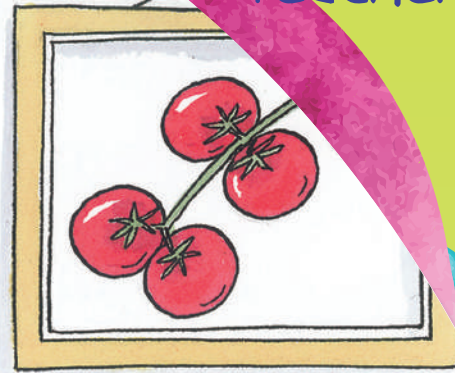


# English for Syria

Elementary  
Teacher's Guide

R. T. Nasr  
Sam Ward



1

اعتمد من قبل المركز الوطني لتطوير المناهج التربوية  
حقوق التوزيع في الجمهورية العربية السورية  
محافظة للمؤسسة العامة للطباعة

تدقيق ومواءمة كتب اللغة الإنكليزية  
باسل صادق  
رشا بايزيد  
سرور شلش  
شهرزاد الفراتي  
عبد الماجد أوغرلي  
علا داود آغا  
لينا الذياب  
وردت الأسماء حسب الترتيب الهجائي.



322 Old Brompton Road,  
London SW5 9JH,  
England

Maktabat El Nashr El Tarbawi El Souri  
(Syrian Educational Publishers)  
Omar El Mukhtar 2nd Str., Bldg. 6  
El Mazraa, Damascus-Syria  
Phone: (011) 44676789  
Fax: (011) 44676788  
e-mail: info@syrianep.com  
www.syrianep.com

**New edition 2018**

First edition published 2000

© York Press 2000  
*All rights reserved; no part of this publication  
may be reproduced, stored in a retrieval system,  
or transmitted in any form or by any means, electronic,  
mechanical, photocopying, recording or otherwise,  
without the prior written permission of the Publishers.*

© جميع الحقوق محفوظة: لا يجوز نشر أي جزء من هذا الكتاب أو تصويره أو تخزينه أو تسجيله بأي وسيلة دون موافقة خطية من الناشر.

# Scope and Sequence

Unit	Language Focus	Functions	Learning Activities	Phonics	Project	Page	
						PB	TG
1 Hello!	<i>hello, goodbye</i> <i>I'm (name).</i> Questions: <i>What's your name?</i> <i>How are you?</i> <i>I'm fine, thank you.</i>	Greeting and responding Introducing oneself	Left to right pre-writing practice Completing a maze Matching pictures Song: <i>Hello. I'm Salma.</i>			5	1
2 Counting	<i>hello</i> Imperatives: <i>Stand up.</i> <i>Sit down.</i> Questions: <i>How are you?</i> <i>What's your name?</i> Numbers: 1-5	Greeting and responding Giving commands Counting	Left to right pre-writing practice Tracing and copying numbers 1-5 Songs: <i>Hello. Stand up, sit down</i> and <i>One and two</i>		Draw and decorate your favourite number	8	6
3 Classroom objects	<i>bag, book, chair, computer, desk, pencil</i> Numbers: 1-5 Questions: <i>What's this?</i> <i>It's a (book).</i> <i>How many (pencils)?</i> Plurals with 's'	Asking questions Counting	Tracing and copying letter 'p' Left to right pre-writing practice	/p/ pencil	Make coloured pencils	11	11
4 Close the window, please.	<i>door, window; boy, girl; please, thank you; bag, book, chair, computer, desk, pencil</i> Numbers: 1-5 Imperatives: <i>Stand up. Sit down. Open. Close.</i> Plurals with 's' Question: <i>What's this?</i> <i>It's a (book).</i>	Giving commands Saying <i>please</i> and <i>thank you</i> Talking about oneself Asking questions	Tracing and copying letter 's' Writing numbers Completing a maze	/s/ sit down	Make a small book	14	16
5 Revision 1	Revision of previous vocabulary, language and functions		Song: <i>Open the window.</i> Tracing letters 'p' and 's' Game: Pairs (optional) Mime: words and actions Choosing the correct answers to questions CLIL: Maths Completing a picture	/p/ please /s/ stand up	Draw your hand, cut and colour it	17	22

Unit	Language Focus	Functions	Learning Activities	Phonics	Project	Page	
						PB	TG
6 Let's eat!	<i>apple, banana, biscuit, sandwich, tomato</i> Questions: <i>Is this a (sandwich)? Yes, it is. / No, it's a (biscuit). What's this? It's a (tomato). How many (sandwiches)?</i> Plurals	Asking questions Counting	Tracing and copying letter 'a' Ticking the correct answer Drawing an object or a food	/æ/ apple	Make your favourite food	20	27
7 What colour is the ...?	<i>boat, bus, car, house; blue, green, red, yellow</i> Definite article: <i>the</i> Questions: <i>What colour is the (car)? The (car) is (red). How many (yellow) (boats)?</i> Plurals	Talking about colour Asking questions	Tracing and copying letter 'b' Tracing and colouring pictures	/b/ bus	Make a paper boat	23	32
8 My face	<i>ear, eye, mouth, nose</i> Imperative: <i>Touch your (nose).</i> Demonstrative pronoun: <i>this</i> Possessive adjectives: <i>my, your</i> Question: <i>Is this (my eye)?</i> <i>Yes, it is. / No, it isn't. It's your (nose).</i>	Talking about parts of the face Giving commands Asking questions	Tracing and copying letter 'm' Song: <i>Ear and eye</i> Drawing one's face Tracing words	/m/ mouth	Draw and colour a pupil	26	37
9 My family	<i>brother, family, father, mother, sister; (love, sing)</i> Possessive adjective: <i>my</i> Questions: <i>Who's this? This is my (brother). Is this (Hassan)? Yes, it is. / No, it isn't. It's (Walid).</i> Possessive 's': <i>This is (Zeina)'s (brother).</i>	Identifying family members and people	Tracing and copying letter 'f' Song: <i>Mother, father</i> Tracing family members Matching words and sentences to pictures	/f/ father	Make a family tree	29	42
10 Revision 2	Revision of previous vocabulary, language and functions		Recognising the correct letters and sounds CLIL: Social Studies Matching words to their category Tracing and colouring pictures	/æ/ apple /b/ boat /m/ mother /f/ four	Make a collage	32	48

Unit	Language Focus	Functions	Learning Activities	Phonics	Project	Page	
						PB	TG
11 My birthday	Numbers: 6-10 Possessive 's' Personal pronouns: <i>he/she</i> Questions: <i>How old's (Hassan)? (Hassan)'s (six). How old are you? I'm (six). How old's (Zeina)'s (brother)?</i>	Asking about age Counting	Tracing and copying letter 'n' Tracing and copying numbers 6-10 Matching sentences to pictures Choosing the correct answer	/n/ nine	Make a survey about your partners' age	35	53
12 Is the bed green?	<i>bed, fridge, house, lamp, sofa, table; black, white; blue, green, red, yellow</i> <i>The (chair) is (green).</i> Questions: <i>What colour is the (bed)? It's (red). What colour is this? Is the (chair) (green)? Yes, it is. / No, it isn't.</i>	Talking about colour	Tracing and copying letters 'g' and 'l' Drawing and colouring pictures	/g/ green /l/ lamp	Make a jigsaw puzzle	38	59
13 My body	<i>arm, foot, hand, head, leg; ear, eye, mouth, nose</i> Indefinite articles: <i>a, an</i> Questions: <i>Is the (bag) (blue)? Yes, it is. / No, it isn't. Is it a (foot)? Yes, it is. / No, it isn't. / No, it's a (leg). What's this? It's a/an (arm).</i>	Giving commands Asking and answering questions	Tracing and copying letters 'h' and 'j' Action song: Clap your hands Game: with body parts Choosing the correct option Copying words and phrases	/h/ hand /dʒ/ jump	Make a boy or a girl	41	64
14 What's that?	<i>ball, (toy) box, doll, key, umbrella; big, small</i> Demonstrative pronouns: <i>this/that</i> Questions: <i>What's this/that? It's a (small) (key).</i>	Asking questions Describing objects	Tracing and copying letters 'u' and 't' Choosing the correct option Colouring pictures	/ʌ/ umbrella /t/ toy	Make a small paper umbrella	44	70
15 Revision 3	Revision of previous vocabulary, language and functions		Recognising the initial sound of words Tracing words CLIL: Science Choosing the correct option Colouring pictures Game: I spy	/l/ leg /h/ head /t/ table /n/ nose /g/ girl /ʌ/ umbrella /dʒ/ jump	Make a puppet	47	75

