say **Trace and copy**. Check that the children are writing the numbers correctly, using the starting points and arrows to help them.

ACTIVITY 2 5 minutes

- 1 Say **Trace and find**. Model tracing in the air with a pencil, going from left to right.
- 2 Say **Finger? Say**. Give the children time to trace from the finger to the hand. Elicit *Hand*.
- 3 Introduce *foot*. Repeat 2 with *foot*, eliciting *Leg*.
- 4 Repeat 2 with *mouth*, this time eliciting *Face*.

This activity practises directionality (left to right). It is also excellent for practising hand/eye coordination. Not all the children will find this easy. Support those who find it difficult.

REVIEW 10 minutes

- 1 Display the body parts flashcards. Elicit the words.
- 2 Play *Teacher says* (p. 8).
 - Ask the class to stand.
 - Say *Teacher says Touch your nose*. and touch your nose.
 - Say *Touch your nose*. This time don't touch your nose.
 - Give a series of instructions. If they start with *Teacher says ...*, the children do the action. If they start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

You could extend the game to review animal vocabulary too by including instructions such as *Teacher says be a lion*. The children pretend to be a lion, etc.

- 3 Everyone says *Goodbye*.

UNIT 4

Aims to practise numbers and body vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *head, hand, finger, leg, face, nose, mouth*; 7, 8, 9, 10; **letter sounds** *f, l*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4, Numbers 1–10)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 35

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 Poster. Ask *What can you see?* to elicit body parts in English. Praise the children's efforts.
- 3 Show flashcards of the body parts. Keep displayed on board/wall throughout lesson.
- 4 Say **Look and listen**. Play recording. Point to each flashcard.
- 5 Say **Listen and touch**. Say the names for the children to touch the appropriate part of their own body and repeat.

Audio

head, face, nose, mouth, leg, hand, finger

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *f*:
 - Say **Think**. Say *ffff*. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *Finger* and *Face*.
 - Point to your lips and say *ffff* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sound *l* (*leg*).
- 3 Revise the sounds *h* (*head/hand/hello/hi*), *n* (*nose/nut/nine*), *m* (*mouth/melon*).

ACTIVITY 1 10 minutes

- 1 Say *Who is it?* Elicit *Tala*.
- 2 Say *Colour*. Give the children time to colour the picture.
- 3 Elicit the words for the individual parts of the body pictured.

- 4 Say **Find and say**. Model the activity: point to the picture of the mouth and then show that you are looking for Tala's mouth. When you find it, say *Mouth*.
- 5 The children work in pairs, taking it in turn to find each body part and say it.
- 6 Say *Pip?* **Trace Pip**. The children trace and colour the dolphin.

ACTIVITY 2 5 minutes 36

- 1 Say **Look and listen**. Play recording. Encourage the children to point to each body part.
- 2 Say **Listen**. *Touch and say*. Play recording. Encourage the children to touch the correct body part in the picture of Tala and repeat it in the gap.

Audio

Tala – mouth, nose, head, hand, leg, face, finger

ACTIVITY 3 5 minutes 37

- 1 Say **Listen and write**. Play recording, pausing after the first one. Say *Mouth – eight*. and trace the example 8 in the box by the mouth.
- 2 Continue playing recording. Check that the children are writing numbers in the boxes.
- 3 Give feedback. Ask *Mouth?* and elicit *Eight*. Repeat with *nose (ten)*, *hand (seven)*, *leg (nine)*, *finger (six)*, *head (three)*.

Audio

*mouth – eight
nose – ten
hand – seven*

*leg – nine
finger – six
head – three*

REVIEW 5 minutes

- 1 Display the number flashcards 1–10, but put them in the wrong order.
- 2 Say **Think**. Elicit *One*. Ask a child to come to the front of the class and put the flashcard for 1 in the correct place.
- 3 Repeat 2, with different children choosing the next number each time, until you have 1–10 in the correct order.
- 4 Say the numbers 1–10 together.
- 5 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.
- 6 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  35

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Say **Say**. Revise the numbers 1–10 using your fingers or multiples of items around the room. Encourage the children to count with you.
- 2 Model the activity on the board. Write the numbers to join up as a square – 1, 2, 3, 4, one in each corner. Say *Join*. Model joining the numbers for the picture of the mouth in the Pupil's Book, counting: *one, two, three, four, five, six, seven, eight, nine, ten*.
- 3 Check that the children are joining the dots in the correct order.
- 4 Give feedback. Say **Say**. Point to the pictures in the Pupil's Book in turn to elicit *mouth, nose, hand*.

ACTIVITY 2 5 minutes

- 1 Say **Find and circle**. Model the activity: go along the first row of pictures, saying *mouth, mouth, nose, mouth, mouth*. Circle the picture of the nose. Make it clear to the children that in this activity they are looking for the picture which is different from all the others.
- 2 Check that the children are circling the correct pictures.

ACTIVITY 3 10 minutes  38

- 1 Display the number flashcards 1–10 in the wrong order. Ask children in turn to come out and put them in the correct order.
- 2 As a class count from 1 to 10 using your fingers. Then count back from 10 to 1.
- 3 Say **Listen**. Play recording. The children listen to the song and watch you as you do the actions for each line (touching, waving and counting on your fingers).
- 4 Say *Sing*. Play recording again. This time the children join in, singing and doing the actions.
- 5 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Audio

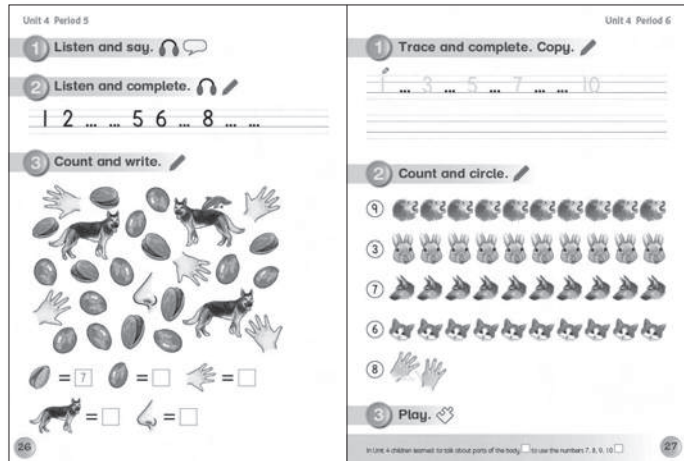
*Touch your head.
Touch your nose.
Wave your hands.
Touch your legs.
Touch your mouth.
Wave your hands.
Now count your fingers.
One, two, three, four, five,
Six, seven, eight, nine, ten!*

UNIT 4

Aims to practise numbers and body vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *head, hand, finger, leg, face, nose, mouth*; 7, 8, 9, 10; **letter sounds** *f, l*

Materials Pupil's Book, CD 1, Flashcards (Numbers 1–10)
Plus (for Period 6): some pieces of scrap paper for the game (see Activity 3)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 39

- 1 Greet the class. Encourage the children to respond.
- 2 Show flashcards of the numbers. Keep displayed on board/wall throughout lesson.
- 3 Say **Look and listen**. Play recording. Point to each number.
- 4 Say **Listen and say**. Play recording again. Encourage the children to repeat in the gap after each number.

Audio

one, two, three, four, five, six, seven, eight, nine, ten

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *f*:
 - Say **Think**. Say *ffff*. Elicit *face/finger/four/five*.
 - Point to your lips and say *ffff* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sound *l* (*leg/lion*).
- 3 Revise the sounds *h* (*head/hand/hello/hi*), *n* (*nose/nut/nine*), *m* (*mouth/melon*).

ACTIVITY 1 5 minutes 40

- 1 Say **Look and listen**. Play recording, using your fingers or classroom items to illustrate each number.
- 2 Say **Listen and say**. The children repeat each number after the recording.

Audio

As Language Presentation

ACTIVITY 2 5 minutes 41

- 1 Say **Look and think**. Air-write **4** to elicit *Four*.
- 2 Put the children in pairs: they take turns writing numbers with their fingers on their partner's back and guessing the numbers.
- 3 Write the numbers on the board, leaving gaps as in the Pupil's Book activity.
- 4 Say **Listen and complete**. Play recording. Pause after 2 so the children can write 3 and 4 in.
- 5 Give feedback. Say *One, two ...* and elicit *Three*. Continue, leaving gaps for the children to fill (*four, seven, nine, ten*). Write each number on the board or ask a child to do it.
- 6 Pointing to the numbers on the board, elicit the sequence backwards: *Ten, nine, eight, etc.*

Audio

As Language Presentation

ACTIVITY 3 5 minutes

- 1 Say **Look and think**. Air-write **3** to elicit *Three*.
- 2 Say **Count**. On the board model what you want the children to do. Draw two circles and elicit *Two*. Draw four squares and elicit *Four*.
- 3 Say **Count and write**.
- 4 Check that students are counting and writing the correct numbers.
- 5 Give feedback. Say *Nuts?* and elicit *Seven*. Repeat with *olives (ten), hands (five), dogs (three), noses (one)*.
- 6 Say *Pip?* Ask the children to find the dolphin.

REVIEW 10 minutes  38

- 1 Play *Teacher says* (p. 8) to revise body parts.
 - Ask the class to stand.
 - Say *Teacher says 'Touch your nose.'* and touch your nose.
 - Say *Touch your nose.* This time don't touch your nose.
 - Give a series of instructions. If they start *Teacher says ...*, the children do the action. If they start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.
- 2 Sing the *Touch your head* song from Period 4.
- 3 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  39

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Say **Look and think**. Air-write *2* to elicit *Two*.
- 2 Write the numbers on the board, leaving gaps as in the Pupil's Book activity.
- 3 Say **Trace and complete**. Check that the children are completing the numbers.
- 4 Give feedback. Say *One, ...* and elicit *Two*. Continue, leaving gaps for the children to fill (*two, four, six, eight, nine*). Write each number on the board or ask a child to do it.
- 5 Say **Copy**. Check that the children are copying the numbers correctly.
- 6 Rub out the numbers on the board and elicit *one to ten* from the class.

ACTIVITY 2 5 minutes

- 1 Elicit the items pictured. Model the activity on the board. Draw ten rectangles and get the whole class to count them with you. Say **Count and circle: three**. Count three of the rectangles, circling each one as you do.
- 2 Check that the children are completing the activity correctly.
- 3 The children swap books with a partner and check each other's work.

- 4 Check answers. Say *Nine – nine lions*. Count together to nine, with the children pointing to each circled lion picture as you do. Repeat with *three rabbits, seven dogs, six kittens* and *eight fingers*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Bingo*.
 - Model the game. Draw a grid on the board. Write in the numbers 1–9 in random order, e.g.

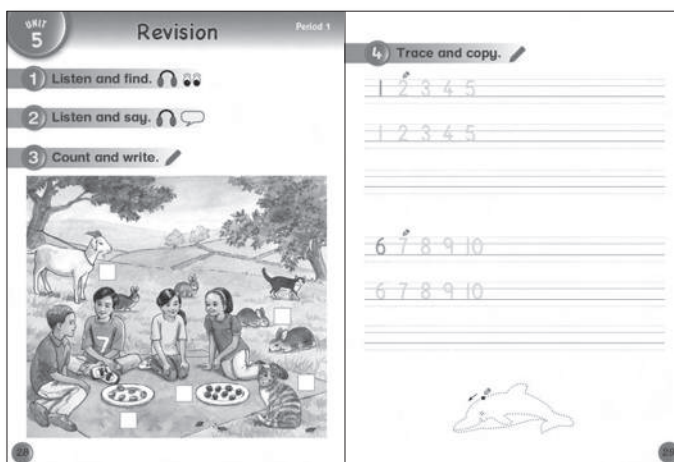
7	3	2
1	9	6
4	8	5

- Write the numbers 1–9 on small pieces of paper and fold the paper.
 - Ask a child to choose a piece of paper and say the number; another child scores that number through in the grid.
 - Repeat with different children until a row has been crossed out (horizontal, vertical or diagonal). Say *Bingo!*
 - Rub out the numbers in your grid. The children draw their own grid, writing in the numbers 1–9 in any order they want to.
 - Call out the numbers. Check that the children are crossing them out as they hear them. The first child to score out a whole row calls out *Bingo!*
- 2 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 1–4; to practise writing numbers; to link letter sounds to nouns

Key language language from Units 1–4 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Numbers 1–10)



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Sing the *Hi, Hello* song from Unit 1 together (p. 15, track 7).
- 3 Show Unit 3 Poster.
 - Ask *What can you see?* to elicit the English for the animals and the character names.
 - Count the animals with the children.

PHONEMIC AWARENESS 10 minutes

- 1 Revise the sounds *s, a, t, p, h, n, m, d, o, e*:
 - Say **Think**. Say *s s s s* and elicit *Sami/Salwa*.
 - Repeat with the other sounds.
- 2 Get the children working in pairs to say these sounds. Ask them to look at each other and check that their mouths are making the correct shapes.
- 3 Play *I spy* (see p. 8) using words from the picture on Pupil's Book p. 28.
 - Say *I see something that starts with p p p p*. Elicit *Pip*.
 - Repeat with other sounds from 1.

ACTIVITY 1 5 minutes 42

- 1 Ask where the characters are (use Arabic).
- 2 Say **Listen and find**. **Find** the cat. Check that the children are pointing to a cat.
- 3 Repeat 2 with *insect, goat, Sami, Amir, nuts, Salwa, Tala, rabbits, olives*.

- 4 Say **Listen and find**. Play recording, pausing after each item to give the children time to find it.

Audio

two cats, four rabbits, three insects, one goat, Sami, Amir, six nuts, Salwa, Tala, eight olives

ACTIVITY 2 5 minutes 43

- 1 Say **Listen and say**. Play recording, pausing to give the children time to point to characters/items and repeat.
- 2 Say *c c c c* and elicit *Cat*.
- 3 Repeat 2 with *i i i i* (*insect*), *g g g g* (*goat*), *s s s s* (*Sami/Salwa*), *n n n n* (*nuts*), *t t t t* (*Tala*), *o o o o* (*olives*), *a a a a* (*Amir*).
- 4 Say **Listen and show**. Play recording, pausing after each number for the children to show the correct number of fingers.

Audio

As Activity 1

ACTIVITY 3 5 minutes

- 1 Say **Count** – *cats*. Elicit *Two*. Write 2 on the board.
- 2 Air-write 1–10 and elicit the numbers.
- 3 Put the children in pairs: they take turns writing numbers with their fingers on their partner's back and guessing the numbers.
- 4 Say **Count and write**. Model writing the number in the box.
- 5 Check that the children are writing in the box.
- 6 Give feedback. Say *Nuts?* and elicit *Six*. Repeat with *olives (eight), rabbits (four), cats (two), goat (one)*.
- 7 Say *Pip?* Ask the children to find the dolphin.

ACTIVITY 4 10 minutes

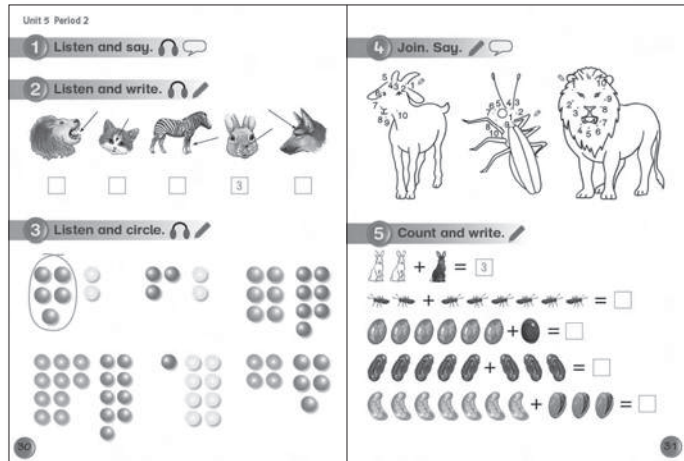
- 1 Show the flashcards of numbers 1–5. Elicit each number.
- 2 Put the children in pairs: they take turns writing numbers with their fingers on their partner's back and guessing the numbers.
- 3 Say **Trace and copy**. Model tracing number 1 in the Pupil's Book.
- 4 Walk around and check that the children are tracing and then writing the numbers.
- 5 Repeat **1–4** with the numbers 6–10.
- 6 Say *Pip?* **Trace Pip**. The children trace and colour the dolphin.
- 7 Everyone says *Goodbye*.

UNIT 5

Aims to revise vocabulary from Units 1–4; to practise writing numbers; to link letter sounds to nouns

Key language language from Units 1–4 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 4 Poster



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 Poster. Elicit the English words for the parts of the body.
- 3 Point to yourself. Say *Head. One head or two heads?* Elicit *One head.*

PHONEMIC AWARENESS 10 minutes

- 1 Revise the sounds *i, g, c/k, r, f, l*:
 - Say **Think**. Say *iiii* and elicit *Insect*.
 - Repeat with the other sounds. Praise the children's efforts.
- 2 Get the children working in pairs to say these sounds. Ask them to look at each other and check that their mouths are making the correct shapes.
- 3 Play *Is py* (see p. 8) with the sounds from 1. Use the pictures on Pupil's Book p. 16.

ACTIVITY 1 5 minutes 44

- 1 Say **Listen and touch**. Play recording, pausing to give the children time to touch the parts of the body mentioned (*mouth, face, leg, nose, head*).
- 2 Say **Listen and say**. Play recording again, pausing after the animal each time for the children to say the part of the body in the gap (e.g. *mouth*).

Audio

lion ... mouth
kitten ... face
zebra ... leg

rabbit ... nose
dog ... head

ACTIVITY 2 5 minutes 45

- 1 Say **Listen**. Play recording. Ask the children to use their fingers to show the numbers they hear.
- 2 Say **Listen and write**. Play recording, pausing after the first one. Say *Rabbit nose – three*. and trace the example 3 in the box below the rabbit.
- 3 Check that the children are writing the numbers in the boxes correctly.
- 4 Give feedback. Say *Ten*. and elicit *Kitten face*. Repeat with *nine (lion mouth)*, *one (zebra leg)*, *three (rabbit nose)*, *two (dog head)*.

Audio

rabbit nose – three
kitten face – ten
dog head – two

lion mouth – nine
zebra leg – one

ACTIVITY 3 5 minutes 46

- 1 Model the activity. Say **Circle**. Draw on the board five balls and two balls. Say **Listen and circle**. *Two*. Circle the two balls.
- 2 Play the recording, pausing after each number.
- 3 Put the children in pairs to check each other's work.
- 4 Check answers. Say *Five*. and ask a child to come to the board and draw five balls. Repeat with the other numbers.

Audio

five, three, seven, ten, eight, four

ACTIVITY 4 5 minutes

- 1 Model the activity on the board. Write numbers to join up as a circle – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Say *Join*. Join the numbers, counting: *one, two, three, four, five, six, seven, eight, nine, ten*.
- 2 Check that the children are joining the dots in the correct order.
- 3 Put the children in pairs to check each other's work.
- 4 Say **Say**. Elicit the animal words: *goat, insect, lion*.

ACTIVITY 5 5 minutes

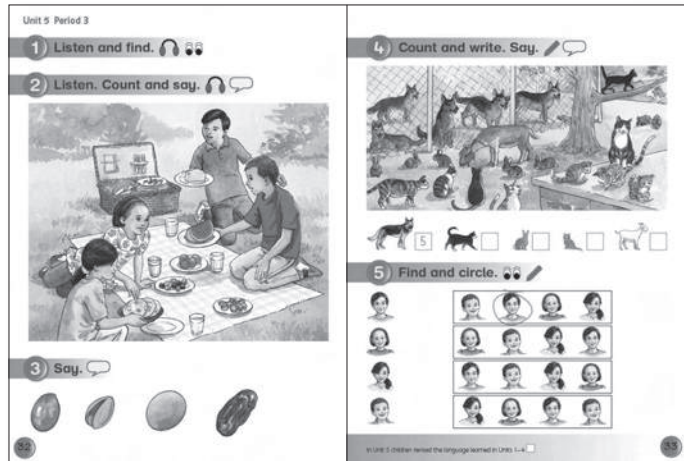
- 1 Say **Count**. Say *Three*. and get the children to show three fingers.
- 2 Repeat with *ten, seven, two, five*.
- 3 Say **Count and write**. Model by drawing on the board two circles and one square. Elicit *Three*.
- 4 Check that the children are writing numbers.
- 5 Put the children in pairs and get them to compare their answers.
- 6 Give feedback. Say *Two rabbits and one rabbit*. Elicit *Three*. Repeat with *Two insects and six insects. (eight), Six olives and one olive. (seven), Five dates and three dates. (eight), Seven nuts and three nuts. (ten)*.
- 7 Everyone says *Goodbye*.

UNIT 5

Aims to revise vocabulary from Units 1–4; to practise writing numbers; to link letter sounds to nouns

Key language language from Units 1–4 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 1)



Period 3

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 2 Poster. Elicit the English words for the characters and food.
- 3 Play *Teacher says* (p. 8) to revise body parts.
 - Ask the class to stand.
 - Say *Teacher says 'Touch your nose.'* and touch your nose.
 - Say *Touch your nose.* This time don't touch your nose.
 - Give a series of instructions. If they start with *Teacher says ...*, the children do the action. If they start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *a, p, n, m, d, o, r, l, e*:
 - Say **Think**. Say *a a a a* and elicit *Amir*.
 - Repeat with the other sounds. Praise the children's efforts.
- 2 Get the children working in pairs to say these sounds. Ask them to look at each other and check that their mouths are making the correct shapes.

ACTIVITY 1 5 minutes 47

- 1 Say **Listen and find**. Play recording, pausing after each item for the children to find it in the picture.
- 2 Prompt with the name of the character to elicit the food he/she has.
- 3 Ask the children which other foods are in the picture. Elicit *dates, nuts, eggs*.

Audio

Tala – bread
Sami – cheese

Amir – melon
Salwa – olives

ACTIVITY 2 5 minutes 48

- 1 Say **Count**. **Count the olives**. Count the olives together. Repeat with the *nuts, eggs* and *dates*.
- 2 Say **Listen. Count and say**. Play recording, pausing after each question for the children to answer. Start the recording again to give the answer.
- 3 Put the children in pairs. They take it in turn to say a food and to count it and say the number.
- 4 Say *Pip?* Ask the children to find the dolphin.

Audio

– How many olives?
– Nine. Nine olives.
– How many nuts?
– Ten. Ten nuts.
– How many eggs?
– Four. Four eggs.
– How many dates?
– Six. Six dates.

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the children in pairs: they take it in turn to say how many of each food item shown there is in the big picture.

ACTIVITY 4 5 minutes

- 1 Elicit the animal names from the children.
- 2 Say **Count**. Give the children time to count the animals.

- 3 Say *Dogs?* **Count**. Elicit *Five*. Count to five with the children: *one, two, three, four, five*. Repeat with *cats (six), rabbits (seven), kittens (three)* and *goat (one)*. Get the children to show you the numbers using their fingers.
- 4 Say **Count and write**. *How many dogs?* Elicit *Five*. Trace the example 5 in your book.
- 5 Check that the children are writing the correct numbers.
- 6 Say **Say**. Say *How many dogs?* to elicit *Five*. Repeat with the other animals.
- 7 Say *Pip?* **Find Pip**. The children find the dolphin.

ACTIVITY 5 5 minutes

- 1 Practise *What's your name?* using character flashcards. Do as a class, then have four children pretend to be the characters. Choose four other children to ask *What's your name?*
- 2 Ask a child *What's your name?* He/She answers, then asks the next child *What's your name?* Continue round the class until everyone has asked and answered – the last child can ask you your name.
- 3 Say **Find and circle**. Model what you want the children to do: draw a square and alongside it three triangles and a square. Circle the square and indicate that it is the same as the first square.
- 4 Check that the children are circling the correct face.
- 5 Put the children in pairs to check each other's work.
- 6 Everyone says *Goodbye*.

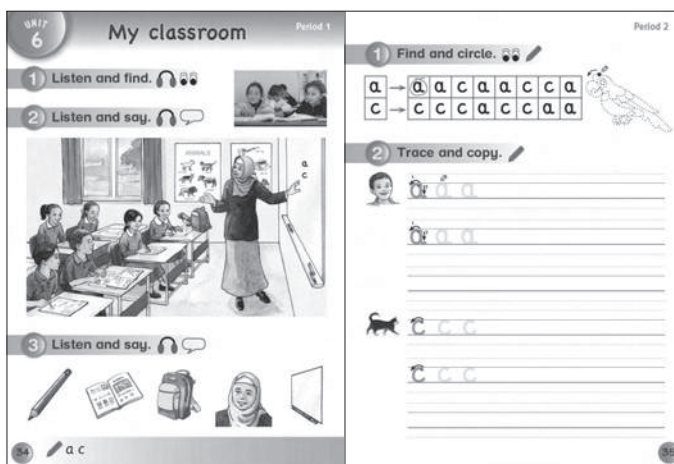
UNIT 6

My classroom

Aims to learn letters and classroom vocabulary; to practise writing letters; to link letter sounds to nouns

Key language *board, teacher, pencil, book, bag, desk*; **letter sound** *b*; **reading letters** *a, c, d, p, t*; **writing letters** *a, c*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6; Unit 3 cat, dog; Letters a, b, c, d, p, t)
Plus (for Period 2): Letter Poster



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 49

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 6 Poster. Ask what they can see, to elicit classroom items in Arabic. Also elicit the characters.
- 3 Show flashcards of classroom items. Keep displayed on board/wall throughout lesson.
- 4 Say **Look and listen**. Play recording. Point to each flashcard.
- 5 Say **Listen and say**.
 - Point to flashcards one by one. Say the name for the children to repeat.
 - Repeat *desk*, using your fingers or clapping to show it has one syllable.
 - Repeat with *tea-cher* (2), *board* (1), *pen-cil* (2), *bag* (1), *book* (1).

Audio

teacher, desk, board, pencil, bag, book

PHONEMIC AWARENESS 10 minutes 50

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *b*:
 - Say **Think**. Say *b b b b*. Elicit *Bag*.
 - Point to your lips and say *b b b b* – get the children to notice the shape of your mouth. Ask them to repeat with you.
 - Ask the children if they know any other English words starting with *b*. Elicit *board/book/bread*.

2 Revise the sounds *a, c, d, p, t*:

- Say **Think**. Say *t t t t* and elicit *teacher/Tala/two/ten*, showing the flashcard for *t*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
- Repeat for *a* (*Amir*), *c* (*cat*), *d* (*dog/date*), *p* (*pencil/Pip*).
- Display the letter flashcards and play the recording. Pause after *a* and say *Name – a, sound – a*. Continue, repeating for the other letters.
- Play the recording again. Encourage the children to join in with the chant.

Audio

*The name is a. The sound is a.
The name is c. The sound is c.
The name is d. The sound is d.
The name is p. The sound is p.
The name is t. The sound is t.*

ACTIVITY 1 5 minutes 51

- 1 Say **Listen and find**. Play recording, pausing after each item so the children can find it.
- 2 Play *Teacher says* (see p. 8).
 - Say *Teacher says 'Touch the desk.'*: the children touch a desk. If you miss out *Teacher says*, they don't do the action.
 - Repeat with *Touch your ... book/bag/pencil*. and *Point to the board/teacher*. Sometimes include *Teacher says* and sometimes omit it.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

Audio

As Language Presentation

ACTIVITY 2 5 minutes  52

- 1 Say **Listen and say**. Play recording. Pause after *teacher* so the children can find the teacher and repeat *Teacher*.
- 2 Continue playing the recording, pausing after each item.
- 3
 - Hold up your Pupil's Book. Point to Sami and say *Hello, Sami*.
 - Point to the other characters in turn and elicit *Hello, Amir. Hello, Tala. Hello, Salwa*.
 - Show the flashcard of the parrot. Say *p p p p – Polly*. Encourage the children to repeat.
 - Say *Polly? Find Polly*. When the children have found the parrot in the picture, say together *Polly. Hello, Polly*.

Audio

As Language Presentation

ACTIVITY 3 5 minutes  53

- 1 Say **Listen and say**. Play recording. Encourage the children to repeat each item.
- 2 Say *p p p p*. Elicit *Pencil*. Show the flashcard to confirm.
- 3 Repeat 2 with *b (book/board/bag)* and *t (teacher)*.
- 4 Put the children in pairs: they take turns pointing to one of the pictures and saying what it is.

Audio*pencil, book, bag, teacher, board***REVIEW 5 minutes**

- 1 Display the following flashcards in random order: bag, cat, dog, pencil, teacher and the letters *b, c, d, p, t*.
- 2 Point to the *b* flashcard. Elicit the sound. Ask a child to come and match the *b* card with a word that starts with the sound *b (bag)*.
- 3 Repeat 2 with the other sounds/words, using different children.

Making the link between the word and the starting letter sound / letter shape is very important in helping children develop future reading and writing skills.

- 4 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  49

As Period 1.

PHONEMIC AWARENESS 10 minutes  50

As Period 1.

ACTIVITY 1 5 minutes

- 1 Display the Letter Poster. Make sure the letters you write on the board for this activity are big and clear and copy the style used on the poster. Write two letter groups on the board: on the left **a** and on the right **c a**. Point to **a** on the left. Say **Find**. Point to the letters on the right, first **c** (elicit that this is wrong), then **a** (elicit that this is correct). Say *Circle*. and circle **a** on the right.
- 2 Say **Find and circle**. Help as necessary.
- 3 Say *Polly? Trace Polly*. The children trace and colour the parrot.

ACTIVITY 2 10 minutes

- 1 Point to the Letter Poster. Trace **a** on the poster, using the arrows to show the direction of writing.
- 2 Write **a** on the board and say the sound *a*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter. Show clearly if it is one continuous line or two.

As you write each letter as a model for the children, describe how you form the letter in Arabic, e.g. *a* 'round, up and down'. This will help them grasp the sequences involved. When the children are writing, make sure that their letters touch the lines as shown in the examples.

- 3 Repeat 1 & 2 with **c**.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter **a** in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write **a** in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat 5 & 6 with **c**.

REVIEW 5 minutes

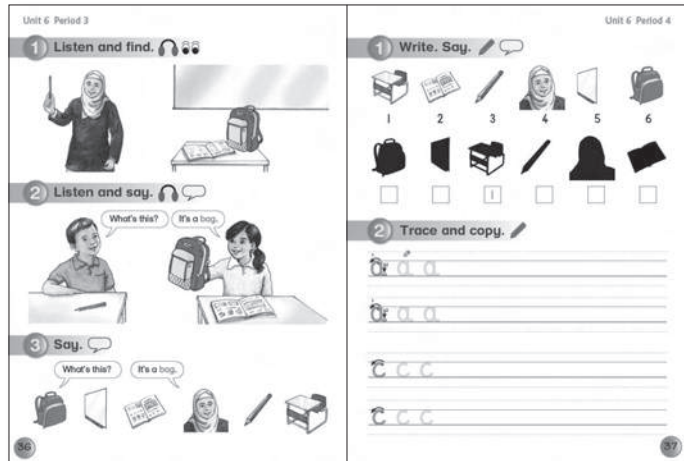
- 1 Display the unit poster. Play *I spy* using the items on the poster (see p. 8). Give the first prompt, then ask the child who gets the correct answer to give the next prompt. The child answering that one prompts next, etc.
- 2 Everyone says *Goodbye*.