Unit	Language Focus	Functions	Learning Activities	Phonics	Project	Page	
						PB	TG
<b>16</b> Our clothes	<i>dress, jacket, shirt, shoes, skirt, trousers, T-shirt</i> Question: <i>Who's that?</i> Verb: <i>to have</i>	Talking about clothes Describing what people are wearing Talking about possessions	Tracing and copying letters 'd' and 'y' Circling pictures Colouring pictures	/d/ dress /j/ yellow	Make clothes for your drawing	<b>50</b>	<b>80</b>
<b>17</b> Where is it?	<i>bag, ball, boat, book, box, car, chair, doll, house, key, lamp, table, umbrella</i> Prepositions: <i>in, on, under</i> Questions: <i>Where's the (ball)?</i> <i>What's that? It's a (key).</i>	Asking about location Describing position	Tracing and copying letters 'i' and 'o' Drawing and colouring objects	/ɪ/ in /ɒ/ on	Make a ball of yarn	<b>53</b>	<b>86</b>
<b>18</b> I like ice cream.	<i>chicken, egg, ice cream, rice, salad, (jug of) water; apple(s), banana(s), biscuit(s), sandwich(es), tomato(es); please, thank you</i> Numbers: <i>1-10</i> Plurals Present simple verb: <i>to like</i> Question: <i>How many (apples) are there? There are (two) (apples).</i>	Offering and accepting offers Expressing likes Counting	Tracing and copying letters 'e' and 'w' Song: One apple Crossing the odd picture out Writing a food word Drawing food	/e/ egg /w/ water	Make a bowl of ice cream	<b>56</b>	<b>91</b>
<b>19</b> Animals	<i>bird, cat, dog, horse, rabbit</i> Numbers: <i>1-10</i> Plurals Questions: <i>Is that a (dog)? Yes, it is. / No, it isn't. It's a (cat).</i> <i>What's that? It's a (dog).</i> <i>How many (cats) are there? There is/are (one/three) (cats).</i>	Asking questions Counting	Tracing and copying letters 'c' and 'r' Song: The cat says meow. Tracing words Colouring animals	/k/ cat /r/ rabbit	Make a paper cat face	<b>59</b>	<b>97</b>
<b>20</b> Revision 4	Revision of previous vocabulary, language and functions		Completing words Drawing pictures Matching words to their category CLIL: Art Choosing the correct option	/d/ dress /j/ yellow /ɪ/ in /ɒ/ on /w/ window /e/ egg /k/ car /r/ rice	Draw and decorate an item of clothes	<b>62</b>	<b>103</b>

Unit	Language Focus	Functions	Learning Activities	Phonics	Project	Page	
						PB	TG
<b>21</b> Is that Zeina's vase?	<i>vase; bag, book, pencil; boat, bus, car, house; doll, key, ball, umbrella; jacket; food vocabulary</i> Demonstrative pronoun: <i>this</i> Possessive 's' Question: <i>Is this/that (Zeina)'s (sandwich)?</i> <i>Yes, it is./No, it isn't.</i> Verb: <i>to have</i>	Expressing possession	Tracing and copying letters 'v' and 'z' Left to right pre-writing practice Drawing objects	/v/ vase /z/ Zeina	Make an object with pencils	<b>65</b>	<b>108</b>
<b>22</b> Where's Mother?	<i>bedroom, garden, kitchen, sitting room; Father, Mother</i> Personal pronouns: <i>he, she, it</i> Questions: <i>Where's (Mother)? (She)'s in the (kitchen).</i> Prepositions: <i>in, on, under</i> Possessive 's'	Asking about location	Tracing and copying letters 'k' and 'x' Ticking the correct answer Colouring pictures	/k/ kitchen /ks/ box	Draw your favourite room in the house	<b>68</b>	<b>113</b>
<b>23</b> I'm tall.	<i>duck, quack; short, tall; big, small; happy, sad; colours; clothes vocabulary</i> Verb: <i>to have</i> Questions: <i>Who's this/that? It's (Tippy). What's this? It's a (big) (key). Who is (tall)? (Tippy) is (tall). Who has a (red) (jacket)? (Huda) has a (red) (jacket). What colour is (Colin)'s (jacket)? It's (red).</i> Imperative: <i>Look at me.</i> Possessive 's' Conjunction: <i>and</i>	Describing people Asking for information	Tracing and copying letters 'q' Tracing words Colouring pictures according to aural instructions Game: Walk like this Miming: adjectives Song: <i>Look at me</i>	/kw/ quack	Make a mask of an animal you like	<b>71</b>	<b>118</b>
<b>24</b> The alphabet	Letters of the alphabet round-up; all vocabulary from previous units		Song: <i>The alphabet song</i> Writing the missing letters of the alphabet Tracing letters Matching words to pictures Miming words and actions Game: <i>A is for ...</i> Colouring pictures		Make a letter card	<b>74</b>	<b>124</b>

Unit	Language Focus	Functions	Learning Activities	Phonics	Project	Page	
						PB	TG
25 Revision 5	Revision of previous vocabulary, language and functions		Tracing letters Matching sentences to pictures Choosing the correct option Colouring numbers according to aural instructions Drawing pictures Song: <i>Say Goodbye</i> CLIL: Music Matching letters with words and objects Completing a maze		Make a song	77	129



# Introduction

The components of the course are as follows.

- Pupil's Book
- Activity Book
- Teacher's Guide
- Audio CD
- Flash cards
- Wall charts

---

## The aims of the course

*English for Syria 1* has been developed for Primary 1 children and teachers in Syria, taking into account all the changes in methodology over the past few years. *English for Syria 1* aims to teach pupils to communicate effectively using simple English, and to set the groundwork for successful language learning in the future. The course aims to stimulate the child's interest in learning English and to develop confidence through a range of activities that encourage pupils to speak to one another, so promoting an active use of the English language. Pupils learn a new language most effectively when they are encouraged to use the language for themselves. This course enables pupils to do just that through the application of newly acquired language in their active participation in games and other enjoyable activities.

The syllabus is carefully graded, presenting language items through the media of listening exercises, phonics activities, games, songs and other activities. The focus in *English for Syria 1* is on listening and speaking. Pupils are encouraged to use meaningful language in every lesson and, when given the opportunity, will do so through shared interaction with fellow pupils. Activities throughout the book contain much in-built recycling and there is regular revision of all vocabulary and structures introduced. The topics have been chosen because they are familiar to six- and seven-year-old pupils, presenting them with language that is relevant to their environment. The topics include identity, family, home, food, clothes, numbers and animals.

---

## The Pupil's Book

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

Each unit consists of three pages. The revision units generally cover the work of the previous four units. The final revision unit is an exception to this format, having six pages to accommodate revision of the whole year's work.

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

Words printed in blue in speech bubbles in the Pupil's Book are intended as a guide only. Teachers may read these words to pupils, but the pupils themselves are *not expected* to read them. Some activities require pupils to read the text, but the instructions in the Teacher's Guide highlight the importance of the teacher's guidance in getting the pupils to recognise the words and to try to read them with him/her. Although pupils trace and copy letters in the Activity Book and are introduced to the full alphabet in Unit 24, they are not expected to read properly until Level 2.

In addition to the text of the listening exercises, course songs are recorded on the audio CD and the illustrated words of these songs also appear in the Pupil's Book.

Some types of activities are regularly used in the Pupil's Book in order to present the new language in every unit. Other types of activities vary when pupils work in pairs or groups to practise the language they have learnt, especially through listening and speaking activities. Below are some types of activities that are regularly used in the Pupil's Book.

---

### Listen to the conversation and repeat.

Most of the Pupil's Book units begin with a picture story, which revolves around the main characters: Miss Reem, the teacher; Hassan and Salma, who are six-year-old twins; and Walid and Zeina, the seven-year-old classmates of Hassan and Salma. Bill and Jill are two small bear characters, appealing to children of this age group, who also appear throughout the book.

New language is initially presented through a variety of activities, the steps for which are clearly laid out in the Teacher's Guide. Following the presentation stage,

pupils are encouraged to talk about the pictures in the Pupil's Book, saying which characters and objects they can see and what they think is happening in the pictures. Pupils listen to the audio after this preliminary discussion. All the dialogues from these exercises are recorded on the audio CD and pupils should listen to the audio while following the pictures in the story. After listening to the audio at least twice, pupils then repeat the dialogue one sentence at a time.

---

### Listen and sing.

Twelve songs are presented in the Pupil's Book during the course of the year. These songs give an excellent opportunity for pupils to have fun whilst learning, and provide an enjoyable means to aid them in consolidating the target language. Always encourage your pupils to sing along. Showing a willingness to sing yourself may

help to encourage quieter pupils to participate in singing with the class as a group. Actions, demonstrated initially by you, can be used to accompany many of the songs. Performing these will increase pupils' enjoyment, aid the learning and memorising of vocabulary and increase overall understanding.

---

### Listen to the sound(s) and the word(s). Repeat them.

These exercises present one or two vocabulary items to pupils, each containing the sound of the letter(s) presented within that particular unit. These exercises follow a systematic phonics syllabus. It has been proven that the phonics approach leads to an improvement in reading achievement. *English for Syria 1* develops pupils' phonemic awareness, which is the first step in

teaching phonics. It helps them identify and use the individual sounds that correspond to each letter of the alphabet. By Unit 23, pupils will have learnt the most common sounds of each of the alphabet letters. In Unit 24, they are presented with all the letters in alphabetical order.

---

### Project

There is a project in almost every unit in the Pupil's Book. The projects in *English for Syria 1* are mostly simple craft ones, using various materials, such as modelling clay, yarn, paint, etc. in order to make simple crafts like masks, jigsaw puzzles, collage, puppets, etc.

Projects enable pupils to use the target language in a meaningful and fun context in order to complete a task in pairs, small groups or individually. The teacher should always take the time to explain to pupils exactly what they have to do and to give an example of the finished piece of work if possible.

Projects are immensely beneficial in the foreign language classroom as they allow pupils to work autonomously, although the teacher will always be available to offer help and guidance where necessary. Pupils also learn to work well with others.

Such tasks enable pupils to develop confidence, so they are a satisfying and rewarding experience. It is always motivating for pupils if they can see their finished piece of work displayed in the classroom.

---

## Listening and speaking

These exercises encourage pupils to look at pictures and to ask and answer questions about them, based on a model given in a listening exercise. These exercises are well-designed for pair work, and sometimes group work. After pupils have been exposed to new language through

a presentation activity, they can then further practise the target language in meaningful interactions. In this way, these exercises are instrumental in building pupils' confidence to use the new language.

---

## The Activity Book

The Activity Book contains a wide range of exercises. It begins with essential directional practice through enjoyable but structured line drawing activities to accustom pupils to write from left to right. It then moves on to letter formation in Unit 3, gradually introducing the lower case letters throughout the book. Each page in the Activity Book corresponds to a page in the Pupil's Book, and together they form one lesson.

The first lesson of each Activity Book unit focuses on letter formation. Pupils trace and copy the letters

and then practise their sounds in a following exercise, through various types of activity.

The second and third lessons of each Activity Book unit further practise the target language presented and practised in the Pupil's Book, always including listening and speaking activities. In these activities, pupils listen to a model conversation to be able to complete a certain task, such as drawing, colouring, matching, choosing the correct option, etc. Then they are required to have similar conversations in pairs or groups.

---

## The Teacher's Guide

The Teacher's Guide contains:

- a scope and sequence chart with a summary of the new language in each unit;
- this Introduction to the course materials;
- summaries of the aims and content of, and teaching resources needed for, each lesson;
- suggestions for the use of teaching aids and materials,

- including flash cards and wall charts;
- notes about useful and effective teaching techniques and learning activities;
- step by step, easy-to-follow notes for each lesson; and
- a glossary of words introduced in the Pupil's Book with reference to the units in which they first occur.

---

## The organisation of the lesson notes

Each lesson begins with a summary of the lesson aims. This section tells you exactly what language and structures to teach in the lesson and these are the areas your pupils should have mastered when they have completed the work. For example:

### Unit 1

#### Lesson 1

##### Aims

To teach the new vocabulary: *hello, goodbye*

To teach pupils to introduce themselves

To introduce left to right pre-writing practice

Following the Aims section of each lesson, there is more detailed information about the work included in the lesson, for example:

<b>Structures</b>	<i>Hello. I'm (Miss) ...</i>
<b>Functions</b>	Greeting and responding
<b>Topic</b>	Identity
<b>Vocabulary</b>	<i>hello, goodbye</i>
<b>Writing</b>	Left to right pre-writing practice
<b>Resources</b>	Pupil's Book, page 5, Exercise 1 Character flash cards Activity Book, page 5, Exercise 1 Audio CD

This information will help you to organise all the necessary teaching aids for your lesson. It lists clearly all the structures and vocabulary you will be teaching. Note that the vocabulary listed here includes all the words covered in the lesson, both new and revised, whereas purely new vocabulary is listed in the Aims section.

---

## The step-by-step teaching notes

The Teacher's Guide includes step-by-step instructions for every lesson. Most lessons contain two or three exercises and there are separate instructions for each one. These instructions explain how best to organise the class and how to teach the exercise.

All the exercises in the Pupil's Book are introduced by a Presentation activity in which the new vocabulary and structures are taught through a range of activities. If the Pupil's Book exercise is revising previously taught vocabulary or structures, then it is preceded by a Revision activity which encourages the pupils to use and practise the language again in interesting and stimulating ways. Some Pupil's Book exercises are followed by a Follow-

up activity in which pupils actively use the language they have just been taught in class, group or pair work. These activities are often presented as games in which the pupils' newly acquired language is needed for their active participation.

Among the step-by-step instructions, you will find occasional, colour-coded instructions for differentiated learning. Your class will include both fast and slow learners, each needing different teaching strategies and having a different learning pace. These differentiated instructions will give you suggestions for more guidance to slow learners and extra tasks for fast learners.

---

## The Audio CD

The audio CD contains recorded material for all the listening exercises in the Pupil's Book and Activity Book. If you are unable to obtain a copy of the CD, it is important that you read the exercises aloud to your class, as pupils

need to hear an accurate model of the dialogues. If you do have to read the recorded material aloud yourself, try to put as much energy into your performance as possible to make it interesting for the children.

---

## The general teaching approach

The course materials use a communicative approach to learning English. This means that your pupils are encouraged to speak English to you and each other from the very beginning. Part of the teaching methodology is based on the *Total Physical Response (TPR)* classroom system. *TPR* is based on the theory that memory is enhanced through association with physical movement, and *TPR* in teaching foreign languages is based on listening linked to physical actions. Thus, in teaching a

structure such as, 'Hello. I'm (Hassan/Salma),' pupils take turns to stand up and introduce themselves to the rest of the class. Similarly, in learning the names of such classroom objects as a table, a desk, a chair or a door, pupils point to or touch the objects as they say their names. The integration of *TPR* activities with the other activities found in the course will prove highly motivating and stimulating for young learners.

---

## Recycling

Language and structures are recycled thoroughly throughout the course. Pupils learn an average of six to eight new words in each unit, so these words are introduced and then reinforced over three lessons. In addition to learning the new vocabulary in each unit,

pupils are constantly exposed to previously learnt vocabulary. The course topics allow for this ease of recycling. For example, the words for colours, clothes, food, and general classroom and home-based vocabulary are recycled over a wide range of topics.

---

## Content and Language Integrated Learning (CLIL)

*English for Syria 1* includes materials which allow the teacher to connect the learning of English with other subjects taught in the curriculum. In the third lesson of every revision unit, pupils complete an activity which

links to one other subject area. The subject used in each activity is highlighted at the top of the exercise. Pupils focus on a learning point, so for example the numbers 1–5 in Maths. Pupils then work on a creative hands-on project to reinforce the language.