UNIT 6

Aims to practise letters and classroom vocabulary; to practise writing letters; to link letter sounds to nouns

Key language *board, teacher, pencil, book, bag, desk; What's this? It's a ... ; letter sound b; reading letters a, c, d, p, t; writing letters a, c*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6, Unit 3 – cat, dog, Letters a, b, c, d, p, t)
Plus (for Period 4): Letter Poster



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 54

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 6 Poster. Elicit the classroom items, asking different pupils to come to the poster, choose and point to an item and name it each time.
- 3 Say **Think**. Show flashcard of pencil and say *What's this?* Elicit *Pencil*.
- 4 Say **Listen and say**. Say *What's this?* Drill whole class. Clap twice so the children get the stress right. (**Don't** teach *What is this?*)
- 5 Say **Listen and say**. Say *It's a pencil*. Drill whole class. Clap twice so the children get the stress right. (**Don't** teach *It is a pencil*.)
- 6 Show flashcard of desk. Elicit *What's this?*, then *It's a desk*.
- 7 Say **Listen and say**. Play recording. Hold up the correct item each time, and pause the recording for the children to repeat (*What's this? It's a pencil*, etc.).
- 8 Put the class into two teams. When you point to a classroom item, one team says *What's this?* The other team responds: *It's a ...* After a few turns, swap roles, so the team answering now asks the question.
- 9 Repeat 8 with the children working in pairs and pointing to items in their books.

Audio

- | | |
|-------------------------|-----------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's a pencil.</i> | – <i>It's a bag.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's a book.</i> | – <i>It's a desk.</i> |

PHONEMIC AWARENESS 5 minutes

- 1 Review the sound *b*:
 - Say **Think**. Say *b b b b*. Elicit *Bag*.
 - Point to your lips and say *b b b b* – get the children to notice the shape of your mouth. Ask them to repeat with you.
 - Elicit other words starting with *b* (*board/book/bread*).
- 2 Revise the sounds *a, c, d, p, t*:
 - Say **Think**. Say *t t t t* and elicit *teacher/Tala/two/ten*, showing the flashcard for *t*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
 - Repeat for *a* (*Amir*), *c* (*cat*), *d* (*desk/date/dog*), *p* (*pencil/Pip/Polly*).
 - Show the flashcard for *a* and say *The name is a. The sound is a*. Repeat for the other letters.

ACTIVITY 1 5 minutes 55

- 1 Say **Listen and find**. Play recording, pausing after each item so the children can find it.
- 2 Play *Teacher says* (see p. 8).
 - Say *Teacher says 'Touch the desk.'*: the children touch a desk. If you miss out *Teacher says*, they don't do the action.
 - Repeat with *Touch your ... book/bag/pencil*. and *Point to the board/teacher*. Sometimes include *Teacher says* and sometimes omit it.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

Audio

As Language Presentation

ACTIVITY 2 10 minutes  56

- 1 Say **Listen and say**. Play recording, pausing after each item so the children can find it.
- 2 Play recording again. Encourage the children to repeat each question and answer pair.
- 3 Write on the board *What's this?* Read it aloud, moving your finger along the words from left to right. Encourage the children to read it with you. Repeat with *It's a...*
- 4 Show the children the speech bubbles in the Pupil's Book. Tell them to follow the text with their finger as you all read it aloud together. Point out that the word *bag* is in a different colour. Explain that this is to show which words change. The words in black are the same every time, but the item changes, so *It's a bag. It's a pencil.*, etc.
- 5 Have a child hold up a pencil and ask *What's this?* Have another child answer: *It's a pencil.*
- 6 Choose two more pairs to ask and answer questions using other items.

Audio

- | | |
|-------------------------|-----------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's a bag.</i> | – <i>It's a book.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's a pencil.</i> | – <i>It's a desk.</i> |

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles aloud together.
- 2 Say **Say**. Drill whole class together: ask *What's this?* to elicit each item.
- 3 Put the class into two teams: the teams take turns asking questions and answering. Give them items or flashcards as prompts.
- 4 Say **Say**. Put the children in pairs: they take turns asking and answering questions using the pictures or actual items in the class.

REVIEW 5 minutes

- 1 Play *I spy* (see p. 8) using Pupil's Book p. 38. The child who works out the answer gives the next prompt.
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION** 10 minutes  54

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Point to the first picture and ask *What's this?* Elicit *Desk*. Repeat with the other pictures in the first row.
- 2 Say **Think**. Point to the silhouette of the desk in the second row (the third picture). Ask *What's this?* Elicit *Desk*. Say **Write**. *Desk – write 1*. Model writing the number in the box.
- 3 Check that the children are matching the pictures and writing the numbers correctly.
- 4 Put the children into pairs to check each other's work. Say **Say**. *Desk – desk*. The children name the items in both lines as they check each answer.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Say *What's this?* Air-write the letter **a** and elicit the sound *a*.
- 2 Get the children to air-write **a** with you. Make it clear where to start writing the letter. As you write, describe (in Arabic) what you are doing: start at the top, round to the left, back up and down again. Or shorten to 'round, up and down'.
- 3 Repeat **2** with **c**: start at the top and round to the left.
- 4 Put the children in pairs: they take turns air-writing and back-writing **a** and **c**.
- 5 Write **a** on the board. Say **Trace and copy**. Trace the letter, then write another **a**.
- 6 Check that the children are writing the letters correctly.

REVIEW 10 minutes

- 1 Display the following flashcards in random order: bag, cat, dog, pencil, teacher and the letters *b, c, d, p, t*.
- 2 Ask individual children to match a pair: a letter and the item with the corresponding starting sound. If the match is incorrect, ask another child to have a go. Repeat until all the pairs are found.
- 3 Elicit the starting sound and word for each pair of cards.
- 4 Mix the order of the flashcards. Ask the children to close their eyes. Take one card away. The children open their eyes again. Elicit the missing item or letter.
- 5 Everyone says *Goodbye*.

UNIT 6

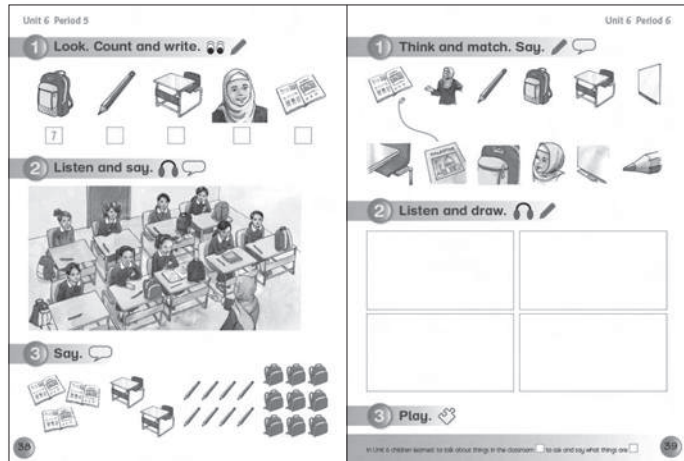
Aims to practise letters and classroom vocabulary; to link letter sounds to nouns

Key language *board, teacher, pencil, book, bag, desk; What's this? It's a ...;*

letter sound *b*; **reading letters** *a, c, d, p, t*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Numbers 1–10, Letters a, c, d, p, t), 2 pencils, 2 books, 2 bags

Plus (for Period 6): Flashcards (Unit 6), scrap paper for the game (see Activity 3)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 57

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 6 Poster.
 - Ask *What can you see?* to elicit classroom items in English and the characters.
 - Ask the children what other things in the picture they know the English for. Prompt as necessary to elicit the numbers 1–10 and the animals on the poster in the classroom.
- 3 Make sure you have in front of you the following items: two pencils, two bags and two books. Pick up one pencil and say *Pencil*. Pick up both pencils and say *Pencils*. Emphasise the sound at the end of the word.
- 4 Say **Look and listen**. Play recording. Hold up the items as they are mentioned, first one pencil, then two, etc.
- 5 Pick up one bag and elicit *Bag*. Pick up both bags and elicit *Bags*. Make sure the children pronounce the *s* at the end clearly. Repeat with the other items.
- 6 Point to Unit 6 Poster. Ask *How many pencils?* Count the pencils together: *one, two, three, four, five, six, seven, eight, nine, ten*.

Audio

pencil – pencils, bag – bags, book – books

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *b*:
 - Say **Think**. Say *b b b b*. Elicit *Bag*.
 - Point to your lips and say *b b b b* – get the children to notice the shape of your mouth. Ask them to repeat with you.
 - Elicit other words starting with *b* (*board/book/bread*).

- 2 Revise the sounds *a, c, d, p, t*:

- Say **Think**. Say *t t t t* and elicit *teacher/Tala/two/ten*, showing the flashcard for *t*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
- Repeat for *a* (*Amir*), *c* (*cat*), *d* (*desk/date/dog*), *p* (*pencil/Pip/Polly*).
- Show the flashcard for *a* and say *The name is a. The sound is a*. Repeat for the other letters.

ACTIVITY 1 10 minutes

- 1 Point to the picture of the bag. Say *What's this?* Elicit *It's a bag*. Repeat with the other small pictures.
- 2 Say **Look. Count.**, pointing to the big picture. Count the bags in the big picture together.
- 3 Say **Write**. and model writing the number in the box. Say *Seven. Seven bags*.
- 4 Check that the children are counting and writing in the boxes.
- 5 Give feedback. Say *Bags?* Elicit *Seven*. Repeat with *pencils* (*eight*), *desks* (*nine*), *teacher* (*one*), *books* (*two*).

ACTIVITY 2 5 minutes 58

- 1 Say **Listen and say**. Play recording. Encourage the children to repeat each item.
- 2 Say *Pencils?* Elicit *Eight pencils*.
- 3 Repeat with the other items.
- 4 Say *Polly?* **Find Polly**. The children find the parrot in the picture.

Audio

seven bags, eight pencils, nine desks, one teacher, two books

ACTIVITY 3 5 minutes

- 1 Point to the first picture and say **Say**. Elicit *Three books*.
- 2 Repeat with the other three pictures. Emphasise the *s* sound at the end of the plural noun.
- 3 Repeat with other groups of items in the classroom.

REVIEW 5 minutes

- 1 Display the number flashcards 1–10. Take one number flashcard away. Elicit the missing number. Repeat, giving practice with different numbers. You could choose a child to take the number flashcard away each time.
- 2 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  57

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Say **Say**. Ask *What's this?* and point to each picture in the top row in turn to elicit *It's a ... book/teacher/pencil/bag/desk/board*.
- 2 Say **Think**. *What's this?* and point to the first picture in the second row. This time the children need to identify the items from a detail, not the whole picture. Elicit *It's a desk*. Repeat with the other pictures.
- 3 Say **Match**. Model the activity by tracing with your finger the line matching the book with the detail of a book.
- 4 Check that the children are matching the pictures correctly.
- 5 Say **Say**. Put the children in pairs to check each other's work, saying *Book – book*, etc., as they match each pair.

ACTIVITY 2 10 minutes

- 1 Make sure all the children have pencils. Model the activity. Say **Draw** *two pencils*. Draw two pencils on the board.
- 2 Say **Listen and draw**. Read out a list of items, pausing after each one to give the children time to draw it: *four pencils, seven bags, two desks, five books*.
- 3 Give feedback. Say *Bags*. and ask the children to show the correct number of fingers (*seven*). Repeat with *books (five), pencils (four), desks (two)*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play the Picture game*.
 - Put the class into four teams: 1, 2, 3 and 4. Write the numbers on the board, so that you can keep score. Give each team a piece of paper.
 - Put the classroom item flashcards and the number flashcards in two piles, face down, at the front of the class.
 - One child from each team comes to the front of the class. Turn over one classroom item card and one number card, without showing the rest of the team members. The children run back to their team and tell another team member what to draw (e.g. *Six pencils*).
 - The first team to show you a correct drawing wins 2 points; the second team wins 1 point.
 - Repeat until all the children have had a turn at being the runner and the person drawing. The team with the most points wins.

This activity develops a range of communication skills and language. Competing in teams will help the children relax and really concentrate on communicating effectively.

- 2 Everyone says *Goodbye*.

UNIT 7

My family

Aims to learn letters and family vocabulary; to practise writing letters; to link letter sounds to nouns

Key language *Mum, Dad, sister, brother, baby, me*; **letter sounds** *j, z, w*; **writing letters** *e, o*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7)
Plus (for Period 2): Letter Poster

Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 59

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 7 Poster. Ask the children who they can see. Elicit *Tala* and *Sami*. Elicit the names of family members (Mum, etc.) in Arabic.
- 3 Say **Look and listen**. Indicate the whole group of people and say *Family*. Play recording. Point to the flashcard as each person is mentioned.
- 4 Point to the Mum on the poster to elicit *Mum – Wafa*. Repeat with *Dad – Jamal*, *sister – Jamila*, *brother – Sami*, *baby – Zaid*, *me – Tala*.
- 5 Point to Tala. Say *Sister or brother?* Elicit *Sister*.

Audio

This is my family.

Mum – Wafa, Dad – Jamal, sister – Jamila, brother – Sami, baby – Zaid, me – Tala

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sounds *j, z, w*:
 - Say **Think**. Say *j j j j* and elicit *Jamal/Jamila*.
 - Point to your lips and say *j j j j* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to introduce the sounds *z (Zaid)* and *w (Wafa)*.
- 3 Say the names *Jamila, Jamal, Zaid, Wafa* in random order. Elicit the sound for each (*j, z, w*).

ACTIVITY 1 5 minutes 60

- 1 Say **Listen and find**. Play recording, pausing after each person so the children can find him/her.
- 2 Say *Mum*. and get the children to point to the character.
- 3 Repeat with *Dad, brother, sister, baby, Tala*.
- 4 Say *Polly? Find Polly*. The children find the parrot in the picture.

Audio

As Language Presentation

ACTIVITY 2 10 minutes 61

- 1 Say **Listen and find**. Play recording, pausing after each person so the children can find him/her.
- 2 Say **Listen and say**. Play recording, pausing after each person for the children to repeat.
- 3 Ask who is speaking on the recording (use Arabic). Elicit *Tala*. Ask what *me* means, confirming in Arabic if necessary.
- 4 Say *Jamal*. and get the children to point to the character. Elicit *Dad*.
- 5 Repeat with *Sami, Wafa, Jamila, Zaid, Tala*.

Audio

brother – Sami
Mum – Wafa
Dad – Jamal

sister – Jamila
baby – Zaid
me – Tala

REVIEW 10 minutes

- 1 Display Unit 7 Poster. Elicit the characters, both their names and who they are in the family (*Dad, baby, etc.*).
- 2 Take the poster down. Say *Baby?* to elicit *Zaid*. Repeat with the other family members.
- 3 Say *Jamal?* to elicit *Dad*. Repeat with the other names.
- 4 Then do the same activity in teams of around 10. The first child says a family member, e.g. *Sister*. The second child responds *Jamila/Tala*. The third child then prompts with another family member, and so on round the group. If someone makes a mistake, they start again. Challenge the teams to see how many people/family members they can name in a chain like this without anyone making a mistake.
- 5 Everyone says *Goodbye*.

Period 2 – Practise

Aims, Key language and Materials as Period 1 Plus Letter Poster

LANGUAGE PRESENTATION 10 minutes  59

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Display the Letter Poster. Make sure the letters you write on the board for this activity are big and clear and copy the style used on the poster.
- 2 Write two letter groups on the board: on the left *e* and on the right *o e*. Point to *e* on the left. Say **Find**. Point to the letters on the right, first *o* (elicit that this is wrong), then *e* (elicit that this is correct). Say *Circle*. and circle *e* on the right.
- 3 Say **Find and circle**. Check that the children are circling the correct letters.
- 4 Air-write *e* and elicit the sound *e*.
- 5 Repeat 3 with *o, a* and *c*.

ACTIVITY 2 10 minutes

- 1 Point to the Letter Poster. Trace *e* on the poster, using the arrows to show the direction of writing.
- 2 Write *e* on the board and say the sound *e*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.

As you write each letter as a model for the children, describe how you form the letter in Arabic, e.g. *e* 'right, up and round'. This will help them grasp the sequences involved.

- 3 Repeat 1 & 2 with *o*.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly. Help any children who are struggling.
- 5 Write a big letter *e* clearly in the air. Put the children in pairs: they write *e* in the air, then on each other's backs. As they do so, they say the sound.
- 6 Repeat 4 & 5 with *o*.

ACTIVITY 3 10 minutes  62

- 1 Display Unit 7 Poster. Introduce the people as though it were your family, saying *This is my brother., This is the baby,* etc.
- 2 Hand out the family flashcards to six children. Ask them to hold up their card when the person on it is introduced in the song. Say **Listen**. Play recording.
- 3 Repeat 2 with six different children.
- 4 Ask another six children to come to the front of the class. Hand out the family flashcards to them and ask each one to introduce the person on the card using *This is my ...*
- 5 Say *Sing*. Play recording again. This time the children sing along. Repeat several times.
- 6 Everyone says *Goodbye*.

Audio

*Who's this? Who's this?
This is my mum.
This is my dad.
And who's this?
This is the baby.
This is my family.*

*Who's this? Who's this?
This is my brother.
This is my sister.
And who's this?
This is me!
This is my family.*

UNIT 7

Aims to practise letters and family vocabulary; to practise writing letters; to link letter sounds to nouns

Key language *Mum, Dad, sister, brother, baby, me; Who's this? This is (Tala).*; **letter sounds** *j, z, w*; **reading letters** *e, f, m, n, o, s*; **writing letters** *e, o*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7, Letters e, f, m, n, o, s) Plus (for Period 4): Letter Poster

Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 63

- 1 Greet the class. Encourage the children to respond.
- 2 Show the flashcard for Tala and say *Salwa?* Elicit *No – Tala*. Say *Yes – This is Tala*. Encourage the children to repeat *This is Tala*.
- 3 Repeat 2 with the other family members (*Wafa, Jamal, Jamila, Sami, Zaid*).
- 4 Show Unit 7 Poster. Ask a child to come to the front and choose one of the characters to elicit *This is (Wafa)*. from another child. Repeat with different pairs of children.
- 5 Display the flashcards in the following order: Wafa, Jamal, Jamila, Sami, Zaid, Tala.
- 6 Say **Listen and say**. Play the recording, pausing for the children to repeat.
- 7 Point to the flashcards in random order and elicit *This is (Jamal)*., etc.

Audio

*This is Wafa.
This is Jamal.
This is Jamila.*

*This is Sami.
This is Zaid.
This is Tala.*

PHONEMIC AWARENESS 10 minutes 64

- 1 Revise the sounds *j, z, w*:
 - Say **Think**. Say *j j j j* and elicit *Jamal/Jamila*.
 - Point to your lips and say *j j j j* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sounds *z (Zaid), w (Wafa)*.
- 3 Revise the sounds *e, f, m, n, o, s*:
 - Say **Think**. Say *e e e e* – *egg*, showing the flashcard for *e*.

Get the children to look at each other as they say the sound and check that their mouths are making the correct shape. Show the flashcard for *e* as you say the sound.

- Repeat for *f (finger/face), m (Mum/melon/mouth), n (nose/nut/nine), o (olive), s (sister/Sami)*.
- Display the letter flashcards and play the recording. Pause after *e* and say *Name – e, sound – e*. Continue, repeating for the other letters.
- Play the recording again. Encourage the children to join in with the chant.

Audio

*The name is e. The sound is e.
The name is f. The sound is f.
The name is m. The sound is m.
The name is n. The sound is n.
The name is o. The sound is o.
The name is s. The sound is s.*

ACTIVITY 1 5 minutes 65

- 1 Write on the board *Who's this?* Read it aloud, moving your finger along the words from left to right. Encourage the children to read it with you. Repeat with *This is ...*
- 2 Show the children the speech bubbles in the Pupil's Book. Tell them to follow the text with their finger as you all read it aloud together.
- 3 Say **Listen and find**. Play recording, pausing after each character so the children can find Wafa and Jamal.
- 4 Say **Listen and circle**. Play recording, pausing so that the children can circle Wafa and Jamal.
- 5 Ask *Who's this?* to elicit the other family members with *This is ...*

Audio

– Who's this?
– This is Wafa.

– Who's this?
– This is Jamal.

ACTIVITY 2 5 minutes  66

- 1 Say **Listen and find**. Play recording. The children find the characters as they are mentioned.
- 2 Say **Listen and say**. Play recording. Encourage the children to repeat in the gaps, using the picture prompts.

Audio

This is Sami.
This is Zaid.
This is Wafa.

This is Jamila.
This is Tala.
This is Jamal.

ACTIVITY 3 10 minutes  67

- 1 Model the activity. Say **Listen and write**. Say *One. Baby – Zaid*. Model writing / in the box by Zaid.
- 2 Say **Listen and write**. Play recording again. Pause after the second item and say **Find brother. Find Sami. Write 2**. Check that the children are writing 2 in the box by Sami.
- 3 Continue the recording, pausing after each item so the children can find the character and write the correct number in the box.
- 4 Give feedback. Say *Two*. Elicit *Brother – Sami*. Repeat with *one (baby – Zaid), three (sister – Jamila), six (Mum – Wafa), four (Dad – Jamal), five (me – Tala)*.
- 5 Everyone says *Goodbye*.

Audio

1 baby – Zaid
2 brother – Sami
3 sister – Jamila

4 Dad – Jamal
5 me – Tala
6 Mum – Wafa

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  63

As Period 3.

PHONEMIC AWARENESS 10 minutes  64

As Period 3.

ACTIVITY 1 5 minutes

- 1 Point to the first picture and ask *Who's this?* **Think**. Run your finger along the pictures in the second row, if the children don't make the connection. Elicit *Tala*. Repeat with the other pictures in the first row.
- 2 Say **Write. Tala – write 1**. Model writing / in the box by Tala in the second row.
- 3 Check that the children are matching the pictures and writing the numbers correctly.
- 4 Put the children into pairs to check each other's work.

ACTIVITY 2 7 minutes

- 1 Display the Letter Poster. Say *What's this?* Air-write the letter *e* and elicit the sound *e*.
- 2 Get the children to air-write *e* with you. Make it clear where to start writing the letter. As you write, describe (in Arabic) what you are doing: across, over and round.
- 3 Repeat 2 with *o*: start at the top over and right round.
- 4 Put the children in pairs: they take turns air-writing and back-writing *e* and *o*.
- 5 Write *e* on the board. Say **Trace and copy**. Trace the *e*, then write *e* again, twice.
- 6 Check that the children are writing the letters correctly.

ACTIVITY 3 5 minutes

- 1 Model the activity. Write on the board *a c*, then on the next row *c a*: spread the letters out so they are not close together. Say **Match**. Draw a line from *a* to *a*. Then draw a line from *c* to *c*.
- 2 Check that the children are matching the letters correctly.
- 3 Say *a a a a* to elicit *Amir*. Repeat with *c (cat)*.

REVIEW 3 minutes  62

- 1 Sing the *Who's this? Who's this?* song from Period 2.
- 2 Everyone says *Goodbye*.

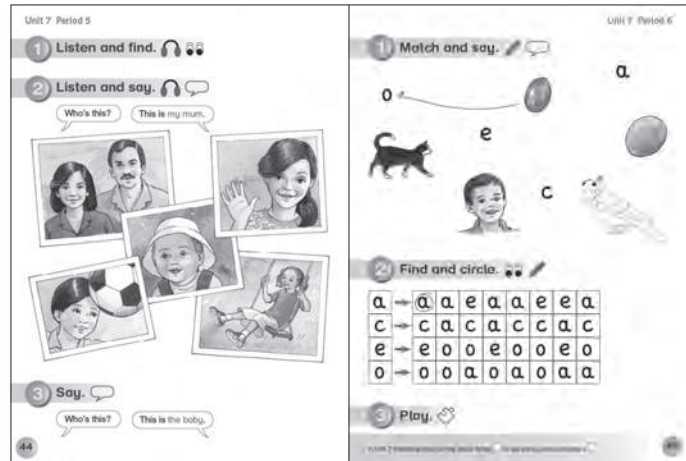
UNIT 7

Aims to practise letters and family vocabulary; to link letter sounds to nouns

Key language *Mum, Dad, sister, brother, baby, me; Who's this? This is my (brother).;*

letter sounds *j, z, w;* **reading letters** *e, f, m, n, o, s;*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7, Letters e, f, m, n, o, s) *Plus (for Period 6):* flashcards from other units (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 68

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 7 Poster. Ask *Who can you see?* Elicit the family names (*Mum, brother, etc.*).
- 3 Say **Listen and say**. Say *Who's this?* Drill whole class. Clap twice so the children get the stress right. **Don't** teach *Who is this?*
- 4 Say **Listen**. Play the recording, holding up the flashcards as the characters are mentioned.
- 5
 - Say *This is my mum*. Drill whole class. Clap twice so the children get the stress right.
 - Repeat with the other characters. Point out the two statements which are different: *This is the baby*. and *This is me*.
- 6 Put the class into two teams. Choose a child to come to the front of the class and point to characters on the poster. One team says *Who's this?* The other team responds: *This is my ...* After a few turns, swap roles, so the team answering now asks the question. Choose another child to point to the poster.
- 7 Repeat 6 with the children working in pairs and pointing to people in their books.

Audio

This is my mum.

This is my dad.

This is my brother.

This is my sister.

This is the baby.

This is me.

- Point to your lips and say *jjjj* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sounds *z (Zaid), w (Wafa)*.
 - 3 Revise the sounds *e, f, m, n, o, s*:
 - Say **Think**. Say *e e e – egg*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape. Show the flashcard for *e* as you say the sound.
 - Repeat for *f (finger/face), m (Mum/melon/mouth), n (nose/nut/nine), o (olive), s (sister/Sami)*.
 - Show the flashcard for *e* and say *The name is e. The sound is e*. Repeat for the other letters.

ACTIVITY 1 5 minutes 69

- 1 Say **Listen and find**. Play recording, pausing after each person so the children can find him/her.
- 2 Show the baby flashcard, covering part of the picture so that only a little is showing. Elicit *Baby*. Repeat with the other family flashcards.

Audio

This is me.

This is the baby.

This is my sister.

This is my brother.

This is my mum.

This is my dad.

ACTIVITY 2 5 minutes 70

- 1 Say **Listen and say**. Play recording, pausing after each name so that the children (pretending to be Tala) can introduce the person. Continue the recording so that they can check their answers.

Audio

Jamila ... This is my sister.
Wafa ... This is my mum.
Tala ... This is me.

Zaid ... This is the baby.
Jamal ... This is my dad.
Sami ... This is my brother.

ACTIVITY 3 10 minutes

- 1 Show the children the speech bubbles in the Pupil's Book. Tell them to follow the text with their finger as you all read it aloud together.
- 2 Say **Say** *Who's this?* Drill whole class together. Clap twice so the children get the stress right. (**Don't** teach *Who is this?*)
- 3 Use the family flashcards. Say **Listen and say**. Point to the characters in turn and say *This is (my) ...*
- 4 Say **Say**. Put the class into two teams: the teams take turns asking *Who's this?* and answering (*This is (my) ...*). Use the flashcards.
- 5 Say **Say**. Put the children in pairs: they take turns asking and answering questions using the pictures on Pupil's Book p. 44.
- 6 Check that the children are asking and answering correctly.
- 7 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  68

As Period 5.

PHONEMIC AWARENESS 10 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Model the activity using the Pupil's Book. Say **Match and say**. Trace the example line from the letter *o* to the picture of the olive.
- 2 Check that the children are matching the letters and the pictures correctly.
- 3 Put the children in pairs to check each other's work. Say **Say**. *O ... olive*. As they check each one, they say the sound and the word.
- 4 Give feedback. Write on the board the letters *o, a, e, c*. Say *o o o o* and elicit *Olive*. Repeat with the other letters (*Amir, egg, cat*).
- 5 Say **Polly?** **Trace** *Polly*. The children trace and colour the parrot.

ACTIVITY 2 5 minutes

- 1 Write two letter groups on the board: on the left **a** and on the right **e a**. Point to **a** on the left. Say **Find**. Point to the letters on the right, first **e** (elicit that this is wrong), then **a** (elicit that this is correct). Say **Circle**. and circle **a** on the right.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.

ACTIVITY 3 10 minutes

- 1 Say *Let's play the Memory game*.
 - Put the class into four teams: 1, 2, 3 and 4.
 - Choose and display the following flashcards:
 - three family cards
 - one animal card (from Unit 3)
 - Elicit the words.
 - Tell the children to look at the cards and memorise them. Give them 20 seconds. Then take the cards down.
 - Ask Team 1 to tell you what the cards were: they score 1 point for each one they can remember. If they remember them all, they get a bonus point. If they forget some, the other teams get the chance to 'steal' double-points: they get 2 points for every missing item.
 - Repeat with different sequences of cards (family + any other topic), with a different team answering first each time.
 - The team with the most points is the winner.
- 2 Everyone says *Goodbye*.

UNIT 8

Let's drink!

Aims to learn letters and drinks vocabulary; to practise writing letters; to link letter sounds to nouns

Key language *water, milk, tea, coffee, apple juice, orange juice*; **letter sounds** *th, q*; **reading letters** *i, g, q*; **writing letters** *d, g, q*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8, Letters a, c, d, e, f, g, i, m, n, o, p, q, s, t)
Plus (for Period 2): Letter Poster, Flashcards (Unit 2)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 71

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 8 Poster. Ask the children what they can see. Elicit the characters in English (their names and *Mum, baby*, etc.) and the drinks words in Arabic.
- 3 Show drinks flashcards. Keep displayed on board/wall throughout lesson if possible.
- 4 Say **Look and listen**. Play recording. Point to each flashcard.
- 5 Point to the apple on the apple juice flashcard. Say *Apple*. Make sure the children are clear what *juice* means – that this is the general word and that you get different kinds of juice, such as *apple juice* and *orange juice*.
- 6 Say **Say**.
 - Point to flashcards one by one. Say the name for the children to repeat.
 - Use your fingers, or clap, to show the syllables, e.g. *wa-ter* (2), *milk* (1). Encourage the children to join in.

Audio

water, milk, tea, coffee, apple juice, orange juice

PHONEMIC AWARENESS 5 minutes 72

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sounds *th* and *q*:
 - Say **Think**. Say *th th th th*. Ask the children if they know an English word with this sound in it (use Arabic). Elicit *this/the*.
 - Point to your lips and say *th th th th* – get the children to notice the shape of your mouth and tongue.

- Ask the children to repeat with you.

The children might say *three*. Show them the difference between the pronunciation of *th* in *this* and *three*: get them to put their hand in front of their mouth and say *three*, then *this*. They should feel a breath when they say *three*.

- 2 Introduce the sound *q*, using the word *quiet*. Point out that *q* sounds like *c* and *k*, but is usually followed by a *w* sound. Ask the children to repeat with you.
- 3 Revise the sounds *i, g, q*:
 - Say **Think**. Say *iii* and elicit *Insect*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
 - Show the flashcard of each letter as you say the sound.
 - Display the letter flashcards and play the recording. Pause after *i* and say *Name – i, sound – i*. Continue, repeating for *g* (*goat/goodbye*) and *q* (*quiet*).
 - Play the recording again. Encourage the children to join in with the chant.

Audio

The name is i. The sound is i. The name is q. The sound is q.
The name is g. The sound is g.

ACTIVITY 1 5 minutes 73

- 1 Say **Listen and find**. Play recording, pausing after each item so that the children can find it.
- 2 Say **Polly? Find Polly**. The children find the parrot in the picture.
- 3 Play *I spy* (see p. 8) using Pupil's Book p. 46. The child who works out the answer gives the next prompt.

Audio

milk, coffee, orange juice, tea, apple juice, water

ACTIVITY 2 5 minutes  74

- 1 Say **Listen and find**. Play recording, pausing after each item so that the children can find it.
- 2 Say **Listen and say**. Play recording again. Encourage the children to repeat each item.

Audio

As Activity 1

ACTIVITY 3 10 minutes  75

- 1 Say **Listen and write**. Play recording. Pause after the first item and say **Find apple juice. Write three**. Show the children the number 3 written as an example by the picture of the apple juice.
- 2 Continue the recording, pausing after each item so the children can find the item and write the correct number in the box.
- 3 Give feedback. Say *Three?* and elicit *Apple juice*. Repeat with the other numbers.