---

## Classroom management

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

### **Whole class**

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

### **Pair work**

In pair work, two pupils work together to complete a task. Pair work is extremely important because it gives children time to practise the language they have been taught. This is their chance to communicate in English. It is most commonly used in listening and speaking activities, where pupils listen to a model conversation and then have a similar one with their partner. Your class may be unused to pair work in the beginning so, in early lessons, use two confident pupils to demonstrate pair work activities to the class, or demonstrate with a confident pupil yourself. Always make sure that all pupils understand the activity and what is expected of them. Tell pupils to work with the person on their left, their right, directly in front of, or behind them. Vary the instruction so that they do not always work with the same partner.

### **Group work**

For group work, try and divide the class into equal-sized groups. You can give the groups English names, such as colours or animals. This will help pupils remember the word and feel a sense of belonging to that group. You can also change the group members every now and then so that the pupils get to work with others.

### **Noise**

When children work in pairs or groups, they may become noisy. If the noise gets too loud, have a pre-agreed hand signal which shows the children that you want them to quieten down, or raise your finger to your mouth and say, 'Quiet,' or 'Shhhh,' gently. Ask pupils to repeat the word 'quiet' in whispers. You can make even this activity enjoyable by getting the pupils themselves to use the language to quieten each other down and so, hopefully, control the class when pupils become boisterous. Keep the level of your own voice down too; if you shout, so will the children.

### **Checking**

As your pupils work, walk round the class to check that they have all understood the activity, and listen to pairs of pupils if the children are involved in a pair work activity. Help children by modelling language for those having difficulties. Correct only bad mistakes; do not discourage pupils from communicating by correcting unimportant mistakes.

If pupils are involved in individual Activity Book exercises, walk round the class giving praise for neat and accurate work and for effort. Make a note of any problems that pupils are having and that you can remedy with additional practice later.

Many Activity Book exercises are suitable for practising and reinforcing the language introduced in the Pupil's Book, so make use of this by asking pupils questions about the pictures and activities they are working on.

### **Co-operation**

Encourage pupils to help each other as much as possible. Both fast and slow learners learn more readily when they work together and help each other.

### **The use of Arabic**

In general, try not to use Arabic in your English lessons. However, if it is obvious that your pupils do not understand what you are saying, use a few words of Arabic and then return to speaking English.

When discussing a picture story at the beginning of every unit with pupils, check that they have learnt the words from the Presentation by asking them to tell you what they can see in the picture in English. However, there will be occasions when pupils will not have the necessary English language to describe what is happening in the pictures. At these times, ask them to tell you in Arabic, to encourage class discussion.

## Teaching aids

### Flash cards

The course has sets of Object, Number and Character flash cards. These are helpful when presenting and revising language and are often used in the games in the course. The Object flash cards are numbered from 1 to 62 and the detailed notes for each unit in the Teacher's Guide tell you which cards to use. If you do not have the cards, make as many of your own as possible. Number cards are easy to make and should have the numeral on one side and the correct number of filled-in circles on the other. You can make Character flash cards by photocopying the characters in the book, sticking the copies to card and writing the name of the character on

the reverse side. By collecting suitable pictures from magazines or by making your own simple drawings you can create your own set of Object flash cards with the corresponding words on the back.

Alphabet cards are needed for Unit 24, and it is a good idea to prepare a set of these with lower case letters on one side (and upper case letters on the reverse in preparation for Grade 2).

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

### Wall charts

There are eight course wall charts covering the following topics and each with a list of associated vocabulary:

#### **Colours**

red, blue, green, yellow, white, black

#### **Family**

father, mother, sister, brother, family

#### **The home**

house, sitting room, bedroom, kitchen, garden, chair, sofa, bed, fridge, table, desk, (toy) box, car, ball, doll, door, window, lamp, vase, computer

#### **Food**

banana, tomato, sandwich, biscuit, (jug of) water, rice, salad, ice cream, chicken, apple, egg

#### **Numbers**

Numbers 1 to 10 and corresponding groups of objects:

1 (desk), 2 (books), 3 (pencils), 4 (chairs), 5 (girls), 6 (houses), 7 (buses), 8 (boats), 9 (cars), 10 (boys)

#### **Animals**

cat, dog, horse, bird, rabbit, duck

#### **Clothes**

shirt, skirt, dress, jacket, shoes, T-shirt, trousers

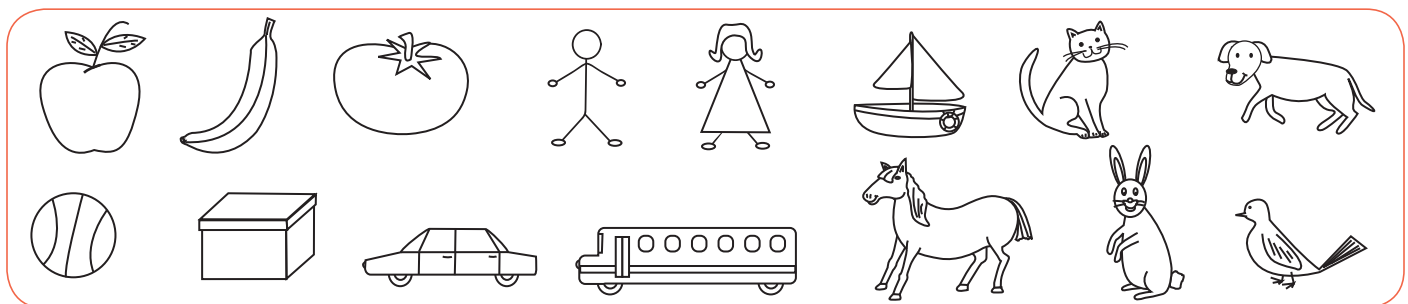
#### **The body**

ear, eye, nose, mouth, head, arm, foot, leg, hand

The wall charts can be used in a variety of ways, providing a flexible tool for teaching and revising such aspects of the language as vocabulary, structures, numbers and colours. The Teacher's Guide is full of ideas for exploiting the wall charts from both a teacher- and a pupil-centred point of view. Teachers can point to objects on the wall charts and ask the class or individuals questions, or bring groups or individuals to the front to ask questions of the class, or to answer questions by pointing to objects on the charts.

## Drawings

Use drawings on the board to illustrate what you are teaching. Your drawings do not have to be complicated; they should be simple. Here are some ideas of how to make simple drawings of objects you will need for the course:



The *English for Syria 1* course, with its carefully linked components, provides primary teachers with an effective and easy-to-use teaching tool that will, in turn, enable pupils to learn, and continue to learn the English language with confidence and enjoyment.

Teach, learn, and have fun!

# I Hello!

## Lesson 1

### Aims

To teach the new vocabulary: *hello, goodbye*

To teach pupils to introduce themselves

To introduce left to right pre-writing practice

**Structures** *Hello. I'm (Miss) ...*

**Functions** Greeting and responding

**Topic** Identity

**Vocabulary** *hello, goodbye*

**Writing** Left to right pre-writing practice

**Resources** Pupil's Book, page 5, Exercise 1  
Character flash cards  
Activity Book, page 5, Exercise 1  
Audio CD

### Introduction

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

### Presentation

- Take out the character flash cards (Salma, Hassan, Zeina, Walid, Miss Reem, Bill and Jill) and, holding the pictures up one at a time, repeat the name of each character and ask the class to repeat each name after you.
- Ask small groups, rows of pupils or individuals to repeat the names after you. Tell the class that these are the main characters in the book, and that they will hear Salma and Zeina speaking in the audio in the next exercise.

### Pupil's Book, Exercise 1



- Tell the class to open their Pupil's Books at page 5. Hold up the page for the class to see and tell those pupils who have found the page to help those who have not yet found it.
- Tell pupils to look at the pictures and ask them which characters they can see (Salma, Zeina).
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 (or read the audioscript if you do not have the audio CD).
- Play the audio a second time, pausing after each word and asking the class to repeat the words after you. Make sure that pupils are following the pictures as they listen to each sentence.

### Audioscript

SALMA: *Hello.*

ZEINA: *Hello.*

SALMA: *Hello. I'm Salma.*

ZEINA: *Hello. I'm Zeina.*

### Follow up

- Tell the class that they are going to practise this dialogue, and divide the pupils into two groups. Tell the group on the left (group A) that they are going to say 'Hello' to the group on the right (group B). Group B will respond with 'Hello.' Tell group A to say, 'Hello.' Now tell group B to say, 'Hello.'
- Now tell both groups that they are going to say 'Hello' and that each individual pupil is to introduce him/herself at the same time, so they say, 'Hello. I'm (+ their name).' Tell pupils in group A to say, 'Hello,' and introduce themselves. Now tell group B to do the same.
- If you have a very large class you can divide the pupils into smaller groups for this activity. The idea at this stage is just to get pupils speaking English and having fun using the language. At first, pupils are less likely to feel self-conscious when speaking in larger groups. Tell them that they already know how to say something very useful.

### Activity Book, Exercise 1

- Tell pupils to open their Activity Books on page 5. This is a pre-writing activity. Ask them to look at the pictures and tell you what they can see. Tell pupils that they are going to trace the lines from left to right, but first you are going to show them how. Tell them to watch you carefully.
- Stand with your back to the class and draw a straight line in the air with your finger from left to right. Tell pupils to draw in the air with their fingers in the same way. Walk round and make sure they are moving their fingers from left to right.
- Now ask pupils to draw with their fingers on their desks from left to right.
- Ask pupils to pick up their pencils. Show them how to hold a pencil correctly, then walk round checking that they are doing so. Remember that right-handed and left-handed pupils move their hands differently when writing, and it is important not to force pupils to change hands or to write in one particular way.
- Ask pupils to look at the first line at the top of the page and explain that they must begin on the left by Bill and trace the line as carefully as possible to Jill on the right.
- Ask pupils to trace the remaining lines taking care to be neat and not to rush. Walk round monitoring pupils' work and helping any who are having difficulties.

### Ending

- When the lesson is finished, say 'Now, close your books.' Show pupils what you mean by closing a book and repeating, 'Close your books.'
- Now tell pupils that they are going to say 'goodbye' to each other in two groups in the same way that they said 'hello' to each other. Translate 'goodbye' for them into Arabic, or gesture 'goodbye' with a wave to help them understand the meaning.
- Ask group A to say, 'Goodbye,' to group B, and then group B to reply, 'Goodbye,' to group A.
- Praise the class and tell them that they are doing very well. Say, 'Goodbye,' wave and wait for pupils to respond.

## Lesson 2

### Aims

To teach the new vocabulary: *fine, thank you*  
To practise greetings and responses  
To introduce *wh-* question: *How are you?*  
To sing a song  
To complete a maze

**Structures** *Hello. I'm ...*  
*Wh-* question: *How are you?*

**Functions** Greeting and responding

**Topic** Identity

**Vocabulary** *hello, fine, thank you, goodbye*

**Writing** Completing a maze

**Resources** Pupil's Book, page 6, Exercises 2 and 3  
Activity Book, page 6, Exercise 2  
Audio CD


### Revision


- Walk into the class and say, 'Hello.' If pupils do not respond immediately, put your hand up against your ear and then say, 'Hello,' again a little louder. Wait for the class to respond.
- Stand at the front of each row in turn and say, 'Hello,' to each row, getting the pupils to respond together. Then do the same with individual pupils. Always smile and encourage pupils by praising their efforts.




## Pupil's Book, Exercise 2


2 Take turns to say *hello* to the class. Tell them your name.




3  Listen and sing.




Hello. I'm Salma.  
How are you?  
I'm fine, thank you.





Hello. I'm Hassan.  
How are you?  
I'm fine, thank you.



6

- Explain to pupils that they are going to play a game in which they can practise saying 'hello' and introducing themselves. Tell them that you are going to walk around the class, and when you place your hand on a pupil's head, he/she must stand up and say, 'Hello. I'm (+ pupil's name).' Ask the class to look at the picture at the top of page 6 of their Pupil's Books.
- Alternatively, you can get small groups of about five pupils to sit in a semi-circle at the front of the class and play the game as in the picture. Try to give all pupils the opportunity of saying 'hello' and introducing themselves.

### Presentation

- Ask the class, in Arabic, how they are. Now tell them that they are going to learn to ask how someone is in English. Say, 'How are you?' and ask the class to repeat after you. Do this several times, first with the whole class and then with individuals.
- Tell pupils that the normal response to the question, 'How are you?' is 'I'm fine, thank you.' Ask the class

to repeat after you. Again, do this several times with the whole class and individuals.

- Say, 'Hello,' to individuals and wait for them to respond with, 'Hello.' Now ask, 'How are you?' and wait for them to answer, 'I'm fine, thank you.' Explain that it is polite in English to say 'thank you' and they should always use it when asked how they are.

### Pupil's Book, Exercise 3

- Tell pupils that they are going to learn a song using some of the new language they have learnt.
- Play the audio, letting pupils hear the whole song.
- Now play the song again, pausing at the end of each line. Repeat the words yourself and ask pupils to repeat after you.
- Now ask the class to sing along as you play the song all the way through.

#### Audioscript

*Hello. I'm Salma.  
How are you?  
I'm fine, thank you.*

*Hello. I'm Hassan.  
How are you?  
I'm fine, thank you.*

#### Follow up

- Ask pupils to practise this dialogue in pairs (pupil A and pupil B) using their own names. Pupil A starts with, 'Hello. I'm (name). How are you?' Pupil B answers, 'I'm fine, thank you.' Then pupil B introduces him/herself and asks the question. Pupil A replies, 'I'm fine, thank you.'
- Walk round the class listening, but do not correct mistakes at this stage. Just let pupils try to reproduce the language as best they can. Stop at various pairs of pupils and, using their names, model the dialogue for the whole class. **Pupils who are making mistakes can begin to correct their own dialogues by hearing your model. If pupils feel they are making mistakes or getting it wrong in front of the whole class, they may lose confidence and be less willing to use the language in class.**

### Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 6.
- Ask who they can see (Miss Reem). Tell pupils that Miss Reem wants to get to the board at the front of the class and that they must draw a line through the rows of desks to help her get there. Hold up the Activity Book page and trace the line for them to see.

- Tell pupils to draw the line slowly and carefully, taking care to keep close to the line, within the desks. Tell them it is much more important for them to work carefully than to work quickly.

### Ending

- When the lesson is finished say, 'Now close your books,' and show pupils what you mean by closing a book and repeating, 'Close your books.' Say, 'Goodbye,' and wait for the class to respond, 'Goodbye.'

## Lesson 3

### Aims

To teach the new vocabulary: *name*  
 To revise *wh-* question: *How are you?*  
 To introduce *wh-* question: *What's your name?*  
 To match pictures

**Structures** *Wh-* questions: *How are you?*  
*What's your name?*

**Functions** Greeting and responding

**Topic** Identity

**Vocabulary** *hello, fine, thank you, goodbye, name*

**Writing** Matching pictures

**Resources** Pupil's Book, page 7, Exercise 4  
 Activity Book, page 7, Exercise 3  
 Audio CD

### Revision

- Revise greetings and responses with the class. Ask confident pairs of pupils to practise the dialogue in front of the class, or walk round introducing yourself, asking how pupils are and waiting for individuals to reply, 'I'm fine, thank you.'

### Presentation

- Stand in front of the class and, gesturing towards yourself, say, 'Hello. I'm Miss/Mrs/Mr (your name).' Now pointing at individuals quickly in turn, ask, 'What's your name?' Say again, 'Hello. I'm ...,' and again ask individuals, 'What's your name?' Wait for pupils to respond with their names and praise any who do. If pupils respond with just their names, expand their answers into, 'I'm (name).'
- Ask pupils to practise the question and answer with the person on either side of them.