Audioapple juice – three
milk – four
tea – onewater – six
coffee – ten
orange juice – seven**REVIEW 5 minutes**

- 1 Show the following letter flashcards in random order: *a, c, d, e, f, g, i, m, n, o, p, q, s, t*. For each elicit *The name is ... The sound is ...*

It is very important to revise letters and sounds on an ongoing basis. The children need lots of practise to link the letter shape and sound.

- 2 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  71

As Period 1.

PHONEMIC AWARENESS 5 minutes  72

As Period 1.

ACTIVITY 1 5 minutes

- 1 Say **Find and circle**. Check that the children are circling the correct letters.
- 2 Air-write *d* and elicit the sound *d*.
- 3 Repeat 2 with *g, q*.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace *d* on the poster, using the arrows to show the direction of writing.
- 2 Write *d* on the board and say the sound *d*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.
- 3 Repeat 2 with *g* and *q*.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly. Help any children who are struggling.
- 5 Write a big letter *d* in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write *d* in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat 5 & 6 with *g* and *q*.

It is very important that the children form the letters correctly so that they touch the lines as in the example. Point out how *g* and *q* are very similar, but one goes to the left and the other to the right below the writing line. Also make it clear that the letters are each written as one continuous line, with the arrow showing direction, not the starting point of the second line.

REVIEW 10 minutes

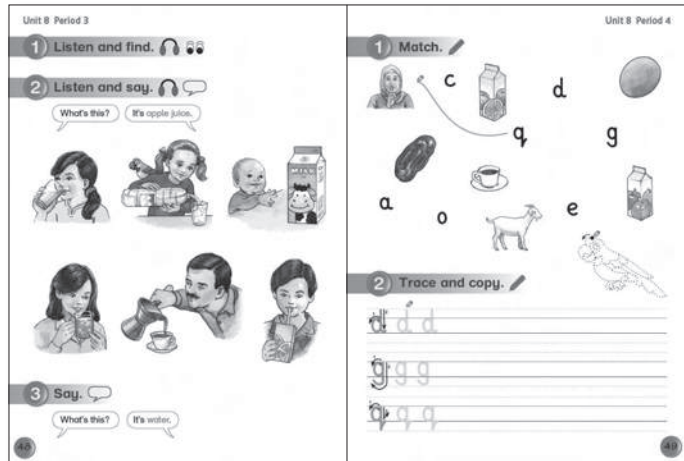
- 1 Display in random order the drinks flashcards (except water) and the letter flashcards *a, c, o, m, t*.
- 2 Ask individual children to match a pair: a letter and the item with the corresponding starting sound. If the match is incorrect, ask another child to have a go. Repeat until all the pairs are found.
- 3 Elicit the starting sound and word for each pair of cards.
- 4 Take away the letter flashcards and display the drinks flashcards and the food flashcards (from Unit 2) in random order. Elicit the words. Then take two cards away. The children name the missing items. Repeat several times.
- 5 Everyone says *Goodbye*.

UNIT 8

Aims to practise letters and drinks vocabulary; to practise writing letters; to link letter sounds to nouns

Key language *water, milk, tea, coffee, apple juice, orange juice; What's this? It's (water).; letter sounds th, q; reading letters i, g, q; writing letters d, g, q*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8, Letters g, i, q) Plus (for Period 4): Letter Poster



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 76

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 8 Poster. Elicit the character names (*Wafa/Mum*, etc.) and the drinks.
- 3 Display the drinks flashcards. Say **Listen and say**. Play recording. Point to the flashcard each time.
- 4 Say **Say** *What's this?* Drill whole class together. Repeat with *It's ...* Explain to the children that with drinks you don't use *a* (so it's different from *It's a pencil*).
- 5 Ask *What's this?*, showing the flashcards in random order, to elicit *It's (water)*, etc.
- 6 Put the class into two teams: the teams take it in turn to ask *What's this?* and to answer *It's ...* Use the flashcards as prompts.

Audio

- | | |
|----------------------------|-----------------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's apple juice.</i> | – <i>It's tea.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's water.</i> | – <i>It's coffee.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's milk.</i> | – <i>It's orange juice.</i> |

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *q*:
 - Say **Think**. Say *q q q q*. Ask the children if they know an English word with this sound in it (use Arabic). Elicit *Quiet*.
 - Point to your lips and say *q q q q* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sound *th* (*this/the*).

- 3 Revise the sounds *i, g, q*:
 - Say **Think**. Say *i i i* and elicit *Insect*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
 - Show the flashcard for *i* as you say the sound.
 - Repeat for *g* (*goat/goodbye*), *q* (*quiet*).
 - Show the flashcard for *i* and say *The name is i. The sound is i*. Repeat for the other letters.

ACTIVITY 1 5 minutes 77

- 1 Say **Listen and find**. Play recording, pausing after each answer so the children can find the drink.
- 2 Say *Polly?* **Find Polly**. The children find the parrot in the picture.
- 3 Say *Water?* to elicit *Jamila*. Repeat with the other characters.

Audio

- | | |
|-----------------------|-----------------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's milk.</i> | – <i>It's water.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's coffee.</i> | – <i>It's orange juice.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's tea.</i> | – <i>It's apple juice.</i> |

ACTIVITY 2 10 minutes 78

- 1 Write on the board *What's this?* Read it aloud, moving your finger along the words from left to right. Encourage the children to read it with you. Repeat with *It's ...*
- 2 Show the children the speech bubbles in the Pupil's Book. Tell them to follow the text with their finger as you all read it aloud together.

- 3** Say **Listen and say**. Play recording, pausing after the questions each time so the children can say the drink with *It's ...* Continue the recording so the children can check their answers.
- 4** Say *Tala. What?* to elicit *It's apple juice*. Repeat with the other characters.

Audio

- | | |
|----------------------------|-----------------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's apple juice.</i> | – <i>It's tea.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's water.</i> | – <i>It's coffee.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's milk.</i> | – <i>It's orange juice.</i> |

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles aloud together.
- 2 Ask *What's this?*, showing the drinks flashcards in random order.
- 3 Say **Say**. Put the children in pairs to ask and answer *What's this?*, using the pictures in Activity 2.

REVIEW 5 minutes

- 1 Show the drinks flashcards in turn and elicit the name.
- 2 Put the cards face down. Choose one and look at it without showing the class. Ask *What's this?* Elicit guesses using *It's ...* When a child guesses correctly, he/she then chooses a card and asks the class *What's this?* Repeat several times with different children.
- 3 Challenge the class to name all six of the drinks flashcards. As they say each one, show it to confirm their answer.
- 4 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  76

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Model the activity using the Pupil's Book. Say **Match**. Trace the example line from the picture for *quiet* to the letter *q*.
- 2 Walk round and check that the children are matching the letters and the pictures correctly.
- 3 Get the children to work in pairs to check their answers.

- 4** Give feedback. Say *Quiet*. Ask a child to come to the board and write the first letter of the word on the board. Say *q q q q* and elicit *Quiet*. Repeat with the other letters (*goat, date, orange juice, coffee, apple juice, egg*).
- 5** Say *Polly? Trace Polly*. The children trace and colour the parrot.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Say *What's this?* Air-write the letter **d** and elicit the sound **d**.
- 2 Get the children to air-write **d** with you. Make it clear where to start writing the letter. As you write, describe (in Arabic) what you are doing: around, up and down.
- 3 Repeat **2** with **g**: around, up, down and round to the left.
- 4 Repeat **2** with **q**: around, up, down and tick to the right.
- 5 Put the children in pairs: they take turns air-writing and back-writing **d, g** and **q**.
- 6 Write **d** on the board. Say **Trace and copy**. Trace the **d**, then write **d** again, twice.
- 7 Check that the children are writing the letters correctly.

REVIEW 10 minutes  7/27/38/62

- 1 Display the drinks flashcards. Explain that you will say the word for each one: if you are correct, the children should repeat it. If you are wrong, they should fold their arms and stay silent. Point to each of the cards in turn, sometimes saying the correct word and sometimes the wrong one.
- 2 Repeat **1** with a different child choosing a card and giving the prompt each time.
- 3 Say that you are all going to sing a song. Remind the class of the songs they have learned so far (*Hi, hello; One cat, two cats, three cats; Touch your head; Who's this? Who's this?*). Ask which is their favourite, taking a class vote by a show of hands for each song. Sing the chosen song.
- 4 Everyone says *Goodbye*.

UNIT 8

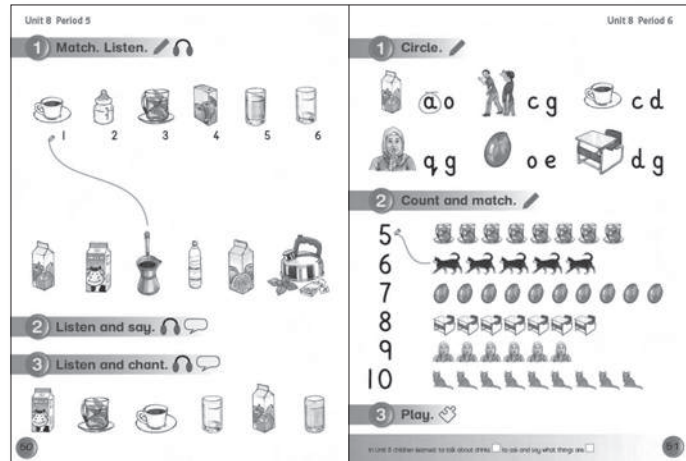
Aims to practise letters and drinks vocabulary; to link letter sounds to nouns

Key language *water, milk, tea, coffee, apple juice, orange juice; What's this? It's (water).*;

letter sounds *th, q; reading letters* *i, g, q*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8, Letters a, c, g, i, o, q, t)

Plus (for Period 6): a selection of Flashcards from Units 1–8 (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 79

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 8 Poster.
 - Ask *Who's this?*, to elicit the characters (*Mum/Wafa*, etc.).
 - Ask *What's this?* to elicit the drinks.
- 3 Display drinks flashcards on board/wall in the order given on the recording (see below).
- 4 Say **Listen and say**. Play the recording, pausing so that the children can give the complete word. Then continue the recording so they can check their answers.

Audio

- | | |
|---------------------------------------|--------------------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's c-c-c ... coffee.</i> | – <i>It's m-m-m ... milk.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's a-a-a ... apple juice.</i> | – <i>It's w-w-w ... water.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's o-o-o ... orange juice.</i> | – <i>It's t-t-t ... tea.</i> |

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *q*:
 - Say **Think**. Say *q q q q*. Ask the children if they know an English word with this sound in it (use Arabic). Elicit *Quiet*.
 - Point to your lips and say *q q q q* – get the children to notice the shape of your mouth.
 - Ask the children to repeat with you.
- 2 Repeat 1 to revise the sound *th* (*this/the*).
- 3 Revise the sounds *i, g, q*:
 - Say **Think**. Say *iii* and elicit *Insect*, showing the

flashcard for *i*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.

- Repeat for *g* (*goat/goodbye*), *q* (*quiet*).
- Show the flashcard for *i* and say *The name is i. The sound is i*. Repeat for the other letters.

ACTIVITY 1 5 minutes 80

- 1 Say **Match**. Each drink is shown in two different forms. The children match the pictures in the first row to the pictures in the second row.
- 2 Check that the children are matching the drinks correctly.
- 3 Put the children in pairs to check each other's work.
- 4 Say **Listen**. Play the recording so that the children can check their answers.

Audio

- | | |
|-----------------------|-----------------------------|
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's coffee.</i> | – <i>It's orange juice.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's milk.</i> | – <i>It's apple juice.</i> |
| – <i>What's this?</i> | – <i>What's this?</i> |
| – <i>It's tea.</i> | – <i>It's water.</i> |

ACTIVITY 2 5 minutes 81

- 1 Say **Listen and say**. Play recording, pausing for the children to answer the question each time, using the pictures in Activity 1. Then continue the recording so that they can check their answers.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 10 minutes  82

- 1 Say **Listen and point**. Play recording. The children listen, pointing to the pictures in the book.
- 2 Say **Clap**. Play recording again. Ask the children to clap as they listen. Point out the changing rhythms of the answers, as the words for drinks have more syllables.
- 3 Put the class into two teams. Say **Listen and chant**. Play recording again. The first team chant the question, twice. The second team chant the answer, using the pictures as prompts. Encourage them to clap as they chant: this helps with the stress and intonation.
- 4 Say **Listen and chant**. Play recording again. The whole class chants together.

Audio

What's this? What's this?
It's milk.
What's this? What's this?
It's tea.
What's this? What's this?
It's coffee.

What's this? What's this?
It's water.
What's this? What's this?
It's apple juice.
What's this? What's this?
It's orange juice.

REVIEW 5 minutes

- 1 Display the drinks flashcards and elicit the words.
- 2 Mouth one of the drinks words silently. The children work out what you are saying from the shapes your mouth makes. Repeat with the other drinks.
- 3 Display the letter flashcards *a, c, o, t*. Ask the children to match each letter to the item with the appropriate starting sound. Remove the letter flashcards.
- 4 Take down the drinks flashcards one by one, pointing to the gap left by each one to elicit the word. By the end the children should be listing the drinks without any prompts.
- 5 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  79

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

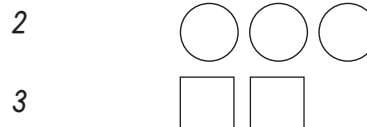
ACTIVITY 1 10 minutes

- 1 Model the activity using the Pupil's Book. Point to the picture and elicit *Apple juice*. Point to the letters alongside the picture and elicit *a a a* and *o o o*. Say *Apple juice? A a a apple juice*. Say *Circle*. Circle the letter *a*.

- 2 Check that the children are circling the letters correctly.
- 3 Get the children to work in pairs to check their answers.
- 4 Give feedback. Write on the board the letters *d, o, q, c, a, e, g*. Say *d d d d* and elicit *Desk*. Repeat with the other letters (*orange juice, quiet, coffee, apple juice, egg, goodbye*).

ACTIVITY 2 5 minutes

- 1 Write/Draw on the board:



Say **Count**. Use your fingers to show counting. Say **Match**. Draw a line matching 2 to the two squares.

- 2 Say **Count and match**. Check that the children are correctly matching the numbers and pictures.
- 3 Give feedback.
 - Say *Five?* and elicit *Cats*.
 - Repeat with *seven (desk)* and *ten (olive)*.
 - Continue by saying **Think**. *Quiet?* Elicit *Six*.
 - Repeat with *tea (eight)* and *kitten (nine)*.

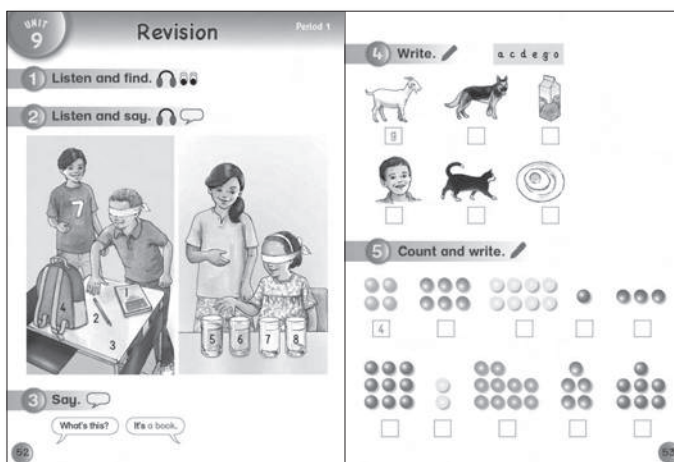
ACTIVITY 3 10 minutes

- 1 Say *Let's play Odd one out*. You will need a selection of flashcards from Units 1–8.
 - Put the class into two teams: 1 and 2.
 - Explain that the teams in turn will say which is the odd one out in a set of four flashcards. They get 1 point for identifying the correct item and 2 points if they can explain why (in Arabic).
 - Display flashcards for board, coffee, teacher and book. Elicit the words.
 - Ask *Which is the odd one out?* The first team to say *Coffee* gets 1 point (plus another point if they can say, e.g. it is a drink and all the others are things you find in the classroom). Accept any plausible answers – the children may see reasons for connections that are nothing to do with the topics in the Pupil's Book.
 - Repeat with other combinations of flashcards (3 from a topic + one other; 3 the same colour + one a different colour, etc.).
- 2 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 6–8; to practise writing letters and numbers; to link letter sounds to nouns

Key language language from Units 6–8 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6, Unit 8)



Period 1

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show the Unit 6 Poster. Elicit the items in English.
- 3 Show the classroom flashcards in random order asking *What's this?* to elicit the response *It's a (pencil).*, etc.
- 4 Repeat 3 with the drinks flashcards and *It's (water).*, etc.
- 5 Set up two areas for displaying flashcards. In the first put one of the classroom flashcards; in the other one of the drinks flashcards.
- 6 Hand out the flashcards in random order to the children. Ask each child in turn *What's this?* He/She comes to the front of the class and displays the flashcard in the correct group and answers: *It's a (pencil).* / *It's (water).* The rest of the class say whether or not they are correct, giving the correct version if there is an error.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *j, z, w, th, q*:
 - Say **Think**. Say *j j j j* and elicit *Jamal/Jamila*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
 - Repeat with *z (Zaid)*, *w (water/Wafa)*, *th (this/the)*, *q (quiet)*.
- 2 Play *I spy* (see p. 8), using Pupil's Book p. 54. The child who works out the answer gives the next prompt.

ACTIVITY 1 5 minutes 83

- 1 Say **Listen and find**. Play recording, pausing so that the children can find the items.

Audio

- | | |
|----------------------------------|---|
| – One. <i>What's this?</i> | – Five. <i>What's this?</i> |
| – Umm – <i>it's a book.</i> | – <i>It's apple juice.</i> |
| – Yes! Two. <i>What's this?</i> | – Yes! Six. <i>What's this?</i> |
| – <i>It's a ... pencil.</i> | – <i>It's juice.</i> |
| – Three. <i>What's this?</i> | – Yes? |
| – <i>It's a desk.</i> | – <i>It's orange juice.</i> |
| – Yes! Four. <i>What's this?</i> | – Yes. Good. Seven. <i>What's this?</i> |
| – Umm ... <i>It's a bag.</i> | – <i>It's ... milk.</i> |
| – All correct! | – And eight. <i>what's this?</i> |
| | – Umm ... <i>It's water.</i> |
| | – All correct! |

ACTIVITY 2 5 minutes 84

- 1 Say **Listen and say**. Play recording again, pausing so that the children can say what each item is. Then continue playing the recording so that they can check their answers.

Audio

- *What's this? Three. ...*
- *It's a desk.*
- *What this? Two. ...*
- *It's a pencil.*
- *What's this? Four. ...*
- *It's a bag.*
- *What this? One. ...*
- *It's a book.*
- *What this? Six. ...*
- *It's orange juice.*
- *What's this? Eight. ...*
- *It's water.*
- *What this? Five. ...*
- *It's apple juice.*
- *What's this? Seven. ...*
- *It's milk.*

ACTIVITY 3 5 minutes

- 1 Say **Say**. Children work in pairs. They take it in turn to say a number, asking *What's this?*, and to answer *It's (a book). / (orange juice).*, etc.

ACTIVITY 4 5 minutes

- 1 Elicit the names of the items pictured.
- 2 Model the activity using the Pupil's Book. Say **Write**. Model writing the letter **g** in the box by the goat.
- 3 Check that the children are writing the letters correctly.
- 4 Get the children to work in pairs to check their answers.
- 5 Give feedback. Write on the board the letters **d, o, c, a, e**. Say *d d d* and elicit *Dog*. Repeat with the other letters (*orange juice, cat, Amir, egg*).

ACTIVITY 5 5 minutes

- 1 Say **Count and write**. Model writing **4** as the first answer.
- 2 Check that the children are writing the correct numbers.
- 3 Give feedback. Draw four balls on the board. Ask a child to come to the front and write the number. Ask the rest of the class if they agree. Repeat with the other prompts.
- 4 Everyone says *Goodbye*.

UNIT 9

Aims to revise vocabulary from Units 6–8; to practise writing numbers; to link letter sounds to nouns

Key language language from Units 6–8 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 3, Letters a, c, d, e, p, t)

Unit 9 Period 2

1 Listen and find.

2 Listen and say.

3 Say.

4 Match.

5 Find and circle.

6 Complete.

Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show the Unit 7 Poster.
 - Elicit the family members in English.
 - Elicit the character names.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *a, c, d, e, p, t*:
 - Say **Think**. Say *a a a a* – Amir, showing the flashcard for *a*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape.
 - Repeat for *c* (cat/coffee), *d* (desk/date/dog), *e* (egg), *p* (pencil/Pip/Polly), *t* (Tala/ten/two/teacher/tea).
 - Show the flashcard for *a* and say *The name is a. The sound is a*. Repeat for the other letters.

ACTIVITY 1 5 minutes 85

- 1 Say **Listen and find**. Play recording, pausing so that the children can find the items.
- 2 Ask *What/Who can you see?* Elicit *Cat/Mum*. Repeat with the other people/animals.

Audio

– What's this?
– It's a goat.
It's a zebra.
It's a cat.
It's a lion.

Who's this?
– This is my mum.
This is the baby.
This is my dad.
This is my sister.
This is me.

ACTIVITY 2 5 minutes 86

- 1 Say **Listen and say**. Play recording, pausing so that the children can give the complete word. Then continue the recording so they can check.
- 2 Say **Polly? Find Polly**. The children find the parrot in the picture.

Audio

– What's this?
– It's a z-z-z ... zebra.
It's a g-g-g ... goat.
It's a c-c-c ... cat.
It's a l-l-l ... lion.

– Who's this?
– This is my m-m-m ... mum.
This is the b-b-b ... baby.
This is my d-d-d ... dad.
This is my s-s-s ... sister.
This is m-m-m ... me.

ACTIVITY 3 5 minutes

- 1 Say **Say Who's this?** Drill whole class together. Clap twice so the children get the stress right. (**Don't** teach *Who is in the ... ?*)
- 2 Put the class into two teams: one team asks *Who's this?* The other team answers. After a few turns, they swap roles.
- 3 Repeat **2** with *What's this?* and the Unit 3 flashcards (animals).
- 4 Children in pairs take it in turn to ask and answer the questions, using the pictures in Activities 1 & 2.

ACTIVITY 4 5 minutes

- 1 Elicit the sound of the letters in each row.
- 2 Say **Match**. Model joining the letter **a** in the top line and in the second line as an example.
- 3 Check that the children are matching the letters correctly.
- 4 Put the children into pairs to check each other's work.
- 5 Elicit words for each letter, as many words as the children can come up with.

ACTIVITY 5 5 minutes

- 1 Write on the board: **a bag**. Say **Find and circle**, and circle the **a** in bag.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.
- 3 Get the children to check each other's work.
- 4 Write the words on the board, one at a time. Each time ask a child to come and circle the featured letter.

ACTIVITY 6 5 minutes

- 1 Elicit the number sequence 1–10. Elicit the sequence backwards.
- 2 Say **Complete**. Model drawing the number **2** in the book as an example.
- 3 Everyone says *Goodbye*.

UNIT 9

Aims to revise vocabulary from Units 6–8; to practise writing letters; to link letter sounds to nouns

Key language language from Units 6–8 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Flashcards (Unit 7, Letters f, g, i, m, n, o, s)

Unit 9 Period 3

1 Listen and find.

2 Listen and say.

3 Find and say.

4 Count and write.

aa a a a a a a a a
 c c c
 e e e e e e e
 o o o o o o o o o o
 d d d d
 g g g g g
 q q

= 3 = 4
 = 5 = 8
 = 10 = 2
 = 7

Period 3

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display the Unit 8 Poster. Point to the family members in random order asking *Who's this?* to elicit *This is my (Mum), etc.*
- 3 Display all of the family flashcards except one. Don't show this one to the class. Point to the flashcards on display, saying the words, e.g. *brother, sister*, etc. Ask *Who's this?*, indicating the card you haven't shown them. Elicit the missing person. Repeat several times, each time choosing a different card to hide.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *f, g, i, m, n, o, s*:
 - Say **Think**. Say *ffff* – *face*. Get the children to look at each other as they say the sound and check that their mouths are making the correct shape. Show the flashcard for *f* as you say the sound.
 - Repeat for *g* (*goat/goodbye*), *i* (*insect*), *m* (*milk/Mum/mouth/melon*), *n* (*nut/nose/nine*), *o* (*olive/orange juice*), *s* (*Sami/Salwa/sister*).
 - Show the flashcard for *f* and say *The name is f. The sound is f*. Repeat for the other letters.

ACTIVITY 1 5 minutes 87

- 1 Ask *Who's this?* to elicit all the family members with *This is ...*
- 2 Say **Listen and Find**. Play the recording. Children follow the coloured lines from each family member to a drink.

Audio

Mum. What is it?
 It's coffee.
 Tala. What is it?
 It's orange juice.
 Brother. What is it?
 It's milk.

Baby. What is it?
 It's water.
 Sister. What is it?
 It's apple juice.
 Dad. What is it?
 It's tea.

ACTIVITY 2 5 minutes 88

- 1 Say **Listen and say**. Play recording, pausing so that the children can say the drink for each family member. Then continue the recording so they can check their answers.

Audio

Brother. What is it? ... It's milk.
 Dad. What is it? ... It's tea.
 Sister. What is it? ... It's apple juice.
 Baby. What is it? ... It's water.
 Mum. What is it? ... It's coffee.
 Tala. What is it? ... It's orange juice.

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Find and say**. Put the children in pairs: they take turns asking and answering the question using the pictures.

ACTIVITY 4 10 minutes

- 1 Model the activity. Point to the first prompt and say *Three*. **Count**. Count the letters *a* together: *one, two, three, four, five, six, seven, eight*. Say *No*. Then count the letters *c*: *one, two, three*. Say *Yes*. Say **Write**. Model writing *c* in the Pupil's Book as an example.

- 2 Give feedback.
 - Write out the prompts on the board (_____ = 3, etc.).
 - Say *a* and elicit *Eight*. Look for the prompt *8* on the board and write in *a*.
 - Repeat with *c* (*three*), *e* (*seven*), *o* (*ten*), *d* (*four*), *g* (*five*), *q* (*two*).
- 3 Say *Polly*? **Trace** *Polly*. The children trace and colour the parrot.
- 4 Everyone says *Goodbye*.

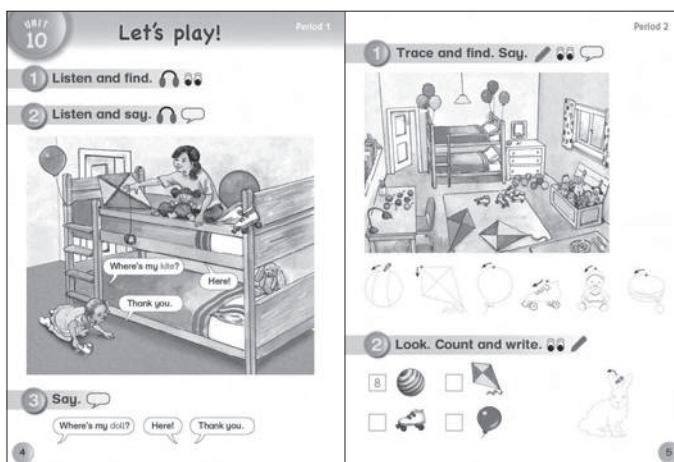
Aims to learn toy vocabulary; to practise writing numbers; to link letter sounds to nouns

Key language *ball, doll, yo-yo, kite, balloon, skates; Where's my (ball)? Here!;*

letter sounds *y, th*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10)

Plus (for Period 2): Flashcards (Numbers 1–10)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 2

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond. Say *Hello* to individual children: *Hello, Ali*. Encourage the children to say *Hello/Hi* to each other.
- 2 Show Unit 10 Poster. Ask *What can you see?* Elicit as much as possible in English (characters, animals), then elicit the toys in Arabic. Praise the children's efforts.
- 3 Show the toy flashcards. Leave on display.
- 4 Say **Look and listen**. Play recording, pointing to the correct flashcard each time.
- 5 Point to the skates flashcard and elicit *Skates*. Cover one of the skates and elicit the singular form – *Skate*.

Remember: text in the form **Listen** means you should use the appropriate sign as you say the word(s).

- 6 Take the ball flashcard down and put it on one of the children's desks. Pretend to look for it. Say *Where's my ball?* Pretend to find it. *Here!* Repeat with the other flashcards, encouraging the child whose desk it's on to shout *Here!*
- 7 Repeat 6, this time asking a different child each time to choose and place one of the flashcards on a desk.

Audio

ball, doll, yo-yo, kite, balloon, skates

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *y*:
 - Say **Think**. Say *y y y y* to elicit *yo-yo/yes*.

- Point to your lips and say *y y y y* – get the children to notice the shape of your mouth and to repeat with you.
- 2 Repeat 1 to introduce the sound *th* (*thank you/three*).
 - 3 Say *Yo-yo*. and elicit *y y y y*. Repeat with *three, yes, thank you*.

ACTIVITY 1 10 minutes 3

- 1 Read the speech bubbles out loud together.
- 2 Say **Listen and find**. Play recording, pausing after each item so the children can find the toy.
- 3 Work out actions for each of the toys (e.g. holding a balloon in one hand, kicking a ball, etc.). Do the actions in random order, to elicit the questions (e.g. *Where's my yo-yo?*).

Audio

– <i>Where's my yo-yo?</i>	– <i>Where's my doll?</i>
– <i>Here!</i>	– <i>Here!</i>
– <i>Where's my balloon?</i>	– <i>Where's my kite?</i>
– <i>Here!</i>	– <i>Here!</i>
– <i>Where's my skate?</i>	– <i>Where's my ball?</i>
– <i>Here!</i>	– <i>Here!</i>
	– <i>Thank you!</i>

ACTIVITY 2 5 minutes 4

- 1 Say **Listen and say**. Play the recording, pausing so that the children can give the question and answer each time. Then continue the recording so they can check.
- 2 Say **Peter? Find Peter**. *Peter is a rabbit*. When the children have found the rabbit in the picture, say together *Peter. Hello, Peter*.

Audio

Kite ... *Where's my kite? Here!*

Yo-yo ... *Where's my yo-yo? Here!*

Ball ... *Where's my ball? Here!*

Balloon ... *Where's my balloon? Here!*

Skate ... *Where's my skate? Here!*

Doll ... *Where's my doll? Here!*

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Say**. Put the children in pairs. They take it in turn to ask about one of the toys in the picture (e.g. *Where's my kite?*) and to point to it and say *Here!*

REVIEW 5 minutes

- 1 Point to the toy flashcards. Elicit the words.
- 2 Take one card away. Elicit the words again, pointing to the gap and eliciting the word for the missing card too.
- 3 Repeat 2 until there are no cards left and the children are reciting the whole sequence with no visual prompts. If the children need help, give the starting sound of the word (e.g. *k k k k* for *kite*).
- 4 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  2

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Say **Trace**. Give the children time to trace the items.
- 2 Say **Find**. The children find in the big picture the items they have just traced.
- 3 Say **Say**. The children work in pairs. They take it in turn to point to one of the traced items and then to point to the same item in the big picture, saying the word each time.

ACTIVITY 2 7 minutes

- 1 Say **Look**. and point to the picture in Activity 1.
- 2 Say *How many balls?* **Count**. Elicit *Eight*. Count to eight together: *one, two, three, four, five, six, seven, eight*.
- 3 Say **Write**. Model writing an 8 in the Pupil's Book as an example.

- 4 Say **Count and write**. Check that the children are writing the correct numbers.
- 5 Give feedback. Say *How many balls?* and elicit *Eight*. Repeat with *kites (two), skates (four), balloons (six)*.
- 6 Say *Peter?* **Trace** and colour *Peter*. The children trace and colour the rabbit.

REVIEW 8 minutes

- 1 Review numbers:
 - Display the number flashcards 1–10 in the wrong order. Elicit the numbers in order, asking a child each time to find the correct card and put it in sequence.
 - Once the sequence is complete, take one number flashcard away. Elicit the missing number. Repeat, giving practice with different numbers. You could choose a child to take the number flashcard away each time.
- 2 Everyone says *Goodbye*.