### Pupil's Book, Exercise 4



- Tell the class to open their Pupil's Books on page 7. Hold up the page for the class to see and tell those pupils who have found the page to help those who have not yet found it.
- Tell pupils to look at the pictures and ask them which characters they can see. (Zeina, Salma, Miss Reem, Walid, Hassan)
- Tell the class they are going to listen to the audio, then play the audio for Exercise 4 all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.

### **Audioscript**

SALMA: *How are you?*

ZEINA: *I'm fine, thank you.*

MISS REEM: *Hello. I'm Miss Reem.*

CLASS: *Hello, Miss Reem.*

MISS REEM: *What's your name?*

HASSAN: *I'm Hassan.*

MISS REEM: *How are you?*

HASSAN: *I'm fine, thank you.*

### **Follow up**

- Ask two confident pupils to model the following dialogue for the class and then ask the class to practise the dialogue in pairs.

PUPIL A: *Hello. I'm ... . What's your name?*

PUPIL B: *I'm ... .*

PUPIL A: *How are you?*

PUPIL B: *I'm fine, thank you.*

- Walk round listening to pairs. [Help any pupils who are having difficulties by asking them to repeat each line after you.](#)

### **Activity Book, Exercise 3**

- Ask pupils to open their Activity Books on page 7. Can they recognise the words in the speech bubbles? Tell them that they are going to listen to a conversation between a girl and a boy, and explain that they have to match the words 1 to 3 with the words a to c.
- Play the audio all the way through for pupils to listen. Then, play it a second time, pausing after each sentence for pupils to repeat.
- Play the audio a third time, pausing after each pair of lines. Tell the pupils to match the sentences.
- Play the audio one last time for pupils to check their work. [If less able pupils could not complete the task, read the sentences yourself to give them more time to find the matching sentences.](#)

### **Audioscript**

1 GIRL: *Hello!*

BOY: *Hello!*

2 BOY: *What's your name?*

GIRL: *I'm Eman.*

3 GIRL: *How are you?*

BOY: *I'm fine, thank you.*

### **Ending**

- When the lesson is finished, say, 'Now, close your books,' and show pupils what you mean by closing a book and repeating, 'Close your books.' Say, 'Goodbye,' and wait for the class to respond, 'Goodbye.'

# 2 Counting

## Lesson 1

### Aims

To revise greetings and responses  
 To introduce imperatives: *stand up, sit down*  
 To sing a song  
 Left to right pre-writing practice

**Structures** Imperatives: *Stand up. Sit down.*  
 Wh- questions: *How are you?*  
*What's your name?*

**Functions** Greeting and responding  
 Giving commands

**Topic** Actions

**Vocabulary** *hello, stand up, sit down*

**Writing** Left to right pre-writing practice

**Resources** Pupil's Book, page 8,  
 Exercises 1 and 2  
 Bill and Jill masks (if available)  
 Activity Book, page 8, Exercise 1  
 Audio CD

### Revision 1

- Play the audio from Unit 1, Exercise 4 to revise greetings and responses and the question 'What's your name?' with the class. Then model the same dialogue from Unit 1, Lesson 3, Follow up, with two confident pupils in front of the class.

### Presentation

- Pupils need to learn the new vocabulary 'stand up' and 'sit down' for the song that follows.
- Sit down on your chair or desk where all pupils can see you clearly. Say, 'Stand up,' gesture an upward movement with your upturned palms and, while doing so, stand up yourself. Smile at the class as you are doing this. Ask, in Arabic, if the pupils understand what you want them to do, but don't translate 'Stand up' for them at this stage.
- If no pupils respond, repeat the words, 'Stand up,' whilst gesturing with your upturned palms. Praise any pupils who follow the instruction. Make sure all pupils stand up.
- Next, say, 'Sit down,' and sit down yourself. Pupils should understand that they are to follow your action and sit down.
- Ask the class to repeat, 'Stand up,' and gesture for them to stand up. Now ask the class to repeat, 'Sit down,' and gesture for them to sit down. Do the same with groups and individuals.

## Pupil's Book, Exercise 1

**2 Counting**

1 Listen and sing.

Hello. Stand up, sit down.  
 Hello. Stand up, sit down.  
 Hello. Stand up.  
 Hello. Stand up.  
 Hello. Stand up, sit down.

2 Listen to the conversation and repeat.

Hello. I'm Bill.  
 Hello. I'm Jill.

Stand up, Jill.

Sit down, Jill.

8

- Tell pupils that they are going to learn a new song called, 'Stand up, sit down.' Ask them to look at page 8 of their Pupil's Books and to remind you what the characters in the pictures are called (Walid, Hassan, Zeina, Salma).
- Play the song all the way through once and let the class just listen.
- Next, play the song through line by line. Repeat the words yourself at the end of each line and ask pupils to repeat after you.
- Play the song all the way through and let pupils sing along.

### Audioscript

*Hello. Stand up, sit down.*  
*Hello. Stand up, sit down.*  
*Hello. Stand up.*  
*Hello. Stand up.*  
*Hello. Stand up, sit down.*

### Pupil's Book, Exercise 2

- Tell the class to look at the pictures in their Pupil's Books at the bottom of page 8. Pupils have seen Bill and Jill on the character flash cards and have seen them in their Activity Books but this is the first time that the characters have appeared in the Pupil's Book. Remind pupils that these characters are called Bill and Jill.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 2 all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.

#### Audioscript

BILL: *Hello. I'm Bill.*

JILL: *Hello. I'm Jill.*

BILL: *Stand up, Jill.*

BILL: *Sit down, Jill.*

#### Follow up

- If Bill and Jill masks are available, ask for pairs of volunteers to come to the front of the class and act out Bill and Jill's dialogue wearing the masks. If you have no volunteers, offer to play one of the parts yourself, wearing the mask, to put your pupils at ease and make the lesson fun for them.
- If there are no masks, give the names 'Bill' and 'Jill' to the pupils in each pair and play the activity in the same way.

### Activity Book, Exercise 1

- Tell pupils to open their Activity Books at page 8. This is a pre-writing activity. Ask pupils to look at the pictures and tell you what they can see.
- Explain that pupils are going to trace the lines from left to right. Tell them to watch you carefully, stand with your back to the class and draw an upward/downward curve in the air with your finger from left to right. Tell pupils to draw in the air with their fingers in the same way. Walk round and make sure that pupils are moving their fingers from left to right.
- Now ask pupils to draw with their fingers on their desks from left to right.
- Ask pupils to pick up their pencils. Show them how to hold a pencil correctly, then walk round checking that they are doing so. Remember that right-handed and left-handed pupils move their hands differently when writing. Do not force pupils to change hands or to write in one particular way.

- Ask pupils to look at the first line at the top of the page and explain that they must begin on the left by Bill and trace the line of the ball as carefully as possible to Jill on the right.
- Ask pupils to trace the remaining lines taking care to be neat and not to rush. Walk round monitoring pupils' work and helping any pupils who are having difficulties.

#### Ending

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

## Lesson 2

#### Aims

To teach numbers: 1-5

To sing a song

To trace numbers: 1-5

**Functions** Counting

**Topic** Numbers

**Vocabulary** Numbers: 1-5

**Writing** Tracing numbers: 1-5

**Resources** Pupil's Book, page 9, Exercises 3 and 4  
Number flash cards 1-5 + an additional set of homemade number flash cards 1-5  
Activity Book, page 9, Exercise 2  
Audio CD

#### Presentation

- Draw a row of five filled-in circles on the board, large enough for all pupils to see.
- Count from one to five in Arabic, pointing at each circle in turn. Now tell pupils that they are going to learn to count from one to five in English.
- Say, 'One,' and ask pupils to repeat. Do the same with 'Two', 'Three', 'Four' and 'Five', asking pupils to repeat the numbers after you.
- Now ask pupils to look at the circles on the board. Point to each one in turn and, as you do this, say, 'One, two, three, four, five.' Ask pupils to repeat.

### Pupil's Book, Exercise 3

3 Listen to the numbers and repeat.

1 2 3 4 5

4 Listen and sing.

One and two.  
One and two.

How are you?  
How are you?

Three and four.  
Three and four.

Three and four.  
Three and four.

Sing some more.  
Five, five, five!