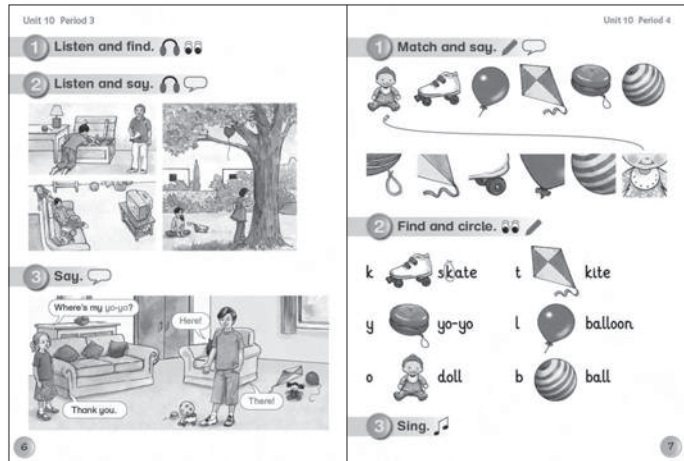
UNIT 10

Aims to practise toy vocabulary; to link letter sounds to nouns

Key language *ball, doll, yo-yo, kite, balloon, skates; Where's my (ball)? Here! There!;*

letter sounds *y, l, k; reading letters* *y, l, k*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10, Letters b, d, k, l, s, y)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes

- Greet the class: *Good morning. / Good afternoon., Hello, (Ali).* Encourage the children to respond.
- Show Unit 10 Poster.
 - Ask *What can you see?* Elicit as much as possible in English (toys, characters, animals).
- Show the toy flashcards, eliciting the words.
- Put the ball flashcard on one of the children's desks. Put the kite flashcard at the opposite end of the room. Say *Where's my ball?* Pretend to look for and find the ball flashcard. Say *Here!*, gesturing with both hands to the card in front of you. Say *Where's my kite?* Look puzzled. Say *Here? No.* Pretend to see it. Point and say *There!*
- Explain that *Here!* is used for things that are near to you and *There!* for things that are far away.
- Repeat 4 a few times more, each time asking a different child to choose and place two flashcards.
- Practise the actions for *Here!* (gesturing with both hands in front of you) and *There!* (pointing far away). Say **Listen and do**. Play recording. The children respond to each prompt with the correct gesture.

Audio

Here!, There!, Here!, Here!, There!, Here!, There!, There!, Here!

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *y, l, k*:
 - Say **Think**. Say *y y y y* and elicit *Yo-yo*.
 - Say **Say** *y y y y*. Get the children in pairs to check that their mouths are making the correct shape.

- Repeat for *l* (*lion/leg*) and *k* (*kitten/kite*).
 - Display the letter flashcards and play the recording. Pause after *y* and say *Name – y, sound – y*. Continue, repeating for the other letters.
- Say *Leg*. and elicit *l l l l*. Repeat with *yes* and *kite*.

Audio

*The name is y. The sound is y.
The name is l. The sound is l.
The name is k. The sound is k.*

ACTIVITY 1 5 minutes

- Say **Listen and find**. Play recording, pausing after each question so the children can find the item.
- Ask *What does Sami want?* Elicit *Yo-yo* and *Skate*. Repeat with Jamila (*doll, ball*) and Salwa (*kite, balloon*).
- Say **Find Peter**. The children find the rabbit in the picture and say *Peter*.

Audio

<i>– Where's my skate?</i>	<i>– Where's my ball?</i>
<i>– Here!</i>	<i>– There!</i>
<i>– Where's my yo-yo?</i>	<i>– Thank you.</i>
<i>– There!</i>	<i>– Where's my kite?</i>
<i>– Thank you.</i>	<i>– Here!</i>
<i>– Where's my doll?</i>	<i>– Where's my balloon?</i>
<i>– Here!</i>	<i>– There!</i>
	<i>– Thank you.</i>

ACTIVITY 2 5 minutes

- Say **Listen and say**. Play the first part of the recording, pausing after each question so that the children can answer as though they were Amir (saying *Here!* or *There!*, as appropriate). Repeat with the rest of the recording and Sami/Tala.

- 2 Show the skate flashcard and elicit *Skate*. Choose a child. Put the card near or far away from him/her. Ask *Where's my skate?* Elicit *Here!* or *There!*, as appropriate. Repeat with flashcards of the other items in the recording.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Say**. Pretend to be Jamila. Ask *Where's my yo-yo?* The children respond as though they are Sami, saying *Here!* Repeat with the other toys, saying them in random order. The children say *Here!* for the skate and ball (near Sami, who is answering), *There!* for the balloon, kite and doll (far away from Sami).

REVIEW 10 minutes

- 1 Show the doll flashcard, covering most of it with your hand so that the children need to work out what it is just from a detail. Repeat with the other cards.
- 2 Display the toy flashcards. Elicit the words again.
- 3 Display the letter flashcards *b, d, k, y, s*. Elicit the sounds.
- 4 Ask different children to match each picture flashcard with the correct starting letter. The rest of the class confirm whether they are correct.
- 5 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 

As Period 3.

PHONEMIC AWARENESS 5 minutes  6

As Period 3.

ACTIVITY 1 5 minutes

- 1 Say **Say**. Ask *What's this?* and point to each picture in the top row in turn to elicit *It's a ... doll/skate/balloon/kite/yo-yo/ball*.
- 2 Say **Think**. *What's this?* and point to the first picture in the second row. This time the children need to identify the items from a detail, not the whole picture. Elicit *It's a yo-yo*. Repeat with the other pictures.
- 3 Say **Match**. Model the activity by tracing with your finger the line matching the doll with the detail of a doll.
- 4 Check that the children are matching the pictures correctly.
- 5 Say **Say**. The children check each other's work in pairs, saying the word for each item.

ACTIVITY 2 10 minutes

- 1 Write on the board: *k skate*. Say **Find and circle**, and circle the *k* in *skate*.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.
- 3 Get the children to check each other's work.
- 4 Write the words on the board. Ask a different child to circle the appropriate letter in each word.
- 5 Say **Think**. Air-write *k* to elicit the sound *k*. Repeat with *t, y, l, o, b*.

ACTIVITY 3 10 minutes 

- 1 Display the toy flashcards. Agree actions for each one with the children (e.g. bouncing a ball with your hand, making a yo-yo go up and down, etc.). Encourage them to take the lead in this, prompting only if you need to.
- 2 Say **Listen**. Play recording. The children listen to the song and do the actions.
- 3 Say **Sing**. Play recording again. This time the children sing along, doing the actions at the same time.
- 4 Put the class into two groups to sing the song again. This time the first group sing the first part of each line; the second group sings the second part.
- 5 Everyone says *Goodbye*.

Audio

*A ball for my brother. – A ball for my brother.
A doll for my sister. – A doll for my sister.
And a yo-yo for me. – A yo-yo for me.
A kite for my dad. – A kite for my dad.
A balloon for my mum. – A balloon for my mum.
And skates for me. – And skates for me.*

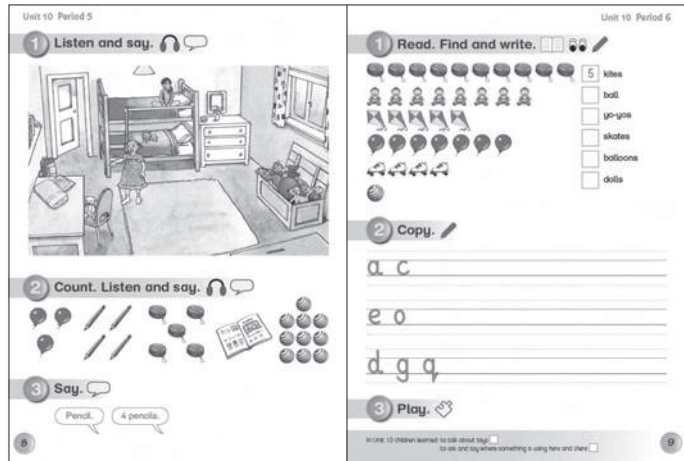
UNIT 10

Aims to practise toy vocabulary; to practise writing numbers and letters; to link letter sounds to nouns

Key language *ball, doll, yo-yo, kite, balloon, skates; Where's my (ball)? Here! There!*

letter sounds *y, th; reading letters y, l, k*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10, Unit 1, Letters b, d, k, s, y) Plus (for Period 6): small pieces of paper (see Activity 3)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 10

- 1 Greet the class: *Good morning. / Good afternoon., Hello, (Ali).* Encourage the children to respond.
- 2 Show Unit 10 Poster.
 - Ask *What can you see?* Elicit as much as possible in English (toys, characters, animals).
 - Ask *How many kites?* Count them together (*One, two, three, four – four kites.*). Repeat with the other toys (*two skates, three yo-yos, two dolls, seven balloons, six balls.*)
- 3 Display the toy flashcards: put ball, kite, skates on the left of the board and balloon, yo-yo, doll on the right; on the right also put the flashcard of Tala (from Unit 1).
- 4 Show the flashcard of Sami and say *Sami says, 'Where's my ball?'* Elicit *There!* Repeat with the other items, reminding the children as necessary of the difference between *Here!* (for items close to the speaker) and *There!* (for items far away).

Use the correct plural form *Where are my skates?*, so that the children get used to hearing it, but don't teach them the difference between *Where's* and *Where are* at this stage.

- 5 Indicate the flashcards on the board. Say **Look. Listen and say.** Play recording, pausing in the gaps so that the children can respond to each question with *Here!* or *There!* as appropriate, using Tala and the toy flashcards for reference.

Audio

- | | |
|--------------------------------|-----------------------------------|
| – <i>Where's my ball?</i> ... | – <i>Where are my skates?</i> ... |
| – <i>There!</i> | – <i>There!</i> |
| – <i>Where's my doll?</i> ... | – <i>Where's my balloon?</i> ... |
| – <i>Here!</i> | – <i>Here!</i> |
| – <i>Where's my yo-yo?</i> ... | – <i>Where's my kite?</i> ... |
| – <i>Here!</i> | – <i>There!</i> |

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *b, d, y, s, k*:
 - Say **Think**. Say *b b b b* and elicit *ball/balloon/bag/board/brother*.
 - Say **Say** *b b b b*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *d* (*doll/desk/date/dog/Dad*), *y* (*yo-yo/yes*), *s* (*skates/sister/Sami*), *k* (*kite/kitten*).
 - Display the letter flashcard for *b* and say *The name is b. The sound is b.* Repeat with the other letters.
- 2 Say the words in 1 in random order to elicit the starting sound.

ACTIVITY 1 5 minutes 11

- 1 Say **Listen and find**. Play recording, pausing after the question each time for the children to find the item.
- 2 Say **Listen and say**. Play recording again. The children respond *Here!/There!* as appropriate after each question.
- 3 Say **Find Peter**. The children find the rabbit in the picture and say *Peter*.

Audio

- | | |
|-----------------------------|---------------------------|
| – <i>Where's my rabbit?</i> | – <i>Where's my bag?</i> |
| – <i>Here!</i> | – <i>Here!</i> |
| – <i>Where's my pencil?</i> | – <i>Where's my doll?</i> |
| – <i>There!</i> | – <i>There!</i> |
| – <i>Where's my book?</i> | – <i>Where's my lion?</i> |
| – <i>Here!</i> | – <i>There!</i> |

ACTIVITY 2 10 minutes 12

- 1 Draw a balloon on the board. Say *Balloon*. Draw another balloon. Say *Balloons*, emphasising the *s* ending. Encourage the children to repeat *Balloon – balloons*. Draw other toys

(book, yo-yo, ball, etc.) to elicit the singular and plural forms in the same way.

- 2 Say **Look**. and point to the pictures in Activity 2. Say *How many balloons?* **Count**. Elicit *One, two, three*. Say **Listen and say**.
- 3 Play recording, pausing after the question each time for the children to answer.

Audio

How many balloons? ... Three balloons.

How many pencils? ... Four pencils.

How many yo-yos? ... Five yo-yos.

How many books? ... One book.

How many balls? ... Ten balls.

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Say**. Put the children into pairs. They take it in turn to prompt with one of the items pictured in Activity 2 (e.g. *Pencil*.) and to respond with the number and correct plural form (e.g. *Four pencils*.).

REVIEW 5 minutes

- 1 Draw on the board 4 balls, a plus sign (+), then 3 more balls. Ask *How many balls?* Elicit *Seven balls*.
- 2 Repeat 1, asking different children to come to the board in turn and draw a picture sum using balls, pencils, etc. Tell them they must not draw more than 10 in total. They then ask the class *How many (pencils)?*
- 3 Sing the *A ball for my brother* song from Period 4.
- 4 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 10

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Write on the board *kite*. Read it aloud, moving your finger along the word from left to right. Encourage the children to read it with you. Repeat with *ball, yo-yo, skate, balloon, doll*.
- 2 Say **Read**. (Use sign.) Read the toy words together in the Pupil's Book. Draw attention to the plural *s* ending.
- 3 Say *How many kites?* **Count**. Elicit *One, two, three, four, five*. Model writing 5 as the example in the Pupil's Book.

- 4 Say **Read. Find and write**. Check that the children are finding the correct items, then counting and writing the numbers correctly.
- 5 Say *How many kites?* Elicit *Five kites*. Repeat with *one ball, ten yo-yos, four skates, seven balloons, eight dolls*.

ACTIVITY 2 10 minutes

- 1 Write **a** on the board and say the sound *a*. Ask a child to come to the board and write the letter. Make sure that he/she is forming the letter the correct way. Repeat with **c, e, o, d, g, q**, using a different child each time.

As you write each letter as a model for the children, describe how you form the letter in Arabic, e.g. **a** 'around, up and down'. This will help them grasp the sequences involved.

- 2 Say **Copy**. Check that the children are writing the letters correctly.
- 3 With your back to the class, write a big letter **a** in the air. Make sure the children can see clearly how it is formed. Air-write the letter again, this time asking them to copy you. Repeat with **c, e, o, d, g, q**.
- 4 Put the children in pairs. One child writes a letter (**a/c/e/o/d/g/q**) on the other's back; the other guesses the letter and says the sound. They then swap roles.

ACTIVITY 3 5 minutes

- 1 Say *Let's play Bingo*.
 - Model the game. Draw a grid on the board. Write in the numbers 1–9 in random order, e.g.

7	3	2
1	9	6
4	8	5

- Write the numbers 1–9 on small pieces of paper and fold the paper.
 - Ask a child to choose a piece of paper and say the number; another child scores that number through in the grid.
 - Repeat with different children until a row has been crossed out (horizontal, vertical or diagonal). Say *Bingo!*
 - Rub out the numbers in your grid. The children draw their own grid, writing in 1–9 in any order they want to.
 - Call out the numbers. The children cross them out as they hear them. The first child to score out a whole row calls out *Bingo!*
- 2 Everyone says *Goodbye*.

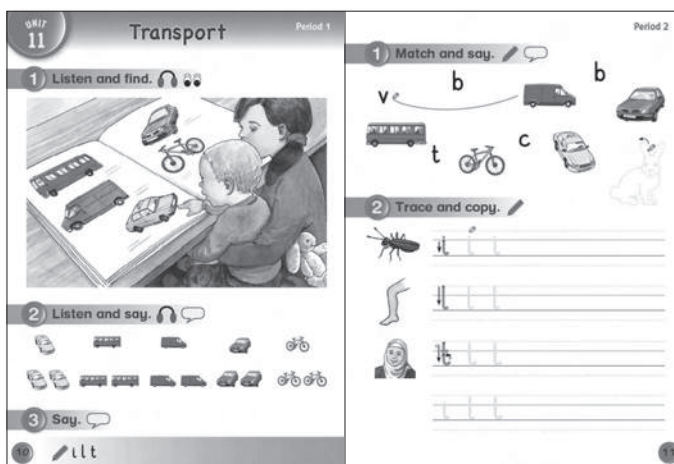
UNIT 11

Transport

Aims to practise transport vocabulary; to practise writing letters; to link letter sounds and shapes to nouns

Key language *car, bus, bike, van, taxi*;
letter sound *v*; **reading letters** *v*;
writing letters *i, l, t*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11, Letters b, c, t, v) Plus (for Period 2): Letter Poster, Flashcards (Unit 3 – cat, Letter a)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 13

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster. Elicit as much as possible in English (character names, family words), then elicit the different means of transport in Arabic.
- 3 Show transport flashcards. Keep displayed on board/wall throughout lesson.
- 4 Say **Look and listen**. Play recording, pointing to each flashcard as it is mentioned.
- 5 Say **Say**. Point to flashcards one by one, to elicit the names.
- 6 Say *Where's Sami?* to elicit *Bus*. Repeat with the other characters.

Audio
car, bus, bike, van, taxi

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Introduce the sound *v*:
 - Say **Think**. Say *v v v v* to elicit *Van*.
 - Point to your lips and say *v v v v* – get the children to notice the shape of your mouth and to repeat with you.
- 2 Point to the transport flashcards. Say *v v v v* to elicit *Van*. Elicit the starting sound of the other items.

ACTIVITY 1 5 minutes 14

- 1 Say **Listen and find**. Play recording, pausing after each item so the children can find it.
- 2 Show the bus flashcard and elicit *Bus*. Repeat with the other items.
- 3 Ask *Peter? Find Peter*. The children find the rabbit in the picture and say *Peter*.

Audio
What's this? | *It's a van.*
It's a taxi. | *It's a car.*
It's a bus. | *It's a bike.*

ACTIVITY 2 5 minutes 15

- 1 Say **Listen**. Play recording, pausing after each item so the children can find it and hold up the appropriate number of fingers (one or two).
- 2 Remind children that to make most words plural in English you add *s* at the end, e.g. *taxis*. Explain that *bus* is different because it already ends in *s*. Practise pronunciation of *buses* with the children.
- 3 Say **Listen and say**. Play recording, pausing for the children to give the plural form each time.

Audio
one taxi ... two taxis | *one car ... two cars*
one bus ... two buses | *one bike ... two bikes*
one van ... two vans

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the children into pairs. They take it in turn to point to a picture in Activity 2 and to say what it is (e.g. *one car, two taxis*, etc.).
- 2 Show classroom items to give the children further practise with plurals: *pencils, books, bags, balls*.

REVIEW 10 minutes

- 1 Play *I spy*. Point to the transport flashcards. Say *I see something that starts with v v v v*. Elicit *Van*. Repeat with the other words.
- 2 Hold up the bus flashcard and say *Four*. The children respond by clapping four times and saying *Four buses* together. Repeat using the other transport cards and different numbers.
- 3 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  13

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Use the flashcards to elicit the names of the means of transport. Then show the letter flashcards *b, c, t* and *v* and elicit the sounds.
- 2 Say *c c c c* to elicit *Car*. Repeat with the other sounds / means of transport.
- 3 Model the activity. Say *v v v v* and model drawing a line between *v* and the picture of the van, as an example.
- 4 Say **Match**. Check that the children are matching the letters/pictures correctly.
- 5 Say **Say**. The children check each other's work in pairs, saying the sound and means of transport each time (e.g. *b b – bike*).
- 6 Give feedback. Display the letter flashcards *b, c, t* and *v*. Say *b* and elicit the starting sound. Ask a child to come to the front of the class and point to the correct letter.
- 7 Say *Where's Peter?* **Trace** and colour *Peter*. The children trace and colour the rabbit.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace *l* on the poster, using the arrows to show the direction of writing.
- 2 Write *l* on the board and say the sound *l*. Mark the starting point with a large dot. Start on the dot and write slowly and clearly over the letter.

As you write each letter as a model for the children, describe how you form the letter in Arabic, e.g. *ل* 'down and cross'. This will help them grasp the sequences involved.

- 3 Repeat **1 & 2** with *l* and *t*.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter *l* in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write *l* in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat **5 & 6** with *l* and *t*.

REVIEW 5 minutes

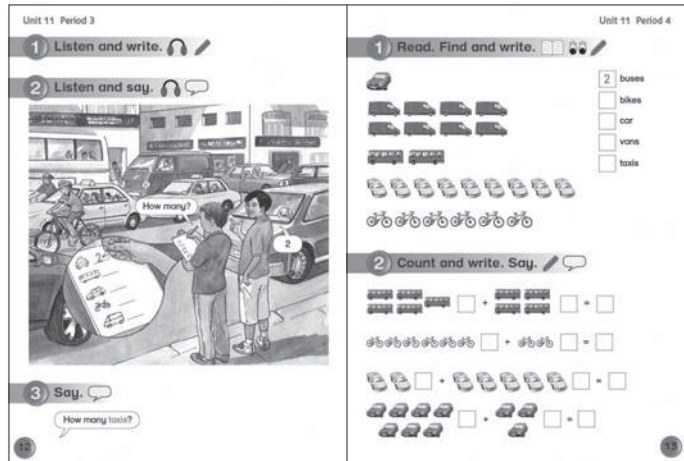
- 1 Display the letter flashcards *t, a* and *c*. Elicit the sounds.
- 2 Display the cat flashcard and elicit *Cat*.
- 3 Say *Cat*: *c* (show one finger) *a* (show two fingers) *t* (show three fingers) – *cat*.
- 4 Ask a child to put the letter cards in the correct order to make *cat*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order.
- 5 Mix up the letters and repeat **4** with a different child.
- 6 Everyone says *Goodbye*.

UNIT 11

Aims to practise transport vocabulary; to practise writing numbers; to link letter sounds and shapes to nouns

Key language *car, bus, bike, van, taxi*; *How many (taxis)?* **letter sound v**; **reading letters b, h, v**; **writing letters i, l, t**

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11; Unit 3 – cat, dog, Unit 6 – bag, Letters a, b, c, d, g, h, o, t, v)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 16

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster.
 - Elicit as much as possible in English (transport, character names, family words).
 - Ask *Who's in the taxi?* to elicit *Mum and the baby. / Wafa and Zaid*. Repeat with the other means of transport. When you get to *van*, shake your head and say *No one*. Encourage the children to repeat *No one*.
- 3 Say **Listen**. Play recording, pausing after each item so the children can hold up the appropriate number of fingers (one or two).
- 4 Show transport flashcards. Keep displayed on board/wall throughout lesson. Point to the van. Say *One van, two ...* to elicit *Vans*.

Audio

one car, two bikes, two vans, one taxi, two buses, one van, two taxis, one bus, one bike, two cars

PHONEMIC AWARENESS 5 minutes 17

- 1 Revise the sounds *b, h, v*:
 - Say **Think**. Say *b b b b* and elicit *Bag*. Show the flashcard for *b*.
 - Say **Say** *b b b b*. Get the children in pairs to check that their mouths are making the correct shape.
- 2 Repeat 1 for *h* (*hello/head/hand*) and *v* (*van*).
- 3 • Display the letter flashcards and play the recording.
 - Play the recording again. Encourage the children to join in with the chant.

- 4 Say *Van*. and elicit *v v v v*. Repeat with *board, hand, hi, balloon*.

Audio

*The name is b. The sound is b.
The name is h. The sound is h.
The name is v. The sound is v.*

ACTIVITY 1 5 minutes 18

- 1 Read the speech bubbles out loud together.
- 2 Say **Listen and find**. Play recording, pausing after each answer so the children can find the item.
- 3 Say **Listen and write**. Play recording, pausing after each answer so the children can write the number by the correct box.
- 4 Say **Find Peter**. The children find the rabbit in the picture and say *Peter*.

Audio

<p>– How many taxis? – Two. – How many buses? – One. – How many cars? – Four.</p>	<p>– How many bikes? – Three. – How many vans? – One.</p>
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ACTIVITY 2 5 minutes 19

- 1 Say **Listen and say**. Play recording, pausing after each question so that the children can answer.
- 2 Ask the children to close their books. Ask the questions in the recording in random order – the children answer from memory.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- 1 Read the speech bubble out loud together.
- 2 Hold up the car flashcard and say *How many cars?* Drill the question with the whole class. Repeat with the other flashcards.
- 3 Put the class into two teams. Show the van flashcard. The first team asks *How many vans?* The second responds *One*. Repeat for the other means of transport, then swap roles, so the second team asks the questions.
- 4 Say **Say**. Put the children into pairs. They take it in turn to ask and answer questions, using the picture in Activity 1.

REVIEW 10 minutes

- 1 Display the letter flashcards *c, a, t, d, o, g, b*. Elicit the sounds.
- 2 Display the cat, dog and bag flashcards. Elicit the words.
- 3 Say *Bag: b* (show one finger) *a* (show two fingers) *g* (show three fingers) – *bag*.
- 4 Ask a child to put the letter cards in the correct order to make *bag*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order. Ask another child to find the correct picture card for *bag*.
- 5 Repeat 4 with different children making *cat* and *dog*.
- 6 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  16

As Period 3.

PHONEMIC AWARENESS 5 minutes  17

As Period 3.

ACTIVITY 1 10 minutes

- 1 Write on the board *bus*. Read it aloud, moving your finger along the word from left to right. Encourage the children to read it with you. Repeat with *bike, car, van, taxi*.
- 2 Say **Read**. Read the transport words together in the Pupil's Book. Draw attention to the plural *s* ending.
- 3 Say *How many buses?* **Count**. Elicit *One, two*. Model writing *2* as the example in the Pupil's Book.
- 4 Say **Read. Find and write**. Check that the children are finding the correct items, then counting and writing the numbers correctly.
- 5 Give feedback. Say *How many buses?* Elicit *Two buses*. Repeat with *six bikes, one car, eight vans, nine taxis*.

ACTIVITY 2 10 minutes

- 1 Model the activity. Point to the first picture and say *How many buses?* **Count**. Elicit *Five*. Say **Write**. and ask a child to write *5* on the board. Repeat with the second group of buses (*four*). Make the numbers on the board into a sum: $5 + 4 = \underline{\quad}$. Ask *How many buses?* Elicit *Nine*. and ask a child to write *9* on the board. Say *Nine buses*.
- 2 Say **Count and write**. Check that the children are counting and writing the numbers correctly.
- 3 Say **Say**. The children check each other's work in pairs.
- 4 Give feedback. Ask *How many buses?* Elicit *Five and four is nine. Nine buses*. Repeat with *bikes (Six and two is eight. Eight bikes.)*, *taxis (Two and five is seven. Seven taxis.)*, *cars (Seven and three is ten. Ten cars.)*.

REVIEW 5 minutes

- 1 Display the letter cards *c, a, t, d, o, g* in random order.
- 2 Ask the children if they can make any words with the letters. Elicit *Cat*. and *Dog*.
- 3 Ask a child to make the word *cat* using the cards. Get the class to confirm whether it is correct.
- 4 Get the children to join in with you. Say *Cat: c* (show one finger) *a* (show two fingers) *t* (show three fingers) – *cat*.
- 5 Repeat 3 and 4 with *dog*.
- 6 Everyone says *Goodbye*.

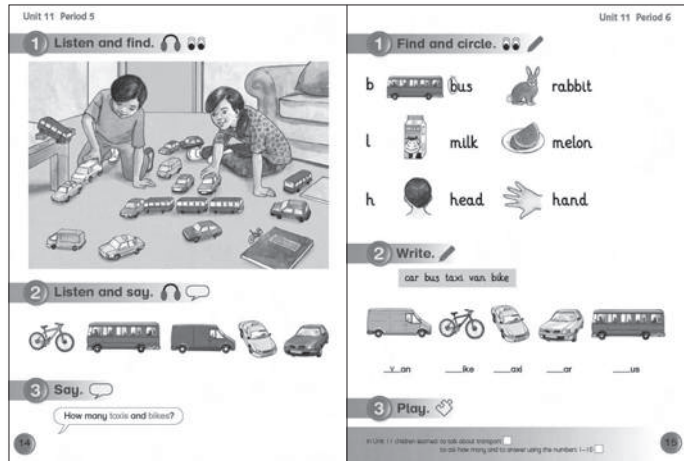
UNIT 11

Aims to practise transport vocabulary; to practise writing letters to make simple words; to link letter sounds and shapes to nouns

Key language *car, bus, bike, van, taxi; How many (taxis)?; letter sound v; reading letters b, h, v*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11, Letters a, b, d, g, h, o, v, Numbers 1–10)

Plus (for Period 6): Flashcards (Unit 10 and a selection from PB 1A – see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 20

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster.
 - Elicit as much as possible in English (transport, character names, family words).
 - Ask *Who's in the taxi?* to elicit *Mum and the baby. / Wafa and Zaid*. Repeat with the other means of transport. For *van* elicit *No one*.
- 3 Say **Listen**. Play recording, pausing after each item so the children can hold up the appropriate number of fingers.
- 4 Display the number flashcards in random order. Elicit the numbers.
- 5 Ask children to come to the front of the class and put the number flashcards in the correct order. Read out the numbers 1–10 together.
- 6 Hold up flashcards for 5 and van. Elicit *Five vans*. Repeat with other number/transport combinations.

Audio

one, two, three, four, five, six, seven, eight, nine, ten

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *b, h, v*:
 - Say **Think**. Say *b b b b* and elicit *bag/balloon/board/bus/bike/brother*. Show the flashcard for *b*.
 - Say **Say** *b b b b*. Get the children in pairs to check that their mouths are making the correct shape.
- 2 Repeat 1 for *h (hello/hi/head/hand)* and *v (van)*.

- 3 • Display the letter flashcards and play the recording.
 - Show the flashcard for *b* and say *The name is b. The sound is b*. Repeat for the other letters.

ACTIVITY 1 5 minutes 21

- 1 Say **Listen and find**. Play recording, pausing after each item so the children can find it.
- 2 Ask *How many vans?* Elicit *Three*. Repeat with the other means of transport.

Audio

seven cars, two taxis, three vans, five buses, one bike

ACTIVITY 2 5 minutes 22

- 1 Say **Listen and say**. Play recording, pausing after each question so that the children can answer. Then continue playing the recording so that they can check their answers.
- 2 Make up other simple sums using the transport items, e.g. *How many cars and bikes? (Eight.)*, ensuring that the total is not more than 10 each time.

Audio

*How many taxis and bikes? ... Three.
How many cars and vans? ... Ten.
How many buses and taxis? ... Seven.
How many vans and bikes? ... Four.*

ACTIVITY 3 5 minutes

- 1 Read the speech bubble out loud together.
- 2 Say **Say**. Put the children in pairs. They take it in turn to ask and answer questions, using the picture in Activity 1.

REVIEW 5 minutes

- 1 Display the letter cards *b, a, g, d, o* in random order.
- 2 Ask the children if they can make any words with the letters. Elicit *Dog*, and *Bag*.
- 3 Ask a child to make the word *dog* using the cards. Get the class to confirm whether it is correct.
- 4 Get the children to join in with you. Say *Dog: d* (show one finger) *o* (show two fingers) *g* (show three fingers) – *dog*.
- 5 Repeat 3 & 4 with *bag*.
- 6 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  20

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Write on the board: **b** *bag*. Say **Find and circle**, and circle the *b* in *bag*.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.
- 3 Get the children to check each other's work.
- 4 Write the words on the board. Ask a different child to circle the appropriate letter in each word.
- 5 Say **Think**. Air-write **b** to elicit the sound *b*. Repeat with *l* and *h*.

ACTIVITY 2 10 minutes

- 1 Model the activity. Write on the board *car bus taxi van bike*. Below this, write ____an and show the van flashcard. Look puzzled. Elicit *Van*.
- 2 Point to the gap in the word you have written. Elicit *v*. Circle *v* in *van*, then write it in to complete *van*.
- 3 Elicit the missing letter in the other prompts in the book.
- 4 Say **Write**. Check that the children are completing the words correctly.
- 5 Give feedback. Write up the words with the missing letters, one at a time. Each time ask a child to come and write in the letter (*van, bike, taxi, car, bus*).