- Ask pupils to open their Pupil's Books on page 9.
- Tell pupils that they are going to listen to numbers 1 to 5.
- Play the audio all the way through once and let the class just listen.
- Then play the audio a second time, pausing after each number. Ask pupils to repeat.
- Tell pupils to look at the first ladybird in their Pupil's Book, and ask if anyone can tell you how many spots there are (one). Tell them to count the spots on the other ladybirds' backs.
- Go round the classroom, praise the pupils who are counting correctly, and helping those who need more guidance.

#### Audioscript

1 2 3 4 5

### Follow up

- Ask five pupils to come to the front of the class. Give each pupil a number flash card from '1' to '5'.
- Put the five pupils in a row facing the class, with number 1 first in the row, number 2 second, and so on.
- Now ask for five more volunteers. Give each a flash card from the second set with numbers 1 to 5 on them. These pupils stay in their seats.
- Ask the pupil in the row at the front of the class with number 1 to show the card to the class and say, 'One.' The pupil in the class with the other number 1 stands up and says, 'One,' then joins the pupil with number 1 at the front of the class.
- Do the same with the remaining numbers.
- Alternatively, when the row of five pupils is standing at the front with the flash cards, give all remaining pupils in the class a number from 1 to 5 on a piece of paper. When a pupil at the front holds up his/her flash card, ask all pupils in the class with that number to hold up their numbers and say the number. Check that all pupils are holding up the correct number at the right time.

### Pupil's Book, Exercise 4

- Tell pupils they are going to learn another song. This song is about counting from one to five. (Translate 'and' and 'sing some more' into Arabic.)
- Play the audio for Exercise 4 all the way through.
- Next, play the audio again stopping at the end of each line. Repeat the words yourself at the end of each line and ask pupils to repeat after you.
- Now, play the song all the way through, asking pupils to sing along.

#### Audioscript

One and two.

One and two.

How are you?

How are you?

Three and four.

Three and four.

Sing some more.

Five, five, five!

### Activity Book, Exercise 2

- Tell pupils to open their Activity Books at page 9. Ask them to look at the numbers. Explain that they are going to listen to the numbers, repeat and trace them by drawing over the grey lines, but first you are going to show them how.

- Write the number 1 slowly and carefully on the board. Make sure that pupils can see that you are starting at the top of the number and moving the chalk upwards, then downwards.
- Now, with your back to the class, trace the number 1 in the air and ask the pupils to copy you. Then ask them to trace the number on their desks with their fingers.
- Play the audio, pause after the number 1 for pupils to repeat it, then ask them to trace the number 1 in their Activity Books. Repeat the same procedure for numbers 2 to 5, after first showing them the correct way to write each number. Walk round the class making sure that pupils are holding their pencils correctly. Help any pupils who are having difficulties.

#### Audioscript

JILL: One.  
 BILL: Two.  
 WALID: Three.  
 HASSAN: Four.  
 ZEINA/SALMA: Five.

#### Ending

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

## Lesson 3

#### Aims

To practise greetings and responses  
 To revise numbers: 1-5  
 To revise imperatives: *stand up, sit down*  
 To trace and copy numbers: 1-5  
 To carry out a project using craft skills

**Structures** Imperatives: *Stand up. Sit down.*  
 Wh- questions: *How are you?*  
*What's your name?*

**Functions** Greeting and responding  
 Giving commands

**Vocabulary** *hello, fine, thank you, stand up, sit down*, numbers: 1-5

**Writing** Tracing and copying numbers: 1-5

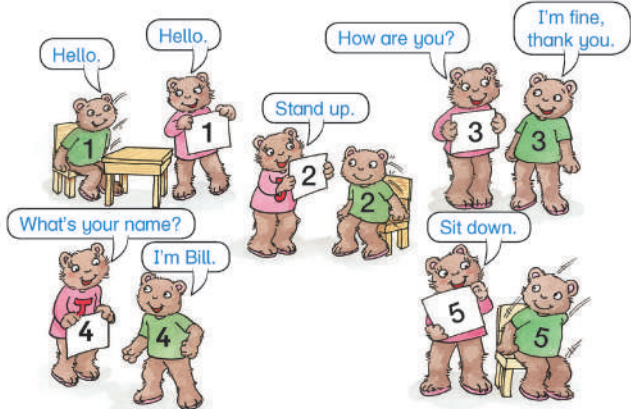
**Resources** Pupil's Book, page 10,  
 Exercises 5 and 6  
 Pieces of paper with numbers 1-5  
 for the game  
 Activity Book, page 10, Exercise 3  
 One sheet of paper per pupil, paint

#### Revision

- Quickly revise greetings and responses and the imperatives 'Stand up' and 'Sit down' for the next exercise.


#### Pupil's Book, Exercise 5

5 Work in five groups. Each group has a number. Listen to your teacher and respond.



6 **Project:** What is your favourite number? Draw and decorate it.

You need:



10

- Tell pupils to open their Pupil's Books at page 10. Hold up the page for the class to see and tell those pupils who have found the page to help those who have not yet found it. Follow this procedure each time you ask pupils to find a page in their books.
- Ask pupils to look at the pictures of Bill and Jill on the top of the page. Explain that Bill and Jill are playing a game. Tell pupils that they are going to play the same game, practising the language and numbers they have learnt so far.
- Divide the class into five groups. You can use the rows they are sitting in. Each pupil in a row will have the same number. If you have five rows of ten pupils in your class, for example, you will need to write ten of each number from 1 to 5 on different scraps of paper.

- Give papers with the same number to pupils in the same group/row and make sure that all pupils know the number they have. Explain that you are going to say a number and give a cue, and that only the pupils with that number should respond.
- Say, 'Number 1. Hello.' All pupils with number 1 respond, 'Hello.'
- Say, 'Number 2. Stand up.' All pupils with number 2 stand up.
- Say, 'Number 3. How are you?' All pupils with number 3 respond, 'I'm fine, thank you.'
- Say, 'Number 4. What's your name?' All pupils with number 4 respond, 'I'm (name).'
- Say, 'Number 5. Sit down.' All pupils with number 5 sit down.
- Repeat, changing the cue for each number until everyone has had a chance to respond to all the different cues.

#### **Pupil's Book, Exercise 6**

- Tell pupils 'It's project time!' Tell them that they are going to draw a picture of their favourite number. Ask a few pupils what their favourite number is.
- Show pupils the numbers on page 10 so that they have an idea what kind of project they are going to do. Give out a piece of paper to each pupil and make sure they all have a pencil and colouring crayons or paint.
- Remind pupils how to write each number from 1 to 5 by demonstrating it on the board. Tell them to do the same with the number they have chosen.
- Provide paint in different colours. Tell pupils that they can decorate the number they have drawn using colouring crayons or paint. Ask them to choose colours and patterns to fill in the numbers.
- If pupils have used paint to decorate their pictures, they will need to wait while the paint dries.
- When all the pupils have finished making their numbers, tell them that you are going to count. Explain that after each number you say, you want the pupils with the same number to raise their cards.
- Praise the pupils for their good work.

#### **Activity Book, Exercise 3**

- Tell pupils to open their Activity Books at page 10. Tell them that they are going to trace and copy the numbers.
- This is the first time that pupils have been asked to write the numbers by themselves. Make sure that pupils are sitting and holding their pencils correctly.
- Before pupils write in their books, demonstrate on the board the correct way to write each number, as you did in the last lesson.
- After demonstrating each number, ask pupils to copy the number in their books. Tell them to take care to write neatly and to keep within the lines. Walk round the class checking that pupils are writing the numbers in the correct way.
- *Less able pupils might need to practise more tracing before beginning to write the numbers by themselves. Write dotted numbers on their books for them to trace them but leave some space for them to have the opportunity to write by themselves.*

#### **Ending**

- Tell pupils that you are very pleased with their progress and that you know they are going to continue to do well.
- Make sure that pupils say, 'Goodbye,' as they are leaving the classroom.