ACTIVITY 3 10 minutes

- 1 Say *Let's play the Memory game*.
 - Put the class into four teams: 1, 2, 3 and 4.
 - Choose and display the following flashcards:
 - three transport cards
 - three toy cards (from Unit 10)
 - Elicit the words.
 - Tell the children to look at the cards and memorise them. Give them 20 seconds. Then take the cards down.
 - Ask Team 1 to tell you what the cards were: they score 1 point for each one they can remember. If they remember them all, they get a bonus point. If they forget some, the other teams get the chance to 'steal' double-points: they get 2 points for every missing item.
 - Repeat with different sequences of cards (transport + toys, or any other topic from PB 1A), with a different team answering first each time.
 - The team with the most points is the winner.
- 2 Everyone says *Goodbye*.

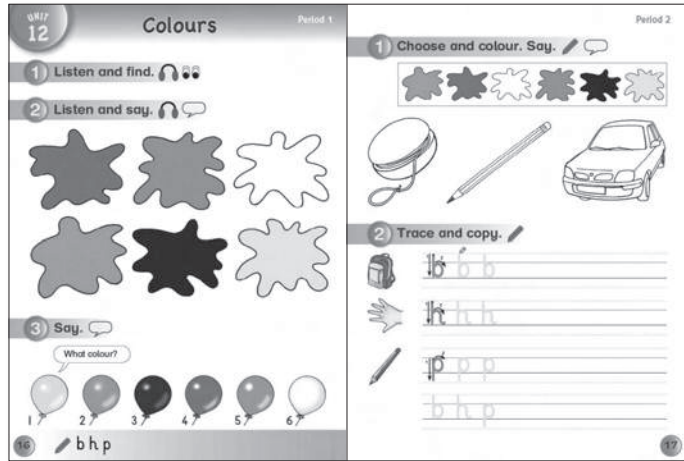
UNIT 12

Colours

Aims to practise colour vocabulary; to practise writing letters; to link letter sounds and shapes to nouns

Key language *red, blue, white, green, black, yellow, umbrella*; **letter sound** *u*; **reading letters** *u, r, w*; **writing letters** *b, h, p*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12, Unit 10, Unit 11) *Plus (for Period 2):* Letter Poster, Flashcards Unit 2 (nut), Unit 3 (cat, dog), Unit 4 (leg), Letters a, c, d, e, g, l, n, o, t, u



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster. Elicit as much as possible in English (character names, toys, transport), then elicit the different colours in Arabic.
- 3 Show colour flashcards + umbrella. Keep displayed on board/wall throughout lesson.
- 4 Say **Look and listen**. Play recording, pointing to each flashcard as it is mentioned.
- 5 Say **Say**. Point to flashcards one by one, to elicit the words.
- 6 Point to a blue item in the classroom and ask *Red or blue?* Elicit *Blue*. Repeat with other items to practise the rest of the colours.

Audio

red, black, white, green, blue, yellow, umbrella

PHONEMIC AWARENESS 5 minutes

- 1 Introduce the sound *u*:
 - Say **Think**. Say *u u u u* to elicit *Umbrella*.
 - Point to your lips and say *u u u u* – get the children to notice the shape of your mouth and to repeat with you.
- 2 Indicate the flashcards. Say *w w w w* to elicit *White*. Repeat with the other colours.

ACTIVITY 1 5 minutes 24

- 1 Say **Listen and find**. Play recording, pausing so that the children can point to the correct colour.
- 2 Show the yellow flashcard. Ask *Blue? Is it blue?* Elicit *No*. Ask *Yellow? Is it yellow?* Elicit *Yes*. Repeat with the other colours, varying when you give the correct colour.

Audio

What colour?
red, green, white, blue, black, yellow

ACTIVITY 2 5 minutes 25

- 1 Say **Listen and say**. Play recording, pausing after each item for the children to repeat in the gap.
- 2 Show the yellow flashcard and elicit *Yellow*. Repeat with the other colours.

Audio

As Activity 1

ACTIVITY 3 5 minutes

- 1 Read the speech bubble out loud together.
- 2 Ask *How many balloons?* Elicit *Six*. Ask *What colour?* Elicit *yellow, blue, black, red, green, white*.
- 3 Say **Say**. Put the children in pairs. They take it in turn to ask *Five. What colour?* and to answer.

REVIEW 10 minutes

- 1 Say **Find something red**. The children look around the classroom and when they have spotted something red, put up their hand. Choose a child to go and touch the item. Repeat with the other colours.
- 2 Display the toy and transport flashcards. Elicit the colours of the items.
- 3 Ask a child to come to the front of the class and take a colour flashcard without showing the rest of the class. He/She says *What colour?* The other children guess. The child who guesses correctly chooses the next card and asks *What colour?*
- 4 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  23

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Ask *What is it?* Elicit *yo-yo, pencil, car*. Say *Yo-yo – what colour?* Pretend to think, then choose. Say *Red*. Model colouring the yo-yo in the Pupil's Book and say *Yo-yo – red*.
- 2 Say *Choose and colour*. Check that the children are colouring the pictures correctly.
- 3 Say **Say**. Put the children into pairs. They describe each other's pictures, e.g. *Pencil – yellow*.
- 4 Ask some children to show and describe their pictures.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace **b** on the poster, using the arrows to show the direction of writing.
- 2 Write **b** on the board and say the sound *b*. Mark the starting point with a large dot. Start on the dot and write slowly and clearly over the letter.

As you write each letter as a model for the children, describe how you form the letter in Arabic, e.g. **b** 'down, up and round'. This will help them grasp the sequences involved.

- 3 Repeat 1 & 2 with *h* and *p*.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter **b** in the air.

Make sure the children can see clearly how it is formed.

- 6 Put the children in pairs: they write **b** in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat 5 & 6 with *h* and *p*.

REVIEW 10 minutes

- 1 Display the letter flashcards *c, a, t, d, o, g, n, u, l, e*. Elicit the sounds.
- 2 Display the cat, dog, nut and leg flashcards. Elicit the words.
- 3 Say *Nut*. Say *N–u–t*. Show five fingers and ask *N–u–t – nut*. *How many sounds?* Get the children to show you three fingers.
- 4 Ask a child to put the letter cards in the correct order to make *nut*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order. Ask another child to find the correct picture card for *nut*.
- 5 Repeat 4 with different children making *cat, leg* and *dog*.
- 6 Everyone says *Goodbye*.

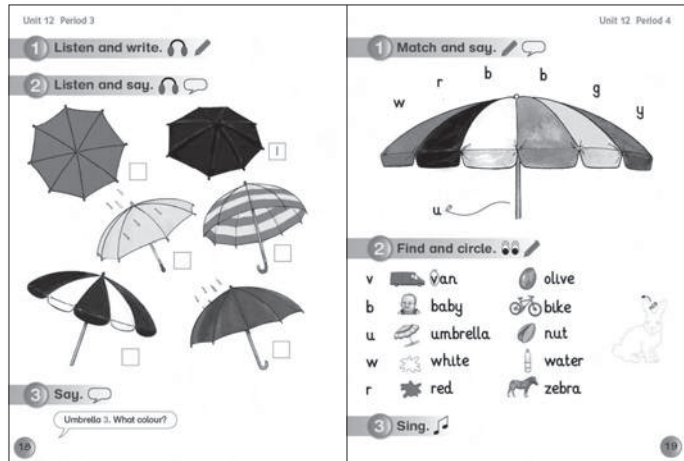
UNIT 12

Aims to practise colour vocabulary; to link letter sounds and shapes to nouns

Key language *red, blue, white, green, black, yellow; What colour? (red) and (black); letter sound u; reading letters u, r, w*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12, Unit 3 – dog, Unit 4 – leg, Unit 10, Unit 11, Letters a, b, d, e, g, l, n, o, r, s, u, v, w)

Plus (for Period 4): Flashcard (Letter y)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 26

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Elicit as much as possible in English (colours, character names, toys, transport).
 - Do a mime of putting up and standing under an umbrella. Elicit the word in Arabic and ask a child to find the item on the poster. Introduce *umbrella*. Encourage the children to repeat *umbrella* after you, doing the action at the same time.
- 3 Say **Look and listen**. Play recording, pointing to each item on the poster as it is mentioned.
- 4 Display the flashcards for all the items in the recording (red, ball, etc.): put the colours on one side and the items on the other, each section in random order.
- 5 Choose the green flashcard and the balloon flashcard. Say *What's this?* Elicit *Green balloon*. Repeat with other colour + item combinations, asking a different child to make the selection each time.

Audio

<i>a blue ball</i>	<i>a white bus</i>
<i>a black car</i>	<i>a red umbrella</i>
<i>a green van</i>	<i>a yellow yo-yo</i>

PHONEMIC AWARENESS 5 minutes 27

- 1 Revise the sounds *u, r, w*:
 - Say *u u u u* and elicit *Umbrella*. Show the flashcard for *u*.
 - Say **Say** *u u u u*. Get the children in pairs to check that their mouths are making the correct shape.
 - Display the letter flashcard and play the recording.

- Play the recording again. Encourage the children to join in with the chant.
- Say *Umbrella*. and elicit *u u u u*.
- Repeat for *r (red/rabbit)* and *w (white/water/Wafa)*.

Audio

The name is u. The sound is u.
The name is r. The sound is r.
The name is w. The sound is w.

ACTIVITY 1 5 minutes 28

- 1 Say **Listen and write**. Play recording, pausing for the children to write in the number by the correct umbrella.

Audio

1 a black umbrella
2 a red umbrella
3 a green and yellow umbrella
4 a blue umbrella
5 a black and white umbrella
6 a yellow umbrella

ACTIVITY 2 5 minutes 29

- 1 Say **Listen and say**. Play recording, pausing so that the children can describe each umbrella. Then continue the recording so that they can check their answers.
- 2 Say *It's red. What is it?* Elicit *Umbrella two*. Repeat with the other umbrellas.

Audio

- Umbrella 1. What colour? ... black*
Umbrella 2. What colour? ... red
Umbrella 3. What colour? ... green and yellow
Umbrella 4. What colour? ... blue
Umbrella 5. What colour? ... black and white
Umbrella 6. What colour? ... yellow

ACTIVITY 3 5 minutes

- 1 Read the speech bubble out loud together.
- 2 Point to items around the classroom and say *What colour?* to elicit *black, green, yellow, red, blue* or *white*.
- 3 Say **Say**. Put the children in pairs. They take it in turn to prompt (e.g. *Umbrella three. What colour?*) and answer.

REVIEW 10 minutes

- 1 Display the letter flashcards *v, a, n, d, o, g, b, u, s, l, e*. Elicit the sounds.
- 2 Display the van, dog, bus and leg flashcards. Elicit the words.
- 3 Say *Van*. Say *V-a-n*. Show five fingers and ask *V-a-n – van. How many sounds?* Get the children to show you three fingers.
- 4 Ask a child to put the letter cards in the correct order to make *van*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order. Ask another child to find the correct picture card for *van*.
- 5 Repeat 4 with different children making *dog, leg* and *bus*.
- 6 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  26

As Period 3.

PHONEMIC AWARENESS 5 minutes  27

As Period 3.

ACTIVITY 1 10 minutes

- 1 Use the flashcards to elicit the colours. Then show the letter flashcards *r, b, w, g, y* and *u* and elicit the sounds.
- 2 Say *rrrr* to elicit *Red*. Repeat with the other sounds/colours.
- 3 Model the activity. Say *uuuu* and model drawing a line between *u* and the picture of the umbrella, as an example.
- 4 Say **Match**. Check that the children are matching the letters/colours correctly.
- 5 Say **Say**. The children check each other's work in pairs, saying the sound and colour each time (e.g. *rrrr – red*).

- 6 Give feedback. Display the letter flashcards *r, b, w, g, y* and *u*. Say *Yellow*. and elicit the starting sound. Ask a child to come to the front of the class and point to the correct letter.

ACTIVITY 2 5 minutes

- 1 Write on the board: **v van**. Say **Find and circle**, and circle the *v* in *van*.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.
- 3 Get the children to check each other's work.
- 4 Write the words on the board. Ask a different child to circle the appropriate letter in each word.
- 5 Say **Think**. Air-write **v** to elicit the sound *v*. Repeat with **b, u, w, r**.
- 6 Say *Where's Peter?* **Trace** and colour *Peter*. The children trace and colour the rabbit.

ACTIVITY 3 10 minutes  30

- 1 Display the colour and transport flashcards and elicit the words.
- 2 Say **Listen**. Play the recording. The children listen to the song.
- 3 Say *Sing*. Play recording again. This time the children sing along. Repeat several times.
- 4 Everyone says *Goodbye*.

Audio

Red bus, yellow bus.
Red bus, yellow bus.
White van, green van.
White van, green van.
Black taxi!

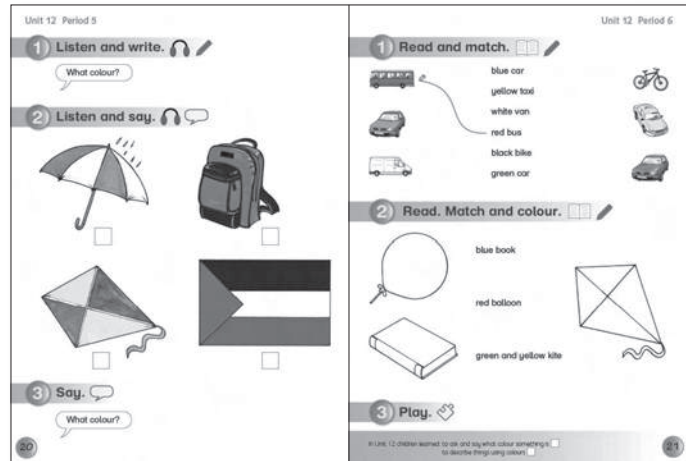
Blue car, black car.
Blue car, black car.
Green bike, yellow bike.
Green bike, yellow bike.
Red taxi!

UNIT 12

Aims to practise colour vocabulary; to link letter sounds and shapes to nouns

Key language *red, blue, white, green, black, yellow; What colour? (red) and (black); letter sound u; reading letters u, r, w*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12, Unit 10, Unit 11, Letters r, u, w)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 31

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Elicit as much as possible in English (colours, *umbrella*, character names, toys, transport).
 - Ask *Van – what colour? Red, blue, white ... ?* Elicit *Green*. Repeat with the other toys and transport items. Include *kite, skate* and *balloons* – model how to talk about two colours using *and*, e.g. *red and blue*.
- 3 Say **Look and listen**. Play recording, pointing to each item on the poster as it is mentioned. Repeat.
- 4 Say **Look. Listen and say**. Play recording again, pausing in the gaps for the children to answer the questions.

Audio

Bus – what colour? ... White.

Book – what colour? ... Blue.

Skate – what colour? ... Black and white.

Kite – what colour? ... Red and blue.

Balloons – what colour? ... Green and yellow.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *u, r, w*:
 - Say **Think**. Say *u u u u* and elicit *Umbrella*. Say **Say** *u u u u* for the children to repeat.
 - Repeat for *r (red/rabbit)* and *w (white/water/Wafa)*.
 - Display the letter flashcard for *u* and say *The name is u. The sound is u*. Repeat with the other letters.
- 2 Elicit the starting letters of the colours, using items in the classroom or the flashcards.

ACTIVITY 1 8 minutes 32

- 1 Introduce the word *flag*. Point to the flag and say *This is the flag of Palestine*.
- 2 Elicit the items pictured and the colours.
- 3 Say **Listen and write**. Play recording, pausing after each description, so that the children can write in the number by the correct picture.
- 4 Give feedback. Play the recording again. Pause after the first description and ask *What is it?* Elicit *The umbrella*. Repeat for the other items.

Audio

1 The umbrella is green and white.

2 The flag is red, black, white and green.

3 The bag is black and red.

4 The kite is yellow and blue.

ACTIVITY 2 7 minutes 33

- 1 Say *The kite – what colour?* Elicit *Blue and yellow*. Repeat with the other items in the audioscript.
- 2 Say **Listen and say**. Play recording, pausing for the children to complete each description. Then continue playing the recording so they can check their answer.
- 3 Repeat 2.

Audio

The kite is yellow and ... blue.

The umbrella is green and ... white.

The flag is red, black, white and ... green.

The bag is black and ... red.

ACTIVITY 3 5 minutes

- 1 Read the speech bubble out loud together.
- 2 Say **Say**. Put the children in pairs: they take turns asking and answering the question, using the pictures in Activities 1 & 2.

REVIEW 5 minutes  30

- 1 Hold up a colour flashcard in your right hand (e.g. red) and a toy or transport flashcard in your left (e.g. bus). Elicit a description (e.g. *Red bus*).
- 2 Repeat with other combinations of colour + toy/transport.

This activity helps children notice the position of the adjective in English.

- 3 Sing the *Red bus, yellow bus* song from Period 4.
- 4 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  31

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Write on the board: *blue car*. Read it, moving your finger under the words to show that you are going from left to right. Encourage the children to read it with you.
- 2 Repeat with the other items listed in Activity 1 of the Pupil's Book.
- 3 Model the activity. Point to the red bus and elicit *Red bus*. Model drawing a line between the picture of the bus and the text *red bus*.
- 4 Say **Read and match**. Check that the children are matching correctly.
- 5 Get the children to check each other's work.
- 6 Give feedback. Display the colour and transport flashcards. Write on the board *blue car*. Ask a child to come to the front and select the correct flashcards. Ask the rest of the class if he/she is right. Repeat with the other phrases, using a different child each time.

ACTIVITY 2 5 minutes

- 1 Say **Read**. Read the phrases in Activity 2 out loud together.
- 2 Elicit the names of the items pictured. Ask *The book – what colour?* Elicit *Blue*. Repeat with *the balloon (red)* and *the kite (green and yellow)*.

- 3 Say **Read. Match and colour**. Check that the children are matching and colouring the pictures correctly.
- 4 Get the children to check their answers in pairs.
- 5 Give feedback. Ask *What's red?* Elicit *Balloon*. Repeat with *green and yellow (kite)* and *blue (book)*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Sets*.
 - Draw a line on the board to create two sections and give each section a heading: *Transport* (with a small drawing of a car) and *Toys* (with a small drawing of a kite).
 - Shuffle the transport and toys flashcards and leave them face down on your desk.
 - Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set.

You can make the activity more challenging by introducing a third set, e.g. colours.

- 2 Everyone says *Goodbye*.

UNIT 13

My clothes

Aims to practise clothing vocabulary; to practise writing letters; to link letter sounds and shapes to nouns

Key language *t-shirt, shoes, shorts, jeans, dress, skirt*; **letter sound** *sh*; **reading letters** *j, z, sh*; **writing letters** *m, n, r*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13)
Plus (for Period 2): Letter Poster

Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 34

- Greet the class. Encourage the children to respond.
- Show Unit 13 Poster.
 - Ask what kind of shop it is and what's for sale, eliciting responses in Arabic.
 - Point to random items of clothing and elicit the colour.
- Show flashcards of clothes. Keep displayed on board/wall throughout lesson.
- Point to the skirt flashcard. Say *Skirt – a skirt*. Repeat with *t-shirt* and *dress*. Then point to the shoes flashcard. Say *A shoes? No. Shoes*. Repeat with *shorts* and *jeans*. Explain in Arabic that *a* is only used with one thing. When there are two or more, you drop *a*. So you say *shoes*, not *a shoes*. Explain that in English some words are treated as though they were plural even though they refer to just one thing, so you say *shorts*, not *a shorts*, and *jeans*, not *a jeans*.

You can tell the children a way to remember this: shorts and jeans have two legs, not one, so you don't use *a*.

- Say **Listen**. Play recording, pointing to each flashcard as it is mentioned.
- Say **Say**. Point to flashcards one by one, to elicit the names.
- Point to the shoes flashcard and say *A t-shirt*. Elicit *No – shoes*. Repeat with the other items.

Audio

a skirt, a t-shirt, a dress, shoes, shorts, jeans

PHONEMIC AWARENESS 5 minutes

- Introduce the sound *sh*:
 - Say **Think**. Say *sh sh sh sh*. Ask the children if they have heard any words with this sound in it (use Arabic). Elicit *shoes, shorts* and *t-shirt*.
 - Point to your lips and say *sh sh sh sh* – get the children to notice the shape of your mouth and to repeat with you.
- Indicate the flashcards. Say *d d d d?* to elicit *Dress*. Repeat with the other clothes.

ACTIVITY 1 5 minutes 35

- Say **Listen and find**. Play recording, pausing after each item so the children can find it.
- Show the flashcard for t-shirt and elicit *T-shirt*. Repeat with the other clothes flashcards.
- Ask *Peter? Find Peter*. The children find the rabbit in the picture and say *Peter*.

Audio

As Language Presentation

ACTIVITY 2 5 minutes 36

- Show the flashcards for skirt, t-shirt and shoes, eliciting the words. Practise the difference between *sk* in *skirt* and *sh* in *t-shirt* and *shoes*. Tell the children (in Arabic) that if they hear *sk*, they should put their hands on their heads; if they hear *sh*, they jump in the air. Say *skirt, t-shirts, shoes* in random order several times, to elicit the appropriate action.

- 2 Say **Listen and say**. Play the recording, pausing so that the children can say the missing item of clothing each time. Then continue the recording so that they can check their answers.

Audio

Tala: a skirt, a t-shirt and ... shoes
 Sami: shoes, a t-shirt and ... jeans
 Amir: a t-shirt, shoes and ... shorts
 Salwa: shoes and a ... dress
 Tala: a t-shirt, shoes and a ... skirt
 Amir: shoes, shorts and a ... t-shirt

ACTIVITY 3 5 minutes

- 1 Say *Tala?* and elicit *A skirt, a t-shirt and shoes*. Repeat with the other characters.
- 2 Say **Say**. Put the children in pairs. They take it in turn to prompt with a character name and to say what the character is wearing.

REVIEW 10 minutes

- 1 Play *Teacher says* (see p. 8) to practise clothes words.
 - Ask the class to stand.
 - Say *Teacher says 'Show me a skirt.'* and touch or point to a skirt that one of the girls in the class is wearing.
 - Say *Show me a skirt*. This time don't touch or point to a skirt.
 - Give a series of instructions. If you start *Teacher says ...*, the children do the action. If you start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  34

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 8 minutes

- 1 Elicit the words for the items pictured.
- 2 Say **Match**. Model the activity by tracing the line between the skirt and Tala as an example. Explain that the children should try to remember what the characters were wearing in the last lesson and match the clothing to the correct person (some colours are different). Explain that some items of clothing can be matched to more than one person.

- 3 Check that the children are matching each clothes picture to the correct person/people.
- 4 Say **Say**. Get the children to work in pairs to check their answers, each time saying the clothing and the character, e.g. *Skirt – Tala*.
- 5 Give feedback. Hold up the flashcard for t-shirt and elicit *Tala, Sami and Amir*. Repeat for *skirt (Tala), jeans (Sami), dress (Salwa), shorts (Amir), shoes (Sami, Amir), shoes (Tala, Salwa)*.

ACTIVITY 2 7 minutes

- 1 Display the Letter Poster. Trace **m** on the poster, using the arrows to show the direction of writing.
- 2 Write **m** on the board and say the sound *m*. Mark the starting point with a large dot. Start on the dot and write slowly and clearly over the letter.
- 3 Repeat 1 & 2 with **n** and **r**.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter **m** in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write **m** in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat 5 & 6 with **n** and **r**.

REVIEW 10 minutes

- 1 Display the clothes flashcards. Elicit the words.
- 2 Take one card away. Elicit the words again, pointing to the gap and eliciting the word for the missing card too.
- 3 Repeat 2 until there are no cards left and the children are reciting the whole sequence with no visual prompts.
- 4 Ask the class to repeat the sequence over and over again, while six children put up the flashcards again in the correct order.
- 5 Everyone says *Goodbye*.

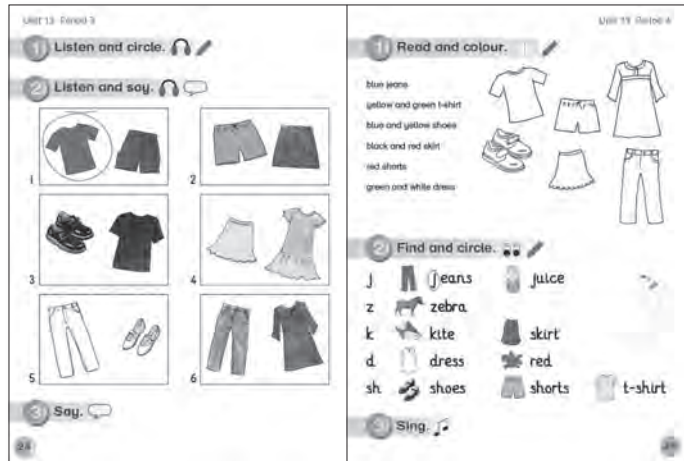
UNIT 13

Aims to practise clothing vocabulary; to link letter sounds and shapes to nouns

Key language *t-shirt, shoes, shorts, jeans, dress, skirt; a yellow dress, red shorts;*

letter sound *sh*; **reading letters** *j, z, sh*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13, Unit 12, Letters d, h, j, s, z)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 37

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Elicit as much as possible in English (clothes, colours).
 - Point to the yellow dress. Ask *What's this?* Say *It's a dress. It's yellow. A yellow dress.* Repeat with other items on the poster (e.g. *a green t-shirt, blue shoes, etc.*). Encourage the children to join in.
- 3 Display the flashcards for all the items in the recording (yellow, dress, etc.): put the colours on one side and the items on the other, each section in random order.
- 4 Say **Listen**. Play recording, pointing to each item on the poster as it is mentioned.
- 5 Choose the green flashcard and the shorts flashcard. Say *What's this?* Elicit *Green shorts.* Repeat with other colour + clothing combinations, asking a different child to make the selection each time.

Audio

*a yellow dress
a green t-shirt
a black and yellow skirt*

*red shorts
blue jeans
white shoes*

PHONEMIC AWARENESS 5 minutes 38

- 1 Revise the sounds *j, z, sh*:
 - Say **Think**. Say *j j j j j* and elicit *Jeans*. Say **Say j j j j j** for the children to repeat.
 - Repeat for *z (zebra/Zaid)* and *sh (shoes/shorts)*.
 - Display flashcard for *j* and say *The name is j. The sound is j.* Repeat with *z*.

- Display flashcards for *s* and *h*: show them together and say *The name is s. The name is h. The sound is sh.*
- 2 Say *Shorts.* and elicit *sh sh sh sh*. Repeat with *juice, zebra, shoes.*

The children may find it difficult to distinguish between the sounds /s/ and /z/. Get them to put their hands on their throats and feel the difference when they say the sounds: /z/ vibrates, /s/ does not vibrate.

Audio

*The name is j. The sound is j.
The name is z. The sound is z.
The name is s. The name is h. The sound is sh.*

ACTIVITY 1 5 minutes 39

- 1 Elicit the words for the items of clothing pictured. Elicit the colours.
- 2 Model the activity. Say *A red t-shirt.* Point to the picture of the red shorts in 1 and pretend to think. Say *No.* Point to the red t-shirt and say *Yes – a red t-shirt.* Circle. Model circling the t-shirt as an example.
- 3 Say **Listen and circle**. Play recording, pausing so the children can circle the correct item each time.
- 4 Give feedback. Display the colour flashcards and the clothing flashcards. Read out the phrases from the recording, one at a time. Each time ask a child to come to the front and select the two flashcards which are correct. The rest of the class say whether they agree or not.

Audio

What is it?

<i>1 a red t-shirt</i>	<i>4 a yellow skirt</i>
<i>2 green shorts</i>	<i>5 white shoes</i>
<i>3 a black t-shirt</i>	<i>6 blue jeans</i>

ACTIVITY 2 5 minutes  40

- 1 Say **Listen and say**. Play recording, pausing so the children can describe the item of clothing each time, using all the pictures. Then continue the recording so that the children can check their answers.

Audio

a red ... a red t-shirt
red ... red shorts
green ... green shorts
a green ... a green skirt
black ... shoes
a black ... t-shirt

a yellow ... a yellow skirt
a yellow ... a yellow dress
white ... white jeans
white ... white shoes
blue ... jeans
a blue ... dress

ACTIVITY 3 10 minutes

- 1 Say **Say**. Put the children in pairs: they take it in turn to prompt with an item of clothing (e.g. *skirt*) and to describe the clothing using a colour (e.g. *a green skirt* or *a yellow skirt*), using all the pictures in Activity 1.

REVIEW 5 minutes

- 1 Display Unit 13 Poster.
- 2 Display the letter flashcards for *j*, *s* and *d*, eliciting the sounds. Repeat with *sh*, using the *s* and *h* cards together.
- 3 Play *I spy* using the poster. Say *I see something that starts with d d d d*. Elicit *Dress*. Repeat with the other words.
- 4 Develop the game by including colours, e.g. *I see something that starts with y y y y and d d d d*. Elicit, e.g. *Yellow dress*. Make sure that the children know they need to think of two words, one of which is a colour.
- 5 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  37

As Period 3.

PHONEMIC AWARENESS 5 minutes  38

As Period 3.

ACTIVITY 1 10 minutes

- 1 Say **Read**. Read the phrases in Activity 1 out loud together. Elicit which words are colours and which are items of clothing.
- 2 Elicit the names of the clothing items pictured. Ask *The jeans – what colour?* Elicit *Blue*. Repeat with *the t-shirt (yellow and green)*, *the shoes (blue and yellow)*, *the skirt (black and red)*, *the shorts (red)*, *the dress (green and white)*.

- 3 Say **Read and colour**. Check that the children are colouring the pictures correctly.
- 4 Get the children to check their answers in pairs.
- 5 Give feedback. Ask *What's blue and yellow?* Elicit *Shoes*. Repeat with *yellow and green (t-shirt)*, *blue (jeans)*, *green and white (dress)*, *red (shorts)*, *black and red (skirt)*.

ACTIVITY 2 5 minutes

- 1 Write on the board: *J jeans*. Say **Find and circle**, and circle the *j* in *jeans*.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.
- 3 Get the children to check each other's work.
- 4 Write the words on the board. Ask a different child to circle the appropriate letter in each word.
- 5 Say **Think**. Air-write *j* to elicit the sound *j*. Repeat with *z*, *k*, *d*, *sh*.
- 6 Say *Where's Peter?* **Trace and colour Peter**. The children trace and colour the rabbit.

ACTIVITY 3 10 minutes  41

- 1 Display the clothes and colour flashcards. Elicit the words. Then mix the cards together, displaying them in random order.
- 2 Say **Listen**. Play recording, asking children to put their hand up whenever they hear an item of clothing.
- 3 Play the song again, this time pausing after each line. Ask a different child to come and find the two flashcards to describe what each person is wearing (e.g. *blue + jeans* for Amir).
- 4 Say **Sing**. Play the song again. This time the children sing along. Repeat several times.
- 5 Everyone says *Goodbye*.

Audio

Amir has blue jeans.
Jamila has green shoes.
Sami has yellow shorts.
What about you?

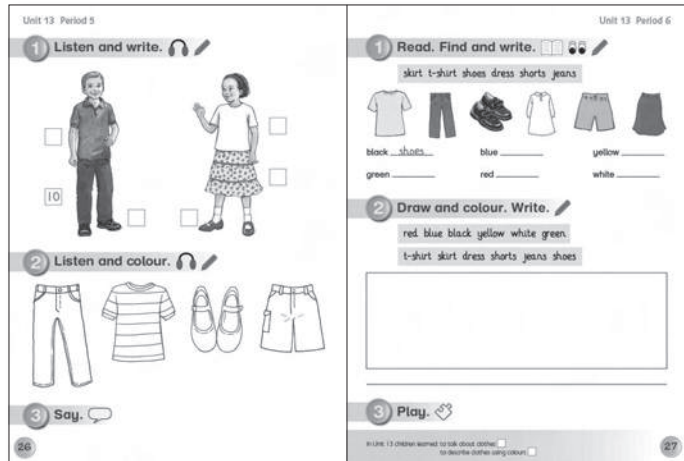
Tala has a red dress.
Zaid has a white shirt.
Salwa has a black skirt.
What about you?