# 3 Classroom objects

## Lesson 1

### Aims

To teach the new vocabulary: *desk, book, pencil, chair*

To teach *wh-* question: *What's this?*

To trace and copy letter 'p' and learn its sound

**Structures** *Wh-* question: *What's this? It's a (book).*

**Functions** Asking questions

**Topic** School

**Vocabulary** *desk, book, pencil, chair*

**Phonics** /p/ pencil

**Writing** Tracing and copying letter 'p'

**Resources** Pupil's Book, page 11,  
Exercises 1 and 2  
Activity Book, page 11,  
Exercises 1 and 2  
Audio CD

### Introduction

- Begin by telling pupils how well they are doing in their English lessons. Remind them of the language they have already learnt by practising some of the greetings and responses they know. Ask pupils to stand up and then sit down. See if any pupils can count from one to five, but don't worry if they can't. Ask them to repeat the numbers 'one' to 'five' with you. Always encourage pupils to give them confidence and tell them that they can have a lot of fun learning English.

### Presentation 1

- The new vocabulary is needed for the next listening exercise. Use classroom objects to teach pupils the words. In later lessons, you can use picture object flash cards 1 to 8 for revising vocabulary.
- Point to a desk and say, 'Desk.' Say, 'Desk,' several times getting the class to repeat the word after you. Ask one row of pupils at a time to repeat the word after you.
- Do the same with the other new words, 'book', 'pencil', 'chair'. Make sure that all pupils can see quite clearly the object you are pointing to.
- When you have taught all the vocabulary, point to the objects in turn and encourage volunteers to tell you the English word for the object you are pointing to.

### Presentation 2

- Teach pupils the question, 'What's this?' using the vocabulary they have just learnt to present the structure to them.
- Point to a desk and ask, 'What's this?' Model the answer, 'A desk,' and then, 'It's a desk.' Repeat both the question and the answer.
- Point to a book and ask, 'What's this?' Model the answer, 'It's a book.' Repeat both the question and the answer.
- Point to a pencil and ask, 'What's this?' Pupils should answer, 'It's a pencil.' If they answer, 'Pencil,' praise them without correcting them to the model 'It's a pencil.' Pupils will hear this structure in the audio and so will be given more practice after assimilating the new vocabulary.

### Pupil's Book, Exercise 1

The page is titled '3 Classroom objects' and contains two exercises. Exercise 1 is a listening exercise with four panels. In the first panel, a bear asks 'What's this?' and the other bear replies 'It's a desk.' In the second panel, the bear asks 'What's this?' and the other bear replies 'It's a book.' In the third panel, the bear asks 'What's this?' and the other bear replies 'It's a pencil.' In the fourth panel, the bear asks 'What's this?' and the other bear replies 'It's a chair.' Exercise 2 is a tracing and repetition exercise. It shows the letter 'p' and a pencil. The instruction says 'Listen to the sound and the word. Repeat them.' There is a small '11' in a circle in the bottom right corner.

- Tell the class to open their Pupil's Books at page 11 and to look at the pictures. Ask them which characters (Bill and Jill) and objects (desk, book, pencil, chair) they can see.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.

#### **Audioscript**

BILL: *What's this?*

JILL: *It's a desk.*

BILL: *What's this?*

JILL: *It's a book.*

BILL: *What's this?*

JILL: *It's a pencil.*

BILL: *What's this?*

JILL: *It's a chair.*

#### **Follow up**

- Walk round the room pointing to the objects pupils have just learnt, asking, 'What's this?' and getting the class to respond.
- Place a book and a pencil on your desk and make sure your chair is visible to the class next to your desk. Invite two pupils to come to the front. Tell one of them to point to the objects in turn and ask, 'What's this?' Encourage the other pupil to answer.
- Give as many pupils as possible the opportunity to practise the language in this way. This activity can also be done with small groups at the front: one pupil asks the question and the others give the answer. Pupils can take turns to be the questioner.

#### **Pupil's Book, Exercise 2**

- Ask the class to open their Pupil's Book on page 11. Tell pupils to look at the picture in Exercise 2. Hold up your book and point to the picture. Ask them 'What's this?' for them to answer 'It's a pencil.'
- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /p/ several times. Pupils repeat the sound, point to the picture and say the word.

#### **Audioscript**

/p/ pencil

/p/ pencil

#### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 11. This is the first exercise where pupils trace letters of the alphabet.
- Ask pupils to look at the picture at the top of the page. Tell them that the word says 'pencil'. Say, 'Pencil,' again and ask the class to repeat. Say the initial sound of the word (/p/) and ask pupils to repeat.
- Tell pupils to look at the letter 'p' at the top of the page. Explain that they are going to trace the letter 'p' shape, but first you are going to show them how.
- Write the letter 'p' slowly and carefully on the board. Make sure that all pupils can see you are writing the letter in the same direction shown in the Activity Book. Write the letter several times saying the sound of the letter as you write.
- Now, with your back to the class and so they can all see, trace the letter 'p' in the air, again saying the sound as you make the movement. Let the class trace in the air as well, also saying the sound of the letter. Then ask the class to trace the letter on their desks with their fingers.
- Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
- Walk around helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Ask pupils to trace and copy the lines of p's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and follow the lines they are tracing as carefully as possible.
- Ask the class to look at the picture at the top of the page again. Ask pupils to tell you what the word says, then tell them to trace the first letter of the word.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

#### **Activity Book, Exercise 2**

- Ask the class to open their Activity Books on page 11. Ask pupils which letter they can see in the blue box (p).
- Tell them to look at the first word carefully and try to find the letter 'p' and circle it.

- Walk round the classroom, helping any pupils who are having difficulties.
- After they have all circled the letter 'p' successfully, repeat the same procedure for the two remaining words.

### Ending

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

## Lesson 2

### Aims

To teach the new vocabulary: *computer, bag*

To practise the *wh-* question: *What's this?*

Left to right pre-writing practice

**Structures** *Wh-* question: *What's this?*

**Functions** Asking questions

**Topic** School

**Vocabulary** *desk, book, pencil, chair, computer, bag*

**Writing** Left to right pre-writing practice

**Resources** Pupil's Book, page 12,  
Exercises 3 and 4

Object flash cards: 1 and 2

Activity Book, page 12,  
Exercises 3 and 4

Audio CD


### Revision

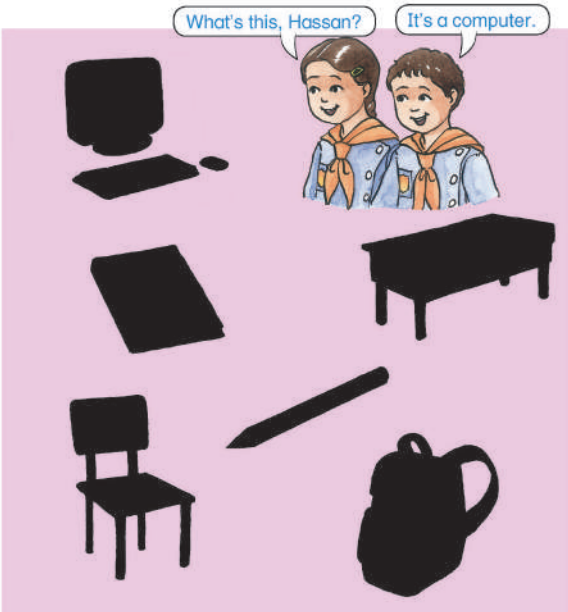
- Play the audio of Exercise 1 from the previous lesson again to revise the new vocabulary and the question, 'What's this?' Play the audio all the way through while pupils listen, then play the audio through stopping at the end of each line and asking pupils to repeat the sentences after you.

### Presentation

- Teach the new vocabulary by pointing at the objects in the classroom or by using picture flash cards. Hold up the computer flash card and say, 'Computer,' and get pupils to repeat after you. Do this several times asking the class and individuals to repeat after you.
- Do the same for 'bag'.

### Pupil's Book, Exercise 3

3  Listen to the conversation. Then, work in pairs, asking and answering questions about the objects.



4 Work in groups. Take turns to ask and answer questions about objects in your classroom.

12

- Tell pupils to open their Pupil's Books at page 12. Go through the exercise with the class, pointing to each silhouette and asking, 'What's this, (Ahmed/Heba)?' Ask pupils to say what they think each one is.
- Play the audio for pupils to listen and repeat