UNIT 13

Aims to practise clothing vocabulary; to practise writing words; to link letter sounds and shapes to nouns

Key language *t-shirt, shoes, shorts, jeans, dress, skirt*; **letter sound** *sh*; **reading letters** *j, z, sh*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13, Unit 10, Unit 11, Unit 12, Letters d, h, j, s, Numbers 1–10)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 42

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Point to the yellow dress. Ask *What's this?* Elicit *A yellow dress*. Repeat with other items on the poster (e.g. *a green t-shirt, red shorts, blue shoes*, etc.).
 - Ask *Jeans – how many?* Elicit *Three*. Repeat with the other items of clothing.
- 3 Display the flashcards in the following pairs (in this order): blue + skirt, red + dress, yellow + t-shirt, green + jeans, white + shoes, black + shorts.
- 4 Say **Look and listen**. Play recording, pointing to the pair of flashcards as the item is mentioned.
- 5 Say **Look. Listen and say**. Play recording again, this time pausing in the gap for the children to describe each item.

Audio

<i>A skirt ... A blue skirt.</i>	<i>Jeans ... Green jeans.</i>
<i>A dress ... A red dress.</i>	<i>Shoes ... White shoes.</i>
<i>A t-shirt ... A yellow t-shirt.</i>	<i>Shorts ... Black shorts.</i>

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *d, j, s, sh*:
 - Show the flashcard for *d* and say *The name is ...* to elicit ... *d*. *The sound is d*. Then elicit as many words as possible starting with *d* (e.g. *desk/date/dress*). Encourage the children to include words from the poster.
 - Repeat for *j* (*jeans/juice*), *s* (*Salwa/Sami/six/seven/sister/skirt*).
 - Repeat for *sh*, showing the flashcards for *s* and *h* together. Elicit *shoes, shorts, t-shirt*.

You could make this competitive by putting the class into teams and seeing which team can find the most words for each sound.

ACTIVITY 1 5 minutes 43

- 1 Say **Listen**. Ask *What's Amir wearing?* Elicit *jeans, t-shirt, shoes*. Repeat for *Salwa* (*skirt, t-shirt, shoes*).
- 2 Use your fingers to revise numbers 1–10. Get the children to count with you and show the same number of fingers: *one, two, three, four, five, six, seven, eight, nine, ten*.
- 3 Use the number flashcards. Show the flashcard for 5 and elicit *Five*. Repeat for the other numbers.
- 4 Say **Listen and write**. Play recording, pausing after *ten*. Model the activity by tracing the example *10* in the Pupil's Book. Continue the recording, pausing after each number for the children to find the item and write the number.
- 5 Give feedback. Invite children to come to the board and put the correct pairs of flashcards together (e.g. *jeans – 10*).

Audio

Amir: jeans – ten, t-shirt – one, shoes – three
Salwa: skirt – eight, t-shirt – two, shoes – five

ACTIVITY 2 5 minutes 44

- 1 Ask *What's this?*, pointing to each of the clothes in turn. Elicit *jeans, t-shirt*, etc.
- 2 Say **Listen and colour**. Play the recording, pausing after each item to give the children time to colour in the appropriate item of clothing.
- 3 Check that the children are colouring the clothing correctly.
- 4 Put the children in pairs to check each other's work.
- 5 Give feedback. Say *Yellow jeans*. Show the flashcards for yellow and for jeans. Repeat with the other items.

Audio

yellow jeans, blue shorts, a red and white t-shirt, black shoes

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the children in pairs: the children take it in turn to describe the pictures they coloured in Activity 2.

REVIEW 10 minutes  41

- 1 Sing the *Amir has blue jeans* song from Period 4.
- 2 Put the class into two teams: 1 and 2.
- 3 Hold up a colour flashcard in your right hand (e.g. red) and a clothes flashcard in your left (e.g. shoes). Elicit a description for a child in Team 1 (e.g. *Red shoes*). If he/she gets it correct, Team 1 wins 1 point; if not, Team 2 has a go. Repeat with other combinations of colour + toy/transport, with teams taking it in turn to answer. The team with the most points wins.
- 4 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  42

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Say **Read**. Read the words in the wordbox and the colours out loud together. Emphasise the starting sounds as you say each word.
- 2 Model the activity. Say *Black. What's black?* **Find**. Elicit *Shoes*. Say **Write**. Model writing *shoes* in the book as an example.
- 3 Say **Find and write**. Check that the children are writing the correct words.
- 4 Give feedback. *Black. What's black?* Elicit *Black shoes*. Repeat for the other items (*blue skirt, yellow t-shirt, green shorts, red jeans, white dress*).

ACTIVITY 2 5 minutes

- 1 Read the colours aloud (*red, blue, ...*), with children following the text in their books and pointing to each word as they say it.
- 2 Show the flashcard for dress. Elicit *Dress*. Ask the children to find the word *dress* in the wordbox. Repeat with *jeans, shorts, t-shirt, skirt, shoes*.

- 3 Say **Draw and colour**. The children choose two items of clothing, and draw and colour them, using the colours in the wordbox.
- 4 Say **Write**. The children write a description of their clothes, e.g. *green shoes*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play What's missing?* (see p. 8).
 - Display the clothes flashcards, showing them one at a time and eliciting the name.
 - Say **Look**. Give the children 30 seconds to memorise them.
 - Then tell them to close their eyes. Take one of the flashcards away.
 - The children open their eyes and say the name of the missing item.
 - Repeat several times. To make the game more challenging, take away two cards at a time.
- 2 Everyone says *Goodbye*.

UNIT 14

Revision

Aims to revise vocabulary from Units 10–13; to practise writing letters; to link letter sounds to nouns

Key language language from Units 10–13 (see p. 10 for summary)

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 12, Letters b, c, t, v)

Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster.
 - Ask *What can you see?* to elicit the transport.
 - Ask *Bike – what colour?* Elicit *Red*. Repeat for other items.
 - Point to the bike and say *What is it?* Elicit *It's a red bike*. Repeat with *blue bus, green car, yellow taxi, white van*.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *b, c, t, v*:
 - Show the flashcard for *b* and say *The name is ...* to elicit ... *b*. *The sound is b*. Then elicit as many words as possible starting with *b* (*bike/ball/balloon/black/blue/bus/bye/bread/board*).
 - Repeat for *c* (*car/cat/coffee*), *t* (*taxi/t-shirt/teacher/tea*), *v* (*van*).
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Van*. The children point to *v*. Repeat with other words/letters.

ACTIVITY 1 5 minutes 45

- 1 Read the speech bubbles out loud together.
- 2 Say **Listen and find**. Play recording, pausing so the children can find the items.
- 3 Ask *What colour is the bike?* Elicit *Black*. Repeat with the other transport items.

Audio

- *Sami, where's my red car?*
- *There!*
- *Sami, where's my black bike?*
- *There!*
- *Sami, where's my green van?*
- *Here!*
- *Sami, where's my yellow taxi?*
- *There!*
- *Sami, where's my blue bus?*
- *Here!*

ACTIVITY 2 5 minutes 46

- 1 Say **Listen and say**. Play recording again, pausing so that the children can respond to the question each time as though they were Sami.
- 2 Ask *What's this? It's yellow*. Elicit *It's a taxi*. Repeat with the other transport items.
- 3 Say **Find Peter**. The children find the rabbit in the picture and say *Peter*.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the children into pairs. One pretends to be Amir, the other Sami. Amir asks *Where's my ... ?* and Sami responds *Here!* or *There!*, as appropriate.

ACTIVITY 4 5 minutes

- 1 Model the activity. Write on the board *___hite*, and separately *g b y r b*. Show the white flashcard. Ask *What colour?* Elicit *White*. Look at the word on the board and pretend to think. Say **Think**. Say the sound *w w w*. Elicit the sounds of the letters you have written up and get the children to identify *w*. Write in *w* to complete *white*.
- 2 Show the other colour flashcards, each time eliciting the name and the starting sound.
- 3 Say **Write**. Check that the children are completing the words correctly.
- 4 Give feedback. Write all the prompts and starting letters on the board. Ask a different child to come and write in the correct starting letter for each one (*white, green, red, yellow, blue, black*).

ACTIVITY 5 10 minutes

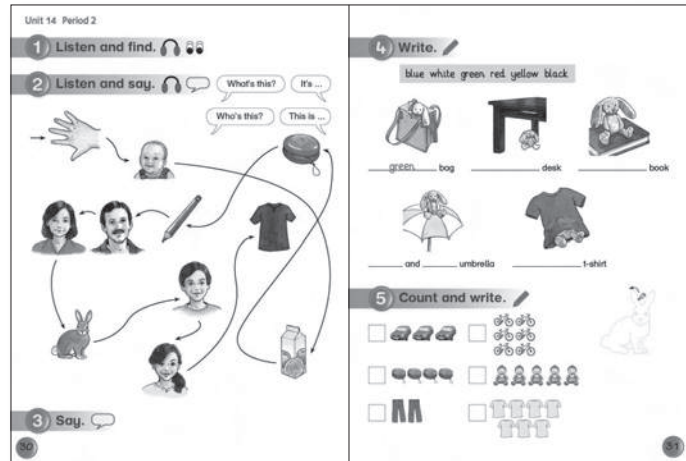
- 1 With your back to the class, write a big letter *l* in the air. Describe in Arabic how the letter is formed as you do so. Ask the children to copy you.
- 2 Repeat 1 with *l, t, b, h, p, m, n, r*.
- 3 Write *l* on the board. Say **Copy**. and write *l* again, twice.
- 4 Say **Copy**. Check that the children are writing the letters correctly.
- 5 Elicit a word for each of the letters (e.g. *insect, lion, taxi, ball, hand, Peter, melon, nose, rabbit*, etc.).
- 6 Everyone says *Goodbye*.

UNIT 14

Aims to revise vocabulary from Units 10–13; to practise writing words and numbers; to link letter sounds to nouns

Key language language from Units 10–13 (see p. 10 for summary)

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Letters a, h, p, y)



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster. Elicit responses in English.
 - Ask *Who's this?* to elicit the characters.
 - Point to a ball and ask *What's this?* to elicit *It's a ball*. Repeat with the other toys.
 - Say **Find something red**. Pretend to look carefully at the poster. Pretend to find the red umbrella – point to it and say *A red umbrella*. Repeat with the other colours, asking a different child to find and identify the item each time.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *y, a, h, p*:
 - Show the flashcard for *y* and say *The name is ... to elicit ... y. The sound is y*. Then elicit as many words as possible starting with *y* (*yo-yo/yes/you*).
 - Repeat for *a* (*apple juice/Amir*), *h* (*hi/hello/hand/head*), *p* (*pencil/Pip/Polly*).
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Yo-yo*. The children point to *y*. Repeat with other words/letters.

ACTIVITY 1 5 minutes 47

- 1 Write up *What's this?* Read it aloud together, with you following the text from left to right as you do so.
- 2 Repeat 1 with *Who's this?*
- 3 Say **Listen and find**. Play recording, pausing for the children to find the item each time.
- 4 Point to the picture of the hand. Ask *What's this?* or *Who's this?* Elicit that the correct question is *What's this?* Repeat with the other items pictured.

Audio

What's this?
It's a yo-yo.
It's orange juice.
It's a hand.
It's a pencil.
It's a rabbit.
It's a t-shirt.

Who's this?
This is Sami.
This is the baby.
This is Mum and Dad.
This is Tala.

ACTIVITY 2 10 minutes 48

- 1 Read the speech bubbles out loud together.
- 2 Say **Listen and say**. Show that the children start at the top of the page and follow the items in the order give. Play recording, pausing for the children to reply to the question each time.

Audio

What's this? ... It's a hand.
Who's this? ... This is the baby.
What's this? ... It's orange juice.
What's this? ... It's a yo-yo.
What's this? ... It's a pencil.
Who's this? ... This is Dad.
Who's this? ... This is Mum.
What's this? ... It's a rabbit.
Who's this? ... This is Sami.
Who's this? ... This is Tala.
What's this? ... It's a t-shirt.

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the children in pairs. They take it in turn to point to a picture and ask the appropriate question and to answer it.

ACTIVITY 4 5 minutes

- 1 Write on the board *blue, white, green, red, yellow, black*. Read the words aloud together.
- 2 Read the text together slowly: *bag, desk*, etc.
- 3 Point to the first picture and ask *What colour?* Elicit *Green*. Say **Write**. Model writing *green* in the book as an example.
- 4 Say **Write**. Check that the children are writing the correct words.
- 5 Give feedback. Say *Bag?* Elicit *Green bag*. Repeat with *black desk, blue book, yellow and white umbrella, red t-shirt*.
- 6 Say *Where's Peter?* **Trace** and colour *Peter*. The children trace and colour the rabbit.

ACTIVITY 5 5 minutes

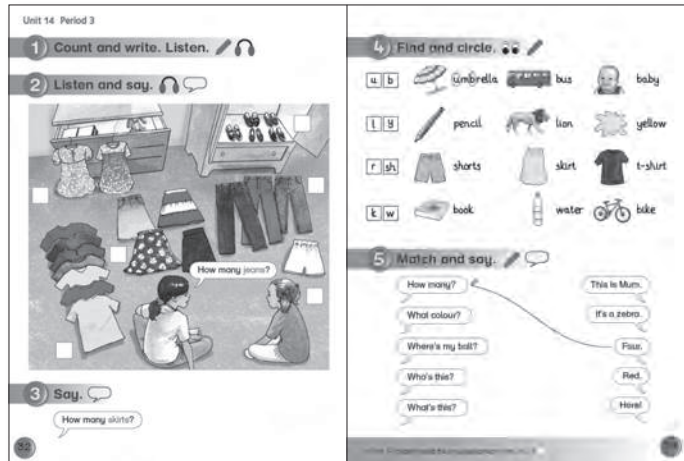
- 1 Say **Count** the cars. Elicit *Three*. Count together: *one, two, three*. Say **Write**. Model writing **3** in the Pupil's Book. Repeat with *bikes (six)*.
- 2 Say **Count and write**. Check that the children are writing the correct numbers.
- 3 Give feedback. Say **Count** the yo-yos (*four*), dolls (*five*), jeans (*two*), t-shirts (*seven*).
- 4 Wave and say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

UNIT 14

Aims to revise vocabulary from Units 10–13; to link letter sounds to nouns

Key language language from Units 10–13 (see p. 10 for summary)

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Letters d, h, j, s)



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster. Ask *What can you see?* to elicit clothes, colours, numbers.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *s, d, j, sh*:
 - Show the flashcard for *s* and say *The name is ...* to elicit ... *s*. *The sound is s*. Then elicit as many words as possible starting with *s* (e.g. *skirt/sister/six/seven*).
 - Repeat for *d* (*dress/dates/dog/desk/Dad*), *j* (*jeans/juice/Jamal/Jamila*), *sh* (using *s + h*) (*shorts/shoes*).
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Dress*. The children point to *d*. Repeat with other words/letters.

ACTIVITY 1 5 minutes 49

- 1 Ask *What can you see?* to elicit the items of clothing in the picture.
- 2 Ask *How many skirts?* **Count**. Elicit *One, two, three, four*. Say **Write**. and model writing **4** in the book as an example.
- 3 Check that the children are counting and writing the numbers correctly.
- 4 The children check each other's work in pairs.
- 5 Say **Listen**. Play recording, pausing so the children can check their answers.
- 6 Ask *Peter?* **Find Peter**. The children find the rabbit in the picture and say *Peter*.

Audio

- | | |
|----------------------|---------------------|
| – How many jeans? | – How many shorts? |
| – Three. | – One. |
| – How many skirts? | – How many dresses? |
| – Four. | – Two. |
| – How many t-shirts? | – How many shoes? |
| – Seven. | – Ten. |

ACTIVITY 2 5 minutes 50

- 1 Read the speech bubble out loud together.
- 2 Say **Listen and say**. Play recording, pausing for the children to give the correct number each time.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- 1 Read the speech bubble out loud together.
- 2 Say **Say**. Put the children in pairs. They take it in turn to ask and answer about the items in the picture, using *How many ... ?*

ACTIVITY 4 5 minutes

- 1 Write on the board: **u umbrella**, spacing the items out. Say **Find and circle u**. Circle the *u* in *umbrella*.
- 2 Say **Find and circle b**. Circle *b* in *umbrella*.
- 3 Say **Find and circle**. Check that the children are circling the correct letters.
- 4 Write the words on the board. Ask a different child to circle the appropriate letter(s) in each word.

- 5 Get the children in pairs to check each other's work.
- 6 Say **Think**. Air-write *u* to elicit the sound *u*. Repeat with *b, l, y, r, sh, k, w*.

ACTIVITY 5 10 minutes

- 1 Read the text in the book out loud together, with the children pointing to each word as they say it. Ask *How many?* Elicit *Four*. as the answer. Say **Match**. Model writing the line between the question and answer as an example.
- 2 Say **Match**. Check that the children are matching the questions and answers correctly, giving support as necessary.
- 3 Get the children in pairs to check each other's work.
- 4 Choose a confident pair of children. Say **Say**. One child says *How many?* The other responds *Four*. Repeat using different children for *What colour?* / *Red.*, *Where's my ball?* / *Here!*, *Who's this?* / *This is Mum.*, *What's this?* / *It's a zebra*.
- 5 Everyone says *Goodbye*.

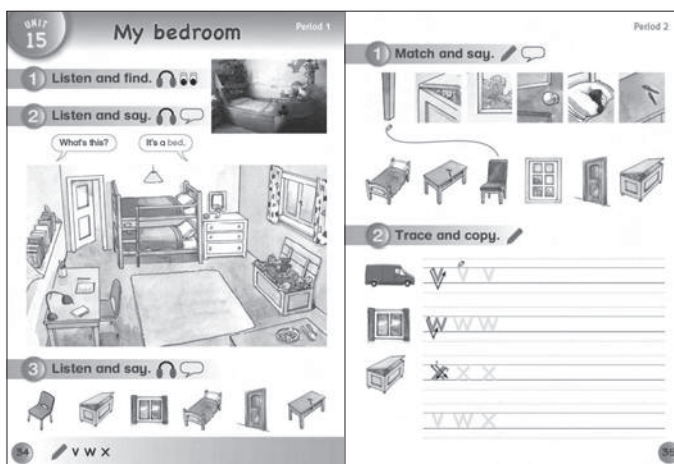
UNIT 15

My bedroom

Aims to practise vocabulary for items in a bedroom; to practise writing letters; to link letter sounds and shapes to nouns

Key language *bed, table, chair, box, window, door*; **letter sounds** *x, ch*; **reading letters** *x, ch*; **writing letters** *v, w, x*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15 (except in, on, under), Unit 4 – leg, Unit 11 – van, Letters b, c, d, h, t, w, x) *Plus (for Period 2): Letter Poster, Flashcards (Letters a, e, g, l, n, o, r, v)*



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 51

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 15 Poster.
 - Ask *What can you see?* to elicit as many items as possible in English (e.g. *pencil, book, t-shirt*, etc.).
 - Elicit the new bedroom items in Arabic.
- 3 Display the bedroom flashcards.
- 4 Say **Listen**. Play recording, pointing to each flashcard.
- 5 Say **Say**. Point to the items on the poster, one by one, to elicit the names.
- 6 Ask the children to use their fingers, or clap, to show you the syllables: *bed* (1), *ta-ble* (2). Play the recording again if necessary to help them.

Audio

a bed, a table, a chair, a box, a window, a door

PHONEMIC AWARENESS 5 minutes

- 1 Introduce the sounds *x* and *ch*:
 - Say **Think**. Say *x x x x*. *Box – b–o– ...* Elicit *x*.
 - Point to your lips and say *x x x x* – get the children to notice the shape of your mouth and to repeat with you.
 - Repeat with *ch* (*chair*).
- 2 Indicate the flashcards. Say *t t t t* to elicit *Table*. Repeat with the other items of furniture.
- 3 Say *Box – b–o– ...* and elicit *x x x x*. Repeat with *cheese* and *taxi*.

ACTIVITY 1 5 minutes 52

- 1 Say **Listen and find**. Play recording, pausing so the children can find the items.

Audio

<i>– In my bedroom</i>	<i>– What's this?</i>
<i>– What's this?</i>	<i>– It's a box.</i>
<i>– It's a bed.</i>	<i>– What's this?</i>
<i>– What's this?</i>	<i>– It's a window.</i>
<i>– It's a table.</i>	<i>– What's this?</i>
<i>– What's this?</i>	<i>– It's a door.</i>
<i>– It's a chair.</i>	

ACTIVITY 2 5 minutes 53

- 1 Say **Listen and say**. Play recording, pausing so the children can find the items and repeat the words.
- 2 Introduce the toy monkey. Ask *Who's on the bed? It's Pippa!* Encourage the children to say *Hello, Pippa*.

Audio

<i>In my bedroom</i>	<i>It's a chair.</i>
<i>What's this?</i>	<i>It's a box.</i>
<i>It's a bed.</i>	<i>It's a window.</i>
<i>It's a table.</i>	<i>It's a door.</i>

ACTIVITY 3 10 minutes 54

- 1 Write on the board *What's this? It's a ...* Say **Listen and read**. Say and point to one word at a time for the children to repeat. Drill whole class.

- 2 Say **Listen and say**. Play recording, pausing so the children can answer.
- 3 Divide the class into two teams. One team says *What's this?* The other team responds *It's a chair*, etc. using the pictures. After a few turns, swap roles, so the team answering now asks the question.
- 4 Put the children in pairs: they take turns asking and answering questions using the pictures.

Audio

What's this? ... It's a chair.

What's this? ... It's a box.

What's this? ... It's a window.

What's this? ... It's a bed.

What's this? ... It's a door.

What's this? ... It's a table.

REVIEW 5 minutes

- 1 Display the letter flashcards *x, b, t, w, d* and *c + h*. Elicit the sounds.
- 2 Display the bedroom flashcards and elicit the words.
- 3 Play *I spy* using the bedroom flashcards. Say *I see something that starts with b b b b*. Elicit *Bed*. Repeat with the other words.
- 4 Take the letter *x* down. Ask a child to find a pair of cards – a letter card and an item starting with that letter. Ask the rest of the class if they agree. Repeat with different children.
- 5 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  51

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Say **Think**. Point to the first picture in the top row (the chair leg) and ask *What's this?* Elicit *Chair*. Repeat with the other pictures in the top row.
- 2 Say **Match**. Model the activity by tracing the example line from the chair leg to the chair.
- 3 Say **Match**. Check that the children are matching the correct pictures.
- 4 Say **Say**. Get the children to work in pairs to check their answers.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace **v** on the poster, using the arrow to show the direction of writing.
- 2 Write **v** on the board and say the sound *v*. Mark the starting point with a large dot. Start on the dot and write slowly and clearly over the letter.
- 3 Repeat **1 & 2** with **w** and **x**.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter **v** in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write **v** in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat **5 & 6** with **w** and **x**.

REVIEW 10 minutes

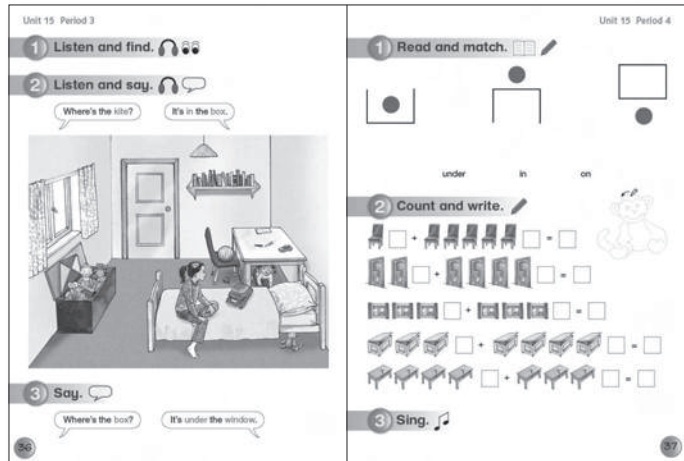
- 1 Display the letter flashcards *v, a, n, l, e, g, b, o, x, c, r*. Elicit the sounds.
- 2 Display the van, leg, box and car flashcards. Elicit the words.
- 3 Say *Box*. Say *B–o–x*. Show five fingers and ask *B–o–x – box*. *How many sounds?* Get the children to show you three fingers.
- 4 Ask a child to put the letter cards in the correct order to make *box*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order. Ask another child to find the correct picture card for *box*.
- 5 Repeat **4** with different children making *van, leg, box* and *car*.
- 6 Everyone says *Goodbye*.

UNIT 15

Aims to practise vocabulary for items in a bedroom; to practise writing numbers; to link letter sounds and shapes to nouns

Key language *bed, table, chair, box, window, door; in, on, under; letter sounds x, ch; reading letters x, ch*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15, Letters c, h, x), a box and a small ball (to practise prepositions) *Plus (for Period 4):* Flashcards (Unit 10)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 55

- Greet the class. Encourage the children to respond.
- Show Unit 15 Poster.
 - Ask *What can you see?* to elicit as many items as possible in English (bedroom items, *pencil, t-shirt*, etc.).
- Introduce the prepositions *in, on, under*.
 - Show the children the box you have brought and ask *What is it?* Elicit *It's a box*. Repeat with the ball.
 - Put the ball in the box. Ask *Where's the ball?* Say *In the box*, emphasising *in*.
 - Repeat with *on* and *under*.
 - Put the ball in random places (*in, on* or *under* the box) to elicit the correct description.
- Teach the children actions for *in, on, under*.
 - Say *Under*: hold your left hand out, palm down; put your right hand under your left hand.
 - Say *On*: put your right hand on top of your left hand.
 - Say *In*: curve your left hand as though holding a glass and put your right hand into the curve.
- Say *Listen and do*. Play recording. The children listen and do the appropriate action when they hear *in, on* or *under*. Repeat.

Audio

The ball is on the box.

The ball is in the box.

The ball is under the box.

The ball is in the box.

The ball is under the box.

The ball is on the box.

- Say **Think**. Say *x x x x* and elicit words with the *x* sound in them – *box, taxi*. Say **Say** *x x x x* for the children to repeat.
 - Repeat for *ch* (*chair*).
 - Display flashcard for *x* and say *The name is x. The sound is x*.
 - Display flashcards for *c* and *h*: show them together and say *The name is c. The name is h. The sound is ch*.
- Say *Cheese*. and elicit *ch ch ch ch*. Repeat with *chair*, then *box* and *taxi* (exaggerating the *x* so that the children pick out the sound).

Audio

The name is x. The sound is x.

The name is c. The name is h. The sound is ch.

ACTIVITY 1 5 minutes 57

- Read the speech bubbles out loud together.
- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Ask the children to describe where other items are in the room, using *in, on* and *under*. (e.g. *ball on the chair, Pippa under the bed, kite in the box*).
- Say *Under*. to elicit the appropriate action. Repeat with *in* and *on*.

Audio

The doll is in the box.

The book is in the bag.

Amal is on the bed.

The car is on the table.

The box is under the window.

Jamila is under the table.

ACTIVITY 2 5 minutes 58

- Say **Listen and find**. Play recording, pausing in each gap so the children can find the item. Continue playing so the children can check the position each time.

PHONEMIC AWARENESS 5 minutes 56

- Revise the sounds *x* and *ch*:

- 2 Say **Listen and say**. Play recording, pausing in each gap so the children can say where the item is.
- 3 Repeat 2.
- 4 Ask *Where's Pippa?* The children find the monkey in the picture and say *Under the bed*.

Audio

*Where's the kite? ... It's in the box.
Where's the book? ... It's in the bag.
Where's the car? ... It's on the table.
Where's the box? ... It's under the window.
Where's the ball? ... It's on the chair.
Where's the yo-yo? ... It's under the chair.*

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Use the preposition flashcards to review *in, on, under*.
- 3 Say **Say**. Put the children in pairs: they take turns asking and answering questions using the picture of the bedroom.

REVIEW 10 minutes

- 1 Play *Teacher says* (see p. 8).
 - Say *Teacher says 'Put your hands under the desk / on the desk / in your bag.'*, etc. Sometimes miss out *Teacher says* at the beginning.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

Once the children are familiar with the game, you can make it more challenging by giving the prompts without much of a gap, so they have to think and react more quickly.

- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  55

As Period 3.

PHONEMIC AWARENESS 5 minutes  56

As Period 3.

ACTIVITY 1 10 minutes

- 1 Say *In*. for the children to do the appropriate action. Repeat for *under* and *on*.
- 2 Show the ball and the box. Say *The ball is in the box*. Ask a child to place the ball correctly. Ask the class to confirm

Yes. or *No*. Repeat a few times with *on* and *under*, using a different child each time.

- 3 Say **Read**. Read the words in the book together. Say **Match**. Model matching in the book as an example.
- 4 Say **Read and match**. Check that the children are matching the pictures and words correctly.
- 5 Display the preposition flashcards. Say *Under*. Ask a child to choose the correct flashcard. Repeat for *in* and *on*.
- 6 Say *Where's Pippa?* **Trace** and colour *Pippa*. The children trace and colour the monkey.

ACTIVITY 2 5 minutes

- 1 Model the activity. Say **Count** *the chairs*. Elicit *One and five is six*. Say **Write**. Model writing / in the Pupil's Book as an example.
- 2 Say **Count and write**. Check that the children are writing the correct numbers.
- 3 Say **Count** *the chairs*. Elicit *One and five are six*. Repeat with *doors (Two and four are six.)*, *windows (Three and three are six.)*, *boxes (Three and four are seven.)*, *tables (Four and three are seven.)*.

ACTIVITY 3 10 minutes  59

- 1 Display the toy and bedroom flashcards. Elicit the words.
- 2 Introduce the word *floor*: put a book on the floor of the classroom and say *The book is on the floor*. Pick the book up and put a pencil on the floor. Elicit *The pencil is on the floor*.
- 3 Say **Listen**. Play recording.
- 4 Ask seven children to stand in a line at the front of the class. Play recording again. The seven children take it in turn to take a flashcard when they hear it mentioned in the song. By the end they should be holding the flashcards for *bed*, *door*, *ball*, *chair*, *table*, *yo-yo* and *window*. Remove all the other flashcards and display only these seven, in the order given here.
- 5 Say *Sing*. Play recording again for the children to sing along. Repeat several times.
- 6 Everyone says *Goodbye*.

Audio

*This is my bedroom.
This is my bedroom.
This is my bed.
My bed is red.
This is the door.
My ball's on the floor.*

*This is my chair.
And my table is there.
And here's my yo-yo
Under the window.*

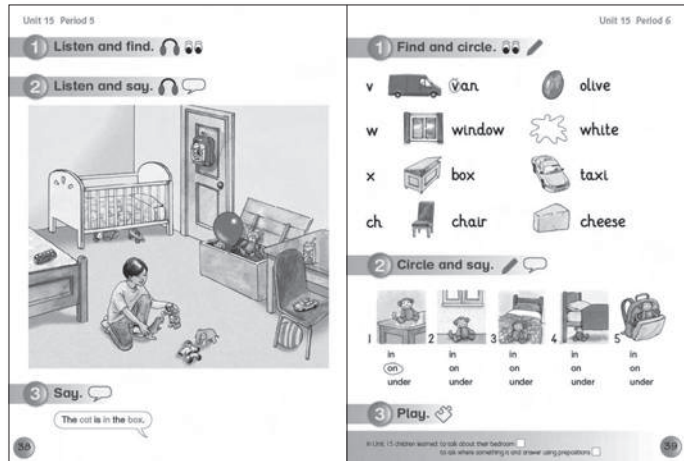
UNIT 15

Aims to practise vocabulary for items in a bedroom; to link letter sounds and shapes to nouns

Key language *bed, table, chair, box, window, door; in, on, under; letter sounds x, ch; reading letters x, ch*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15 – in, on, under, Letters b, c, h, u, v, w, x)

Plus (for Period 6): a selection of Flashcards from Units 10–15 (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 60

- Greet the class. Encourage the children to respond.
- Show Unit 15 Poster.
 - Ask *What can you see?* to elicit as many items as possible in English (bedroom items, *pencil, book, t-shirt*, etc.).
 - Point to the first picture and ask *Where's the lion?* to elicit *It's on the bed*. Repeat with *balloon/skates (under)*.
 - Repeat *Where's the ... ?* with some of the other pictures:
bed: (under), + ball (on bed)
table: pencil, t-shirt (on), shoe (under)
window: box
chair: taxi (on), car, bus (under)
door: bag (on), + book (in bag)
box: doll, rabbit, kite (in).
- Use the flashcards to review *in, on, under*. Elicit the action for each one (see p. 98).
- Say **Listen and do**. Play recording. The children listen and do the appropriate action when they hear *in, on* or *under*.
- Point to the poster. Say **Look. Listen and say**. Play the recording, pausing after each question to give the children time to answer. Then continue the recording so the children can check their answers.

Audio

- Where's the lion? ... It's on the bed.*
- Where's the shoe? ... It's under the table.*
- Where's the bus? ... It's under the chair.*
- Where's the rabbit? ... It's in the box.*
- Where's the bed? ... It's under the window.*
- Where's the book? ... It's in the bag.*

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *b, u, v, x, w, ch*:
 - Show the flashcard for *b* and say *The name is ...* to elicit *... b. The sound is b*. Then elicit as many words as possible starting with *b* (e.g. *bed/box/bag*, etc.).
 - Repeat for *u (umbrella/under)*, *v (van)*, *x (box)*, *w (window/water/Wafa/what/where)*, *ch (chair/cheese)*.
- Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Window*. The children point to *w*. Repeat with other words/letters.

ACTIVITY 1 10 minutes 61

- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Ask *What's under the chair?* Elicit *The ball*. Repeat with *in the bag (water)*, *on the table (orange juice)*.
- Ask the children to describe the location of other items, e.g. *balloon in the box*, *bus on the bed*, *taxi on the chair*, *skate under the bed*.

Audio

- The cat is in the box.*
The water is in the bag.
The bag is on the door.
The orange juice is on the table.
The ball is under the chair.
The skate is under the bed.

ACTIVITY 2 5 minutes 62

- Play the recording. Get the children to do the action for each preposition as they hear it (*in, on, under*).

- 2 Say **Listen and say**. Play recording again, pausing after each prompt for the children to say the complete sentence. Then continue the recording so that they can check their answers.
- 3 Say *The balloon is ...* to elicit *The balloon is in the box*. Repeat with *The bus is on the bed*., *The taxi is on the chair*., *The ball is under the chair*., *The skate is under the bed*.

Audio

The cat is ... The cat is in the box.
The water is ... The water is in the bag.
The bag ... The bag is on the door.
The orange juice ... The orange juice is on the table.
The ball is ... The ball is under the chair.
The skate is ... The skate is under the bed.

ACTIVITY 3 7 minutes

- 1 Read the speech bubble out loud together.
- 2 Say **Say**. Put the children in pairs: they take it in turn to say an item (e.g. *orange juice*) and to say where it is (e.g. *The orange juice is on the table*).
- 3 Ask *Where's Pippa?* The children find the monkey in the picture.

REVIEW 3 minutes  59

- 1 Sing the *This is my bedroom* song from Period 4.
- 2 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  60

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Write on the board: **v va.n.** Say *Van – v v v van*. Say **Find and circle**., and circle the *v* in *van*.
- 2 Say **Find and circle**. Check that the children are circling the correct letters.
- 3 Get the children to check each other's work in pairs.
- 4 Write the words on the board. Ask a different child to circle the appropriate letter in each word.
- 5 Say **Think**. Air-write **v** to elicit the sound *v*. Repeat with **w**, **x** and **ch**.

ACTIVITY 2 10 minutes

- 1 Write on the board *in, on, under*. Say **Read**. Read the words aloud together.
- 2 Ask *Where's Pippa?* Point to the first picture in the book. Elicit *On the table*. Say *On – Pippa's on the table*., emphasising *on*. Say **Circle**. Model circling *on* in the book as an example.
- 3 Say **Read and circle**. Check that the children are circling the correct prepositions.
- 4 Get the children to check with a partner.
- 5 Give feedback. Say **Say**. Say *One – Where's Pippa?* Elicit *Pippa is on the table*. Repeat for the other pictures (two – *under the window*, three – *on the bed*, four – *under the bed*, five – *in the bag*).
- 6 Put the children in pairs: they take turns asking and answering *Where's Pippa?* using the pictures.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Odd one out*. You will need a selection of flashcards from Units 10–15.
 - Put the class into two teams: 1 and 2.
 - Explain that the teams in turn will say which is the odd one out in a set of four flashcards. They get 1 point for identifying the correct item and 2 points if they can explain why (in Arabic).
 - Display flashcards for door, red, blue and white. Elicit the words.
 - Ask *Which is the odd one out?* The first team to say *Door*. gets 1 point (plus another point if they can say, e.g. it is not a colour). Accept any plausible answers. The children may see reasons for connections that are nothing to do with the topics in the Pupil's Book.
 - Repeat with other combinations of flashcards (3 from a topic + one other; 3 the same colour + one a different colour, etc.).
- 2 Everyone says *Goodbye*.

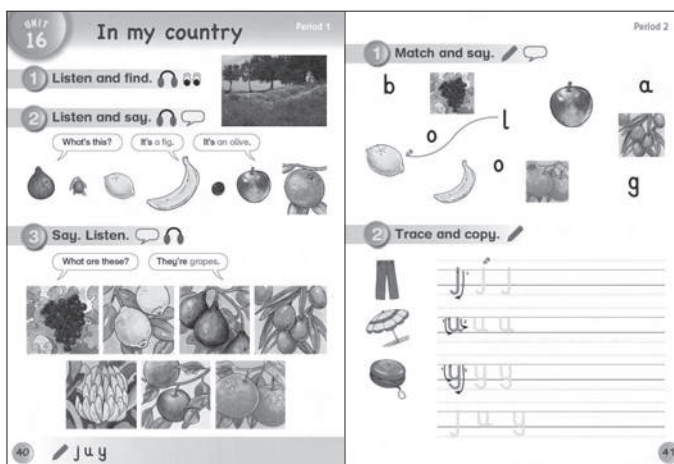
UNIT 16

In my country

Aims to practise fruit vocabulary; to practise writing letters; to link letter sounds and shapes to nouns

Key language *orange, lemon, grape, apple, banana, fig, olive*; **writing letters** *j, u, y*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16, Letters a, b, e, f, g, l, n, o, p, r, s, v)
Plus (for Period 2): Letter Poster, Flashcards (Unit 15 – bed, box, Unit 12 – red, Letters d, i, x)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 63

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster. Elicit any words the children know in English – or are able to work out (e.g. *olive, apple, orange*). Remind them that they know the drinks made from some of the fruit – *orange juice* and *apple juice*. Elicit the other fruits in Arabic.
- 3 Show the fruit flashcards. Keep displayed on board/wall throughout lesson.
- 4 Say **Listen**. Play recording, pointing to each flashcard as the item is mentioned.
- 5 Say **Say**. Point to each flashcard to elicit the name.
- 6 Ask the children to use their fingers, or clap, to show you the syllables: *orange* (2), *ba-na-na* (3). Play the recording again if necessary to help them.

Audio

orange, lemon, grape, apple, banana, fig, olive

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *o, l, g*:
 - Show the flashcard for *o* and say *The name is ...* to elicit ... *o*. *The sound is o*. Then elicit as many words as possible starting with *o* (*olive/orange/on*).
 - Repeat for *l* (*lemon/lion/leg*) and *g* (*grape/goat/goodbye/green*).
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Goat*. The children point to *g*. Repeat with other words/letters.

You could make this competitive by putting the class into teams and seeing which team can find the most words for each sound.

ACTIVITY 1 5 minutes 64

- 1 Explain in Arabic that the word *a* is used to refer not to a specific item, but to an item in general. Say **Listen and find**. Play recording, pausing so the children can find the items.
- 2 Say *Grape*. to elicit *A grape*. Repeat with *lemon* and *banana*.
- 3 Say *Apple?* *A apple?* Elicit *No – an apple*. Explain that when a word starts with *a, e, i, o* or *u*, you use *an* instead of *a*. Repeat with *an orange* and *an olive*.

Audio

a lemon, a grape, a banana, a fig, an apple, an orange, an olive

ACTIVITY 2 5 minutes 65

- 1 Say **Listen and say**. Play recording, pausing so the children can find the items and repeat the answer.
- 2 Say **Listen and say**. Play recording, pausing in the gap after the question each time so the children can respond. Then continue the recording so they can check their answers.

Audio

What's this? ... It's a fig.
 What's this? ... It's an olive.
 What's this? ... It's a lemon.
 What's this? ... It's a banana.
 What's this? ... It's a grape.
 What's this? ... It's an apple.
 What's this? ... It's an orange.

ACTIVITY 3 5 minutes  **66**

- 1 Read the speech bubbles out loud together.
- 2 Point to the grapes. Ask *What are these?* **Say.** Elicit *Grapes*. Make sure that the children are saying the plural form.
- 3 Say **Listen.** Play to the end of the first answer so that the children can check their response.
- 4 Repeat **2 & 3** with the other pictures.

Audio

They're grapes.	They're bananas.
They're lemons.	They're apples.
They're figs.	They're oranges.
They're olives.	

REVIEW 10 minutes

- 1 Display the fruit flashcards and elicit the words.
- 2 Display letter flashcards *a, b, f, g, l, o, v, p, r, s, n, e*. Elicit the sounds.
- 3 Ask a child to make a pair using a picture flashcard and the letter card for the starting sound of the item. This is more challenging than usual because they have to choose from more letters.
- 4 Remove the extra letter flashcards and change the order of the remaining letter flashcards. Elicit the fruit for each letter.
- 5 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**  **63**

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Say **Say.** Elicit the names of the fruit pictured. Make sure that the children say the singular or plural form as appropriate (so *grapes, a lemon, an apple, oranges, olives, a banana*).

- 2 Say **Read.** Read the letters aloud together.
- 3 Write *l* on the board. Elicit the sound *l*. Say *llll apple?* Elicit *No – lemon*. Say **Match.** Model drawing a line in the book between *l* and the picture of a lemon as an example.
- 4 Check that the children are matching the pictures correctly.
- 5 Get the children to work in pairs to check their answers.
- 6 Give feedback. Say *Grapes*. and elicit *g g g g*. Ask a child to write the letter *g* on the board. The rest of the class says whether they agree.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace *j* on the poster, using the arrow to show the direction of writing.
- 2 Write *j* on the board and say the sound *j*. Mark the starting point with a large dot. Start on the dot and write slowly and clearly over the letter.
- 3 Repeat **1 & 2** with *u* and *y*.
- 4 Say **Trace and copy.** Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter *j* in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write *j* in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat **5 & 6** with *u* and *y*.

REVIEW 10 minutes

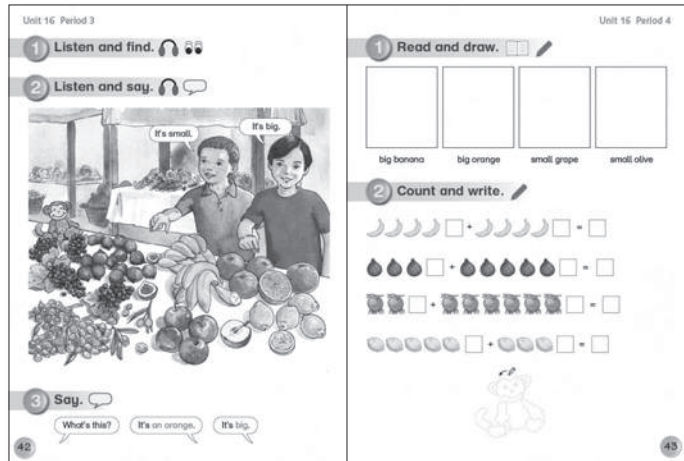
- 1 Display the letter flashcards *b, e, d, o, x, f, i, g, r*. Elicit the sounds.
- 2 Display the bed, box, fig and red flashcards. Elicit the words.
- 3 Say *Red*. Say *R–e–d*. Show five fingers and ask *R–e–d – red*. *How many sounds?* Get the children to show you three fingers.
- 4 Ask a child to put the letter cards in the correct order to make *red*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order. Ask another child to find the correct picture card for *red*.
- 5 Repeat **4** with different children making *box, fig* and *bed*.
- 6 Everyone says *Goodbye*.

UNIT 16

Aims to practise fruit vocabulary; to practise writing numbers; to link letter sounds and shapes to nouns

Key language *orange, lemon, grape, apple, banana, fig, olive; It's big/small*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16, Unit 15, Letters a, b, f) Plus (for Period 4): Flashcards (Unit 2)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 67

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster.
 - Elicit the fruits in English. Then elicit the plural forms (*bananas, grapes, etc.*).
 - Point to a red apple and ask *What colour?* Elicit *Red*. Repeat with the other fruit.
- 3 Show the fruit flashcards. Keep displayed on board/wall throughout lesson.
- 4 Use the flashcards to introduce *small* and *big*. Then introduce the actions for *small* and *big*. Put your palms close together to indicate small. Say **Say small**. Encourage the children to copy you as they speak. Repeat with *big*, moving your hands far apart (keep the palms still facing each other).
- 5 Say **Listen**. Play the first part of the recording, pointing to each item on the poster as it's mentioned. Ask the children to do the action for *small* or *big* each time.
- 6 Say **Listen and say**. Play recording again, pausing for the children to describe the size of the fruit each time. Then continue playing the recording so that they can check their answers.

Audio

Banana ... *It's big.*
Grape ... *It's small.*
Lemon ... *It's big.*
Apple ... *It's big.*

Olive ... *It's small.*
Fig ... *It's small.*
Orange ... *It's big.*

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *a, b, f*.
 - Show the flashcard for *a* and say *The name is ...* to elicit

... *a*. The sound is *a*. Then elicit as many words as possible starting with *a* (*apple/apple juice/Amir/a/an*).

- Repeat for *f* (*fig/finger/face*) and *b* (*banana/bread/bye/board/book/bag/baby/ball/balloon/bus/bike/black/blue/bed/box*) – challenge the children to see how many *b* words they can find.
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Bed*. The children point to *b*. Repeat with other words/letters.

ACTIVITY 1 5 minutes 68

- 1 Read the speech bubbles out loud together.
- 2 Say **Listen and find**. Play recording, pausing so the children can find the items.
- 3 Ask *Where's Pippa?* The children find the monkey in the picture.

Audio

What's this?
It's an orange. It's big.
It's an apple. It's big.
It's a banana. It's big.
It's a lemon. It's big.
Oranges, apples, bananas and lemons are big.
What's this?
It's a grape. It's small.
It's an olive. It's small.
It's a fig. It's small.
Grapes, olives and figs are small.

ACTIVITY 2 5 minutes 69

- 1 Say **Listen and say**. Play recording, pausing so that the children can complete the sentences with *big* or *small*, as appropriate.

- 2 Say *An a a a a ...* to elicit *An apple*. Ask *Big or small?* Elicit *An apple is big*. Repeat with the other fruits.

Audio

As Activity 1, with pause before *big/small* each time

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Say**. Drill whole class in the question and answer, using *an apple*. Repeat with other fruits.
- 3 Put the children in pairs. They take it in turn to point to a fruit in the picture and ask *What's this?*, and to respond (e.g. *It's an apple. It's big.*).

REVIEW 10 minutes

- 1 Display the bedroom and fruit flashcards. Elicit the words.
- 2 Put the class into two teams: 1 and 2. Each team takes it in turn to send two team members to the front. The teacher dictates a sequence of flashcards, e.g. *Bed, orange, window, apple*. The children put them in order, winning a point for each flashcard in the correct place. Repeat several times. The team with the most points wins.
- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes**  67

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Write on the board *big, small* and (on a separate line) *banana, orange, grape, olive*. Say **Read**. Read the words out loud together.
- 2 Point to the fruit words in random order and elicit the name.
- 3 Draw an apple. Point to the apple and ask *Small apple?* Elicit *No – big apple*. Say *Big apple. Small grape*. and draw a grape which is bigger than the apple. Look confused. Elicit *No – small grape*. Rub out the grape and redraw it the correct size. Say *Big apple. Small grape*. Get the children to repeat this with you.
- 4 Say **Read and draw**. The children read each text and draw pictures of an appropriate size.
- 5 Check that the children are drawing the correct pictures.

- 6 Give feedback. Ask a child to come to the board. Say **Draw a big banana**. Ask the rest of the class if the drawing is correct. Repeat with *big orange, small grape* and *small olive*, using a different child each time.

ACTIVITY 2 10 minutes

- 1 Model the activity. Say **Count the bananas**. Elicit *Four and four are eight*. Say **Write**. Model writing the answers as an example in the Pupil's Book.
- 2 Say **Count and write**. Check that the children are writing the correct numbers.
- 3 Say **Say**. Put the children in pairs to check each other's work. As they do so, they say the numbers.
- 4 Give feedback. Say **Count the bananas**. Elicit *Four and four are eight. Eight bananas*. Repeat with *figs (Three and five are eight. Eight figs.)*, *oranges (Two and six are eight. Eight oranges.)*, *lemons (Five and three are eight. Eight lemons.)*.
- 5 Ask *Where's Pippa? Trace and colour Pippa*. The children trace and colour the monkey.

REVIEW 10 minutes

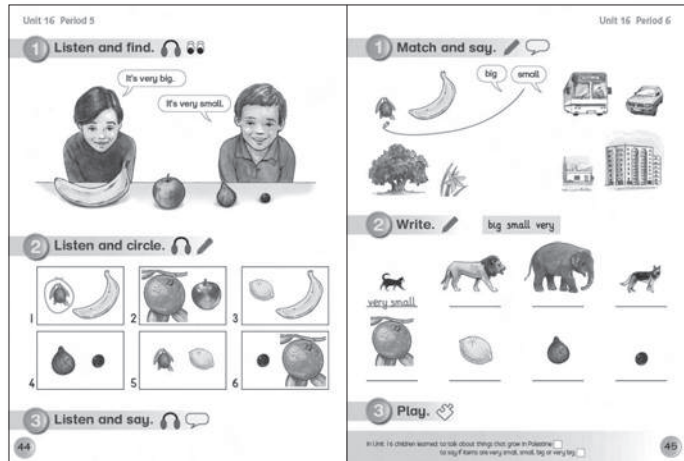
- 1 Display the fruit flashcards and the food flashcards from Unit 2 (in Pupil's Book 1A). Elicit the words.
- 2 Elicit the starting sound for each item on the flashcards.
- 3 Choose one of the flashcards without the children seeing. Ask *What's this?* and elicit guesses using *It's ...*. The child who guesses correctly chooses the next card and asks *What's this?* for the rest of the class to guess. Repeat several times.
- 4 Everyone says *Goodbye*.

UNIT 16

Aims to practise fruit vocabulary; to practise writing words; to link letter sounds and shapes to nouns

Key language *orange, lemon, grape, apple, banana, fig, olive; It's (very) big/small*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16, Letters i, s, v)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 70

- Greet the class. Encourage the children to respond.
- Show Unit 16 Poster.
 - Elicit the fruits in English.
 - Say *One apple, two ...* to elicit *Apples*. Repeat with the other fruit.
 - Say **Find an apple**. A child comes to the front of the class and identifies one apple on the poster. Say **Find the oranges**. Ask another child to identify them. Repeat with different fruits and different children, using singular and plural forms at random.
- Show the fruit flashcards. Keep displayed on board/wall throughout lesson.
- Use the flashcards to elicit *Big* and *Small*. Revise the actions (see p. 104).
- Introduce *very small / very big*:
 - Explain the concept using flashcards of olive, fig, apple and orange (*very small, small, big, very big*).
 - Say *Small*, putting your palms close together. Then say *Very small*, emphasising *very*. Put your palms even closer together. Say **Say very small**. Encourage the children to copy you as they speak. Repeat with *big / very big* (hands very far apart).
- Say **Listen and do**. Play the recording, pausing after each sentence for the children to do the correct action.
- Point to the fruit flashcards in random order to elicit *small / big / very small / very big*, as appropriate.

Audio

*The orange is very big.
The lemon is big.*

*The fig is small.
The olive is very small.*

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *i, s, v*:
 - Show the flashcard for *i* and say *The name is ...* to elicit *... i*. *The sound is i*. Then elicit as many words as possible starting with *i* (*is/insect*).
 - Repeat for *s* (*small/sister/Sami/Salwa/six/seven/skirt*) and *v* (*very/van*).
- Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Small*. The children point to *s*. Repeat with other words/letters.

ACTIVITY 1 5 minutes 71

- Read the speech bubbles out loud together.
- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Ask *What's very big?* Elicit *Banana*. Repeat with the other sizes to elicit the rest of the fruit.

Audio

*The banana is very big.
The apple is big.*

*The fig is small.
The grape is very small.*

ACTIVITY 2 5 minutes 72

- Say *Three. What is it?* Elicit *It's a lemon and a banana*. Repeat with the other pictures, using the numbers as prompts.
- Say **Listen**. Play number one, then pause. Repeat *It's very small. The banana?* Elicit *No*. Say *The olive?* Elicit *Yes*. Say *The olive – it's very small*. Say **Circle**. Model circling the olive in the book as an example.
- Play the rest of the recording, pausing after each sentence for the children to circle the correct fruit.

- 4 Give feedback. Say *Olive*. Elicit *It's very small*. Repeat with *apple (big)*, *banana (very big)*, *fig (small)*, *lemon (big)*, *grape (very small)*.

Audio

- | | |
|---------------------------|---------------------------|
| 1 <i>It's very small.</i> | 4 <i>It's small.</i> |
| 2 <i>It's big.</i> | 5 <i>It's big.</i> |
| 3 <i>It's very big.</i> | 6 <i>It's very small.</i> |

ACTIVITY 3 5 minutes  73

- Ask the children to do the actions for *big / small / very big / very small*.
- Say **Listen and say**. Play recording, pausing after each fruit so the children can describe its size. Then continue the recording so they can check.

Audio

- | | |
|-----------------------------------|-----------------------------------|
| <i>Banana ... It's very big.</i> | <i>Apple ... It's big.</i> |
| <i>Lemon ... It's big.</i> | <i>Fig ... It's small.</i> |
| <i>Orange ... It's very big.</i> | <i>Olive ... It's very small.</i> |
| <i>Grape ... It's very small.</i> | |

REVIEW 10 minutes

- Play *Teacher says* (see p. 8).
 - Remind the children of the actions for *small* (palms close together) and *big* (put your hands far apart).
 - Introduce the action for *very small*: curl up and crouch down.
 - Introduce the action for *very big*: put your arms right up and make a star shape.
 - Play the game with *Teacher says make yourself big / small / very big / very small*. Sometimes miss out *Teacher says* at the beginning.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.
- Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**  70

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 5 minutes

- Read the speech bubbles out loud together.
- Say **Look** and point to the picture of the olive. Say *Big or small?* Elicit *Small*. Say **Match** and model tracing the example line from the picture of the olive to small.
- Say **Match**. Check that the children are matching *big/small* to the correct pictures.
- Get the children in pairs to check each other's work.
- Say **Say**. Point to each picture in turn and elicit *Big* or *Small*, as appropriate.
- Put the children in pairs: they take turns pointing to a picture at random and responding *big or small*, as appropriate.

ACTIVITY 2 10 minutes

- Read the words out loud together: *big, small, very big, very small*. Ask the children to do the actions for each one.
- Model the activity. Say *Cat. Big?* Elicit *No – very small*. Say **Write** and model writing *very small* in the book as an example.
- Say **Write**. Check that the children are writing the words correctly.
- The children check each other's work in pairs.
- Give feedback. Say *Cat* to elicit *Very small*. Ask a confident child to write *very small* on the board. Ask the rest of the class to confirm whether it's correct or not. Once the version on the board is correct, the children use it to check their partner's answer. Repeat for the other items, using a different child each time.

ACTIVITY 3 10 minutes

- Say *Let's play Charades*.
 - Explain the rules in Arabic. In the game you secretly choose, then act out a word in English. You can choose any word you know. You must use only actions – you mustn't speak.
 - Model the game. Pretend to drive a bus. Encourage the children to try to work out your word. If the children suggest *car*, use your hands to indicate *big*.
 - The child who works it out first does the next charade. Get them to whisper their word to you, so that you can help. Repeat several times.
- Everyone says *Goodbye*.

UNIT 17

My friends

Aims to practise introductions and descriptions; to practise writing letters; to link letter sounds and shapes to nouns

Key language *This is my friend. I'm short. He's/She's tall;* **writing letters** *f, k, s, z*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17, Unit 16 – big, fig, Unit 15 – bed, box, Unit 12 – red, Letters b, d, e, f, g, h, i, m, o, r, s, x, z)
Plus (for Period 2): Letter Poster, Flashcards (Unit 3 – cat, dog), pieces of paper for the Review

Period 1

1 Listen and find.

2 Listen and say.

3 Say.

Period 2

1 Read and circle.

2 Trace and copy.

Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 74

- Greet the class. Encourage the children to respond.
- Show Unit 17 Poster.
 - Ask *What can you see?*, to elicit the characters.
 - Point to Tala and say *She*. Repeat with *Samira* and *Fatima*. Repeat with girls in the class.
 - Point to Saleh and say *He*. Repeat with *Taha* and *Zaid*. Repeat with boys in the class.
 - Ask in Arabic if Samira and Tala are sisters. Elicit that they are friends. Introduce *friend/friends*. Ask about a pair of children in the class, to elicit *Friends*.
 - Introduce *tall* and *short*. Point to Zaid and say *He's short*. Use your hand to indicate *short*. Repeat with *Taha* and *tall*. Then elicit the height – *tall* or *short* – of the other characters on the poster.
 - Point to yourself and say *I'm tall*. Then point to a child and say *Are you tall?* to elicit *Yes, I'm tall.* or *No, I'm short.*
- Use the flashcards to elicit *Tall.* and *Short.*
- Point to children/yourself randomly in the class to elicit *He., She.* or *I.,* as appropriate.
- Say **Listen**. Play recording, pointing to each character on the poster as he's/she's mentioned.
- Say *Saleh?* to elicit *He's short*. Repeat with the other characters.

Audio

Saleh. *He's short.*
Zaid. *He's very short.*

Samira. *She's tall.*
Taha. *He's very tall.*

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *m, s, z, h, sh*:
 - Show the flashcard for *m* and say *The name is ...* to elicit *... m. The sound is m.* Then elicit as many words as possible starting with *m* (*melon/mouth/Mum/milk*).
 - Repeat for *s* (*Sami/small/sister/skirt/Salwa*), *z* (*zebra/Zaid, h* (*he/hello/hi/head/hand*).
 - Elicit words with *sh* (*she/shoes/shorts*).
- Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *He*. The children point to *h*. Repeat with other words/letters.

You could make this competitive by putting the class into teams and seeing which team can find the most words for each sound.

ACTIVITY 1 5 minutes 75

- Read the speech bubbles out loud together.
- Say **Listen and find**. Play recording, pausing so the children can find the characters.
- Ask *Is Zaid tall?* Elicit *No – he's short*. Ask *Is Sami short?* Elicit *No – he's tall*. Repeat with *Amir/Mohammad*.

Audio

– *This is the baby, Zaid.*
He's short.
I'm tall.

– *This is my friend Mohammad.*
He's tall.
I'm short.

ACTIVITY 2 5 minutes  76

- 1 Ask the children to do the actions for *tall* (put your hands halfway up) and *short* (bend your neck and hug yourself). Repeat several times.
- 2 Say **Listen** and do – *tall* (do the tall action) or *short* (do the short action). Play the recording. The children do the appropriate action as they repeat each word.
- 3 Say **Listen** and **say**. Play recording again, this time pausing after the name each time for the children to describe the person.

Audio

This is my friend Mohammad. He's tall.

This is my friend Jamal. He's short.

This is my friend Manar. She's short.

This is my friend Rana. She's tall.

ACTIVITY 3 5 minutes

- 1 Say *This is my friend Amir. He's short.* Elicit *No – he's tall.* Repeat with the other characters, getting it wrong each time. Ask some children to make statements like this, which are wrong, for the rest of the class to correct.
- 2 Say **Say**. Put the children in pairs. They take it in turn to make a statement about one of the characters in Activity 2 and to correct it.

REVIEW 10 minutes

- 1 Display the letter flashcards *b, i, g, r, e, d, f, o, x*. Elicit the sounds.
- 2 Display the big, bed, red, box and fig flashcards. Elicit the words.
- 3 Say *F-i-g*. Say *F-i-g*. Show five fingers and ask *F-i-g – fig*. *How many sounds?* Get the children to show you three fingers.
- 4 Ask a child to put the letter cards in the correct order to make *fig*. Ask the class to say the sounds to help him/her and to confirm whether the letters are in the correct order. Ask another child to find the correct picture card for *fig*.
- 5 Repeat 4 with different children making *bed, box, big* and *red*.
- 6 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION** 10 minutes  74

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Write on the board *tall short*. Say **Read**. Read the words aloud together.
- 2 Point to the first person and say *Short or tall?* Elicit *She's tall*. Say *Circle*. Model circling *tall* in the book as an example.
- 3 Say *Circle*. Check that the children are circling the correct words.
- 4 Get the children to check with a partner.
- 5 Give feedback. Say *1 Short or tall?* Elicit *Tall. / She's tall*. Repeat for the other pictures (2 *He's short* 3 *He's tall* 4 *She's short*).
- 6 Put the children in pairs: they take turns pointing to the pictures at random and saying *He's/She's short/tall*, as appropriate.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace *f* on the poster, using the arrows to show the direction of writing.
- 2 Write *f* on the board and say the sound *f*. Mark the starting point with a large dot. Start on the dot and write slowly and clearly over the letter.
- 3 Repeat 1 & 2 with *k, s* and *z*.
- 4 Say **Trace and copy**. Check that the children are writing the letters correctly.
- 5 With your back to the class, write a big letter *f* in the air. Make sure the children can see clearly how it is formed.
- 6 Put the children in pairs: they write *f* in the air, then on each other's backs. As they do so, they say the sound.
- 7 Repeat 5 & 6 with *k, s* and *z*.

REVIEW 10 minutes

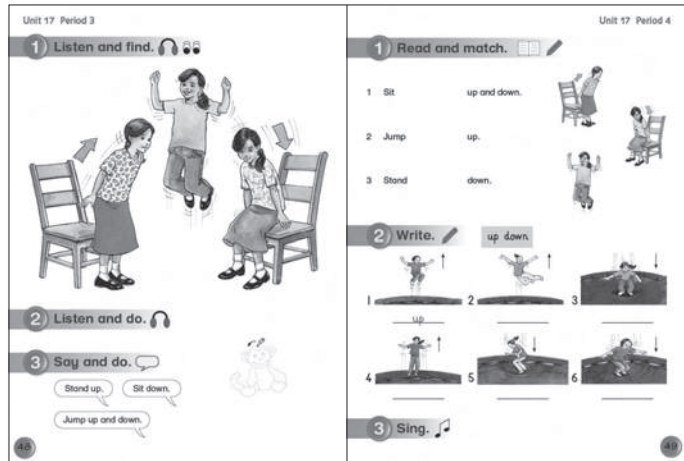
- 1 Tell the class in Arabic that they are going to find out what good writers they are. Make sure everyone has a piece of paper and a pencil.
- 2 Say *Cat: c-a-t – cat*. Check that the children are writing the word. Repeat for *dog, bed* and *fig*.
- 3 The children check their answers in pairs. They say the words.
- 4 Display *cat, dog, bed* and *fig* flashcards. Ask a different child to come and label each one on the board. Ask the rest of the class to confirm whether they are correct.
- 5 Everyone says *Goodbye*.

UNIT 17

Aims to give and understand instructions; to practise writing words; to link letter sounds and shapes to nouns

Key language *stand up, sit down, jump up and down*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17 – instructions, Letters d, j, u, w)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 77

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 17 Poster.
 - Ask *What can you see?*, to elicit characters and items of clothing, with colours.
 - Elicit descriptions of the characters' size (*She's tall. / He's very short.*, etc.).
- 3 Introduce the instructions:
 - Make sure you are sitting down. Say *Stand up.* and stand up. Say *Sit down.* and encourage the children to sit down.
 - Repeat with *Sit down.* and *Jump up and down.*
- 4 Show the Unit 17 instructions flashcards. Keep displayed on board/wall throughout lesson.
- 5 Say **Listen**. Play recording, pausing to give the children time to do each action. Repeat.
- 6 Point to the flashcards in random order to elicit the instructions.

Audio

Stand up.
Sit down.
Jump up and down.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *j, u, d, w*:
 - Show the flashcard for *j* and say *The name is ... to elicit ... j. The sound is j.* Then elicit as many words as possible starting with *j* (*Jamal/Jamila/jump/jeans/juice*).
 - Repeat for *u* (*umbrella/up/under*), *d* (*down/desk/dates/door/Dad/dog*), *w* (*Wafa/water/window/what*).

- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Window*. The children point to *w*. Repeat with other words/letters.

ACTIVITY 1 5 minutes 78

- 1 Say **Listen and find**. Play recording, pausing so the children can find the action each time.
- 2 Say *Stand up.*, indicating that you want all the children to stand. Repeat with *Sit down.* and *Jump up and down.*

Audio

<i>Stand up.</i>	<i>Sit down.</i>
<i>Sit down.</i>	<i>Jump up and down.</i>
<i>Jump up and down.</i>	<i>Stand up.</i>

ACTIVITY 2 10 minutes 79

- 1 Ask a child to come to the front of the class. Whisper to him/her *Jump up and down*. When the child does the action, elicit *Jump up and down* from the class. Repeat with *Sit down.* and *Stand up.*, using a different child each time.
- 2 Say **Listen and do**. Play recording twice, pausing for the children to do the actions as they hear them.
- 3 Repeat 2, but don't pause the recording. This time the children have to react quickly.
- 4 Say *Where's Pippa?* **Trace** and colour *Pippa*. The children trace and colour the monkey.

Audio

As Activity 1

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Point to yourself, jump up and down and say *Jump up and down*. Say **Say** and do. and get the children to repeat and jump up and down with you.
- 3 Repeat 2 with *Stand up*. and *Sit down*.
- 4 Read the text in the Pupil's Book out loud together.
- 5 Say **Say**. Put the children into pairs. They take it in turn to give an instruction and to respond with the correct action.

REVIEW 10 minutes

- 1 Play *Teacher says* (see p. 8) to review a wide range of language.
 - Play the game to practise sizes, instructions, prepositions, colours and numbers in random order (sometimes omitting *Teacher says ...*), e.g.

(Teacher says) ...
 ... *make yourself big / small / very big / very small*
 ... *stand up, sit down*, etc.
 ... *put your hands under the desk*, etc.
 ... *show me something yellow*, etc.
 ... *show me six fingers*, etc.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 7 minutes

- 1 Read out the words together.
- 2 Say *Sit ... ?* to elicit *Sit down*. Repeat with *Jump up and down*. and *Stand up*.
- 3 Say **Read and match**. Model matching *Sit* and *down*. and the sit down picture.
- 4 Say **Read and match**. Check that the children are matching the text and pictures correctly.
- 5 Put the children in pairs to check each other's work.
- 6 Give feedback. Display the instruction flashcards. Say *Sit ... ?* to elicit *Sit down*. Ask a child to come and point to the correct flashcard. Repeat with the other sentences.

ACTIVITY 2 8 minutes

- 1 Say **Read**. Read out loud together the words *up* and *down*. Do the actions as you do so.
- 2 Air-write *up* and *down* together.
- 3 Point to the first picture (Salwa up in the air) and say *Up or down?* Elicit *Up*. Say *Up*. Say **Write**. Model writing *up* in the Pupil's Book as an example.
- 4 Check that the children are writing the correct words.
- 5 Give feedback. Say *1 Up or down?* Elicit *Up*. Ask a child to write *up* on the board. Repeat for the other pictures (*2 up, 3 down, 4 up, 5 down, 6 down*), using a different child each time.

ACTIVITY 3 10 minutes  80

- 1 Review the actions featured in the song. Say *Stand up*. The children respond by standing up. Repeat for the other actions. Then count to ten together, encouraging the children to clap for each number.
- 2 Say **Listen**. Play recording. The children listen to the song and do the actions.
- 3 Play recording again, this time stopping at the end of each line for the children to repeat and do the actions.
- 4 Say **Sing**. Play recording again. The children sing along and do the actions. Repeat several times.
- 5 Everyone says *Goodbye*.

Audio

Stand up. Sit down.
Jump up and down.
One, two, three, four.
Stand up. Sit down.
Jump up and down.
Five, six, seven, eight.
Stand up. Sit down.
Jump up and down.
Nine, ten – do it again.

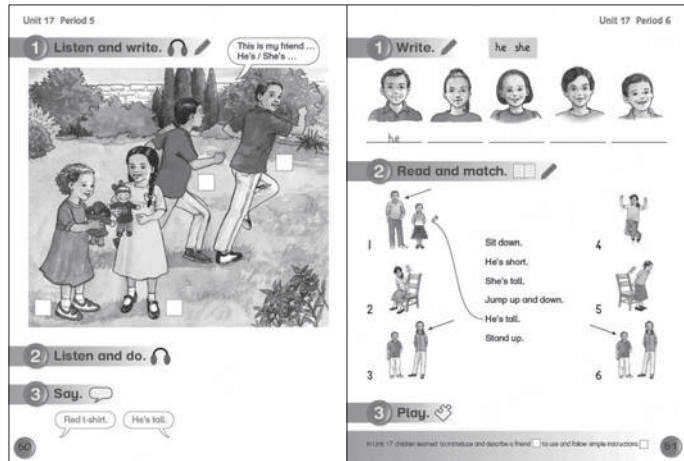
Stand up. Sit down.
Jump up and down.
One, two, three, four.
Stand up. Sit down.
Jump up and down.
Five, six, seven, eight.
Stand up. Sit down.
Jump up and down.
Nine, ten – and stop!

UNIT 17

Aims to describe friends; to give and understand instructions; to practise writing words; to link letter sounds and shapes to nouns

Key language *This is my friend. He's/She's (very) short/tall.; stand up, sit down, jump up and down*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17, Letters e, h, n, r, t)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 81

- Greet the class. Encourage the children to respond.
- Show Unit 17 Poster.
 - Ask *What can you see?*, to elicit the characters, *friends*, clothing with colours.
 - Elicit descriptions of the characters' size (*She's tall. / He's very short.*).
 - Remind children of the actions for *tall/short* (see p. 108) and ask them for ideas on actions for *very tall / very short*, e.g. stretch your arms all the way up / crouch right down and hug yourself.
- Show the Unit 17 instructions flashcards, eliciting the English. Keep displayed on board/wall throughout lesson.
- Say **Listen and do**. Play recording, pausing for the children to do the appropriate action.
- Repeat 4, this time without pausing.

Audio

*short, very tall, tall, very short
very tall, short, very short, tall
Stand up.
Jump up and down.
Sit down.
Stand up.
Sit down.
Jump up and down.*

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *n, r, e, th, th*:
 - Show the flashcard for *n* and say *The name is ...* to elicit ... *n*. *The sound is n*. Then elicit as many words as possible starting with *n* (*nut/nose/nine*).

- Repeat for *r* (*rabbit/red*), *e* (*egg*), and *th* (*the/this*), *th* (*three/thank you*).
- Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Nose*. The children point to *n*. Repeat with other words/letters.

ACTIVITY 1 10 minutes 82

- Read the speech bubble out loud together.
- Say **Listen and write**. Play recording, pausing after the first sentence. Say *One. He's tall. Which friend?* Elicit it is the friend in the *red t-shirt*. Model writing *l* as an example in the book.
- Say **Listen and write**. Play recording from the start, pausing after each sentence for the children to write in the number.
- Give feedback, using the same approach as in 2.

Audio

1 He's tall.	3 She's short.
2 She's very short.	4 He's very tall.

ACTIVITY 2 5 minutes 83

- Say **Listen and do**. Play the recording, pausing after each instruction for the children to do the action.
- Repeat 1 several times. Make it more challenging by not pausing the recording, so that the children have to respond quickly.

Audio

Be ...	<i>short</i>
<i>very tall</i>	<i>very tall</i>
<i>short</i>	<i>very short</i>
<i>very short</i>	<i>tall</i>
<i>tall</i>	

- 3 Say **Listen and do**. Play the recording without pausing. Repeat several times.

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Say**. Put the children into pairs. They take it in turn to prompt and respond.

REVIEW 5 minutes 80

- 1 Sing the *Stand up. Sit down* song from Period 4. The children sing along and do the actions. Repeat.
- 2 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 81

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Ask a boy to stand. Use his name as a prompt. Say, e.g. *Adam – he or she?* Elicit *He*. This boy then chooses someone else in the class and asks the same question (e.g. *Siham – he or she?*). Repeat several times.
- 2 Write on the board *he, she*. Say **Read**. Read the words out loud together.
- 3 Air-write *she* to elicit *She*. Repeat with *he*.
- 4 Point to the first picture (Mohammad) and say *He or she?* Elicit *He*. Say *He*. Say **Write**. Model tracing the example *he* in the Pupil's Book.
- 5 Check that the children are writing the correct words.
- 6 Give feedback. Say *Mohammad?* Elicit *He*. Ask a child to write *he* on the board. Repeat for *Fatimah (she)*, *Salwa (she)*, *Sami (he)*, *Amir (he)*, using a different child each time.

ACTIVITY 2 10 minutes

- 1 Write on the board *He's short*. Ask a child in Arabic to draw a line showing the direction of reading (from left to right). Say **Read**. Read the sentence out loud with the whole class. Point to each word as you do so.
- 2 Rub out *He's* and write *She's (She's short.)* Say **Read**. Elicit the whole sentence from the class.
- 3 Repeat 2, first replacing *short* with *tall (She's tall.)*. Once the children have read the new sentence, replace *She* with *He (He's tall.)*. Each time ask the class to read without you helping them.

- 4 Read the sentences in the book out loud together.
- 5 Say **Read and match**. Check that the children are matching the pictures to the correct text.
- 6 Give feedback. Say *Picture 1?* Elicit *He's tall*.
- 7 Say **Say**. Say *One?* Elicit *He's tall*. Repeat with *two (Sit down.)*, *three (She's tall.)*, *four (Jump up and down.)*, *five (Stand up.)*, *six (He's short.)*.

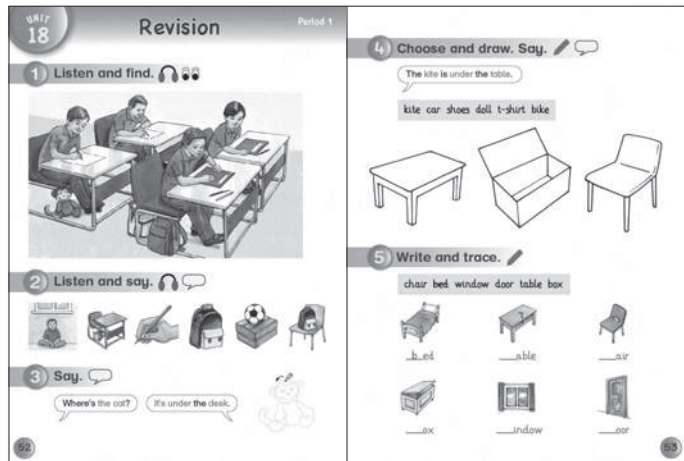
ACTIVITY 3 10 minutes

- 1 Say *Let's play Chinese whispers*.
 - Put the class into four teams. Each team stands in a line, facing the board.
 - Explain the game. You whisper a phrase to the child at the back of each line. That child explains it to the child in front of him/her. The phrase is passed down the line in this way to the child at the front who acts out what he/she has heard. If the action is correct, the team wins 2 points.
(Ideas for phrases: *Jump up and down. Write 2. Show four fingers. Stand up, sit down. Make yourself small. Touch your leg,* etc.)
 - Once the children feel confident, let them play the games in their teams, with the first child thinking up the instruction to whisper.
- 2 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 15–17; to practise writing words; to link letter sounds to nouns

Key language language from Units 15–17 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15, Unit 16, Letters c, g, h, i, z)



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Everyone says *Hello*.
- 2 Show the Unit 15 Poster. Elicit the bedroom items.
- 3 Put the class into two teams: the teams take it in turn to ask *What's this?* and to answer *It's a ...* Use the Unit 15 and Unit 16 flashcards in random order as prompts.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *i, g, z, ch*:
 - Show the flashcard for *i* and say *The name is ... to elicit ... i. The sound is i.* Then elicit as many words as possible starting with *i* (*is/in/insect*).
 - Repeat for *g* (*goat/grape/goodbye/green*), *z* (*zebra/Zaid*).
 - Elicit words with *ch* (*chair/cheese*).
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Chair*. The children point to *c* and *h*. Repeat with other words/letters.

You could make this competitive by putting the class into teams and seeing which team can find the most words for each sound.

ACTIVITY 1 5 minutes 84

- 1 Say **Listen and find**. Play recording, pausing after the question each time so the children can find the items. Then continue the recording so they can check.

- 2 Ask *What's on the desk?* Elicit *A green pencil. / Two black pencils. / Two blue books.* Repeat with *What's under the chair?* (*Two bags.*) and *What's in the bag?* (*A red book.*)
- 3 Ask *Where's Pippa?* The children find the monkey in the picture and say *Under the desk*.

Audio

Where's the green pencil?
It's on the desk.
Where's the blue and green bag?
It's under the chair.
Where's the red book?
It's in the yellow bag.

ACTIVITY 2 10 minutes 85

- 1 Elicit the items in the pictures (*window, desk, etc.*).
- 2 Say *My friend is on the window*. Elicit *No – My friend is under the window*. Repeat with the other pictures, sometimes giving the correct preposition and sometimes the wrong one.
- 3 Say **Listen and say**. Play recording, pausing for the children to complete the statement each time. Then continue playing so they can check their answers.
- 4 Say *Where's Pippa?* **Trace** and colour *Pippa*. The children trace and colour the monkey.

Audio

My friend is ... My friend is under the window.
The cat is ... The cat is under the desk.
The pencil is ... The pencil is in the hand.
The yo-yo is ... The yo-yo is in the bag.
The ball is ... The ball is on the box.
The bag is ... The bag is on the chair.

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Say**. Put the children in pairs: they take it in turn to ask and answer where something is, using the pictures in Activities 1 and 2.

ACTIVITY 4 5 minutes

- 1 Read the words out loud together.
- 2 Draw a table on the board. Say *What's this?* to elicit *It's a table*. Say *Choose*, and pretend to think about the options in the book. Say *Kite* – **draw** a kite. Draw a kite under the table. Ask *Where's the kite?* Elicit *It's under the table.* / *The kite is under the table.*
- 3 Check that the children are completing the pictures correctly.
- 4 Say **Say**. The children talk about their pictures in pairs.

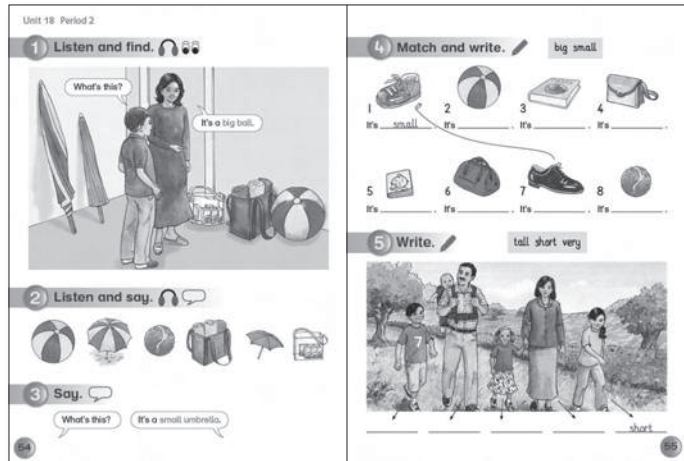
ACTIVITY 5 5 minutes

- 1 Model the activity. Write on the board *___ed*, and separately *ch b w d t b*. Show the bed flashcard. Ask *What is it?* Elicit *Bed*. Look at the word on the board and pretend to think. Say **Think**. Say the sound *b b b b*. Elicit the sounds of the letters you have written up and get the children to identify *b*. Write in *b* to complete *bed*.
- 2 Show the other bedroom flashcards, each time eliciting the name and the starting sound.
- 3 Say **Write and trace**. Check that the children are completing and tracing the words correctly.
- 4 Give feedback. Write all the prompts and starting letters on the board. Ask a different child to come and write in the correct starting letter for each one.
- 5 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 15–17; to practise writing words; to link letter sounds to nouns

Key language language from Units 15–17 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Flashcards (Letters a, b, l, p, u)



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Play *Teacher says* (see p. 8) to revise *big* and *small*.
 - Remind the children of the actions for *small* (bend your neck and hug yourself) and *big* (put your arms halfway up).
 - Play the game with (*Teacher says*) *make yourself big/small*. Sometimes miss out *Teacher says* at the beginning.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.

You could make the game more challenging by including *very big / very small* (see p. 106).

- 3 Draw on the board big and small versions of the following: bag, ball, umbrella. Point to the big umbrella and say *It's a small umbrella*. Elicit *No – it's a big umbrella*. Repeat for the other drawings, sometimes giving the correct version and sometimes making a mistake for the children to spot.
- 4 Say *Say*. Point to the big ball to elicit *It's a big ball*. Repeat with the other items.

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sounds *u, l, b, p, a*:
 - Show the flashcard for *u* and say *The name is ...* to elicit ... *u*. *The sound is u*. Then elicit as many words as possible starting with *u* (*under/up/umbrella*).
 - Repeat for *l* (*lion/leg/lemon*), *b* (e.g. *big/bag/book/bed* etc.), *p* (*pen/Pip/Pippa/Polly/Peter*), *a* (*Amir/a/an/and/apple/apple juice*).
- 2 Display the letter flashcards: put them in different places so that the children can point to them clearly. Say *Polly*. The children point to *p*. Repeat with other words/letters.

ACTIVITY 1 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say *Listen and find*. Play recording, pausing after each answer so the children can find the item.
- 3 Remind the children of the actions for *small* (bend your neck and hug yourself) and *big* (put your arms halfway up).
- 4 Say *Say*. Say *A big bag*. and do the action for big. The children repeat and do the action. Repeat for *a big ball, a small umbrella*.

Audio
 – *What's this?*
 – *It's a big ball.*
 – *What's this?*
 – *It's a small umbrella.*
 – *What's this?*
 – *It's a big bag.*

ACTIVITY 2 5 minutes

- 1 Say *Listen and do*. Play recording. The children do the appropriate action each time they hear *small/big*.
- 2 Say *Listen and say*. Play recording, pausing after the question each time so the children can respond, using the pictures.

Audio
What's this? ... It's a big ball.
What's this? ... It's a big umbrella.
What's this? ... It's a small ball.
What's this? ... It's a big bag.
What's this? ... It's a small umbrella.
What's this? ... It's a small bag.

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles out loud together.
- 2 Say **Read**. Read the question and answer out loud together.
- 3 Draw two balls on the board, one small and one big. Point to the small ball and say *It's a big ball*. Elicit *No – it's a small ball*. Repeat with the big ball.
- 4 Say **Say**. Point to the first picture in Activity 2 (big ball) and ask *What's this?* Elicit *It's a big ball*.
- 5 Say **Say**. Put the children in pairs: they take turns asking and answering the question, using the pictures in Activity 2.

ACTIVITY 4 10 minutes

- 1 Elicit the names of the items pictured. Say **Read**. Read *big, small* out loud together.
- 2 Say **Listen and do**. Elicit the actions for *big* and *small*.
- 3 Put the children in pairs: they back-write *big* and *small* together.
- 4 Point to the first picture (child's shoe) and say *One – it's big*. Elicit *No – it's small*. Say **Match. Find big**. Give the children time to find the picture of the adult shoe. Say *One and ...* Elicit *Seven*. Model tracing the example line from the child's shoe to the adult shoe.
- 5 Say **Write**. Model tracing the example *small* in the Pupil's Book. Then model writing *big* under the picture of the adult shoe (Picture 7).
- 6 Say **Match and write**. Check that the children are matching the pictures correctly and writing the correct words.
- 7 Put the children in pairs to check each other's work.
- 8 Give feedback. Say *One and ...* Elicit *Seven*. Say *One – big or small?* Elicit *It's small*. Say *Seven – big or small?* Elicit *It's big*. Repeat for the other pictures (*two – big, eight – small; three – big, five – small; four – small, six – big*).

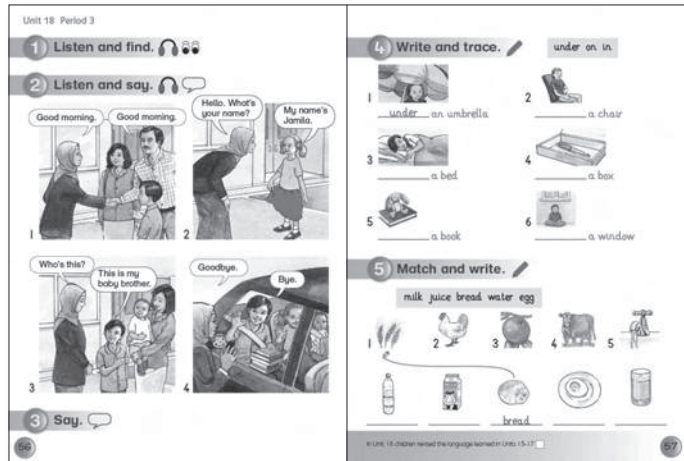
ACTIVITY 5 5 minutes

- 1 Elicit the characters pictured.
- 2 Read the words out loud together.
- 3 Elicit *short, tall, very short* or *very tall* for each character.
- 4 Say **Write**. Check that the children are writing the words correctly.
- 5 Give feedback. Say *Sami?* Elicit *Short*. Repeat for the others (*Zaid – very short, Dad – very tall, Jamila – very short, Mum – tall, Tala – short*).
- 6 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 15–17; to practise writing words; to link letter sounds to nouns

Key language language from Units 15–17 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Alphabet Poster



Period 3

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display the Alphabet Poster.
- 3 Point to each letter of the alphabet on the poster, eliciting the sound. Tell the children that they now know the sounds of all the letters in the English alphabet and praise their efforts. Repeat.

ACTIVITY 1 10 minutes 88

- 1 Ask questions about the pictures, e.g. *Where are they? Who can you see in the car?*, etc.
- 2 Say **Listen and find**. Play recording, pausing so the children can find the correct picture.
- 3 Ask how Sami would have introduced his parents. Elicit *This is my mum. This is my dad*.
- 4 Play recording again. Encourage the children to follow the text from left to right with their finger as they hear it.
- 5 Read the speech bubbles out loud together. Encourage the children to follow the text from left to right with their finger.

Audio

– Good morning.	– Who's this?
– Good morning.	– This is my baby brother.
– Hello. What's your name?	– Goodbye.
– My name's Jamila.	– Bye.

ACTIVITY 2 5 minutes 89

- 1 Say **Listen and find**. Play recording, pausing so the children can find the correct picture.
- 2 Say **Listen and say**. Play recording, pausing after the first statement each time so the children can respond as though they were the second person speaking.
- 3 Ask *Where's Pippa?* The children find the monkey in the picture and say *In the car*.

Audio
As Activity 1, with pauses after the first statement each time

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the class into two groups. The first group says the text in the first speech bubble each time; the second the text in the second speech bubble. Then swap roles, so that the second group start.
- 2 Say **Say**. Put the children in pairs and repeat 1, with each child taking it in turn to play each role. Encourage them to use the Pupil's Book to remind them what to say; then, when they are more confident, to close their books and do the exchanges from memory.

ACTIVITY 4 5 minutes

- 1 Write on the board *under, on, in*. Read the words out loud together.
- 2 Put the children in pairs: they take turns back-writing *under, on, in* and saying the appropriate word.
- 3 Point to the first picture. Say *Umbrella – on an umbrella?* Emphasis *on*. Elicit *No – under an umbrella*. Say **Write**. Model writing *under* as an example in the book. Say **Trace**. Model tracing *an umbrella* in the book.

- 4 Say **Write**. Check that the children are writing and tracing the words correctly.
- 5 Give feedback. Say *One*. Elicit *Under an umbrella*. Ask a child to write *under* on the board. Repeat with *two (on a chair)*, *three (in a bed)*, *four (in a box)*, *five (on a book)*, *six (under a window)*.

ACTIVITY 5 5 minutes

- 1 Elicit the words for all the pictures in the first row in Arabic. Elicit the items in the second row in English. Encourage the children to see the link. (The pictures in the first row show where the items in the second row come from.)
- 2 Point to the first picture and say *One*. **Match**. Elicit *Bread*. Say **Write**. Model writing *bread* in the book as an example.
- 3 Say **Match and write**. Check that the children are matching and writing the words correctly.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *One*? Elicit *Bread*. Repeat for the others (*two – egg*, *three – orange juice*, *four – milk*, *five – water*).
- 6 Everyone says *Goodbye*.

Letter handwriting model for making wordcards

a c e o d g

Letter handwriting model for making wordcards

q i l t b h p

Letter handwriting model for making wordcards

m n r v w x

Letter handwriting model for making wordcards

j u y f k s z

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Dear Parent/Carers,

Welcome to Grade 1 of the new edition of *English for Palestine*! This is an exciting learning opportunity to be shared with your child. To make this course work as effectively as possible, your help is invaluable. The more support and encouragement you give your child, the more successful he/she will be in learning English.

In **Pupil's Book 1A** your child will meet Sami, Tala, Salwa and Amir, children of their own age who will help them in their English learning. They will learn to talk in English about topics that are part of their everyday life, such as greetings, food, animals, school and family. The list of unit learning objectives on the last page of each unit enables them to check their progress. They will also start to master the sounds of English and learn to write the numbers 1–10 and some English letters.

How you can help your child:

- Encourage your child to give you examples of what they have learned in English after each lesson (new words and expressions, songs, etc.).
- Find out which topic your child is working on. Ask questions in English as part of your daily routines (e.g. *What's this?* for things or *Who's this?* for people) to elicit answers from your child in English.

This edition of *English for Palestine* introduces new teaching methods which have been used to excellent effect throughout the world. It provides an exciting learning opportunity for both children and teachers. Let's all work together – child, parents and teachers – to make your child's English learning a productive and enjoyable experience.

Best wishes

Grade 1 English Teacher

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Dear Parent/Carers,

Welcome to the second part of the new edition of *English for Palestine* Grade 1! This is an exciting learning opportunity to be shared with your child. To make this course work as effectively as possible, your help is invaluable. The more support and encouragement you give your child, the more successful he/she will be in learning English.

In **Pupil's Book 1B** your child will continue to learn English with the help of the characters Sami, Tala, Salwa and Amir. They will learn to talk in English about topics that are part of their everyday experience, such as toys, colours, clothes, their country and their friends. The list of unit learning objectives on the last page of each unit enables them to check their progress. They will also learn more English sounds and by the end of the book will know how to write all the letters of the English alphabet.

How you can help your child:

- Encourage your child to give you examples of what they have learned in English after each lesson (new words and expressions, songs, how to write English letters, etc.).
- Find out which topic your child is working on. Ask questions in English as part of your daily routines (e.g. *What is it? How many? What colour? Where's my ... ?*) to elicit answers from your child in English.

This edition of *English for Palestine* continues the new teaching methods introduced in Pupil's Book 1A, which have been to excellent effect throughout the world. It provides an exciting learning opportunity for both children and teachers. Let's all work together – child, parents and teachers – to make your child's English learning a productive and enjoyable experience.

Best wishes

Grade 1 English Teacher



Handwriting practice lines consisting of a series of vertical lines. Each line is flanked by dotted lines, creating a guide for letter height and placement. The lines are arranged in a row across the top portion of the page.



Teaching tips

- 1** Make sure that the children do not have any unnecessary items on their desk so they are not distracted while you teach. Items such as pencil cases, copybooks, Pupil's Books, etc., should be kept in their bags until needed.
- 2** Make sure you have extra sets of colouring pencils, rubbers, pencils and pencil sharpeners in case children have forgotten to bring them. Encourage children to share these items with their classmates.
- 3** Use non-verbal techniques (e.g. gestures, expression) for support when speaking English. Where absolutely necessary use Arabic, but keep this to a minimum as the more Arabic you use, the less English is learnt!
- 4** If the children become too noisy, stop the lesson and use one of these calming ideas:
 - a** Clap a rhythm for the children to copy.
 - b** Use your fingers to count from 1 to 5 until the children become quiet.
 - c** Draw a smiley and a sad face on the board and indicate how you feel.
 - d** Cross your arms and stop talking. Wait until the children cross their arms and are quiet.
 - e** Quietly call out the name of the child who is being particularly noisy. Once he/she is quiet, start the lesson again.Praise the children who are behaving well.
- 5** Set up pair work and group work by modelling the activity. Repeat until the children have grasped the concept – do not leave them to start the activity in their pairs/groups unsure of what to do.
- 6** Encourage the children to interact with each other but make it clear that there is a limit to how loud they can be. Set some rules about noise level, letting the children know by an agreed signal if they become too noisy.
- 7** Use the flashcards, posters and wordcards effectively as teaching resources by following the suggestions for use which are included throughout the teaching notes. Remember you can also use them as a source of additional activities if you have spare time at the end of a period.
- 8** It is important to monitor the children as they work on their activities, giving support to any who have difficulties. Make sure you give feedback on all activities, so that the children are clear on any errors made and how they can get it right next time.
- 9** Remember to praise the children a lot. Praise them for what they have managed to do rather than always focusing on where they've failed. This encouragement will inspire them to keep trying and to do better next time.
- 10** Keep a list of any difficulties your class has (using the grid on pp. 126–7) and make sure that you review the topic/skill regularly, so that the children can improve in this area. Also note their favourite features (games, songs, etc.) and make a point of coming back to these as a reward when they have been working hard.

Teaching notes grid

Unit & page	Areas for review	Favourite games/ activities/songs
1		
2		
3		
4		
5		
6		
7		
8		
9		

Unit & page	Areas for review	Favourite games/ activities/songs
10		
11		
12		
13		
14		
15		
16		
17		
18		

List of flashcards

Unit 1

Sami
Salwa
Amir
Tala
Pip

Unit 2

nut
olive
melon
date
cheese
egg
bread

Unit 3

goat
cat
lion
zebra
insect
dog
rabbit
kitten

Unit 4

head
leg
face
hand
finger
nose
mouth

Unit 6

board
teacher
pencil
book
bag
desk

Unit 7

Mum
Dad
brother
sister
baby
me

Unit 8

apple juice
water
milk
tea
coffee
orange juice

Unit 10

ball
doll
yo-yo
kite
balloon
skates

Unit 11

car
bus
bike
van
taxi

Unit 12

red
black
white
green
blue
yellow
umbrella

Unit 13

t-shirt
shoes
jeans
shorts
dress
skirt

Unit 15

bed
table
chair
box
window
door
in
on
under

Unit 16

orange
lemon
grape
apple
banana
fig
olive
big
small

Unit 17

tall
short
Stand up.
Sit down.
Jump up and down.

Numbers

1
2
3
4
5
6
7
8
9
10

Letters/sounds

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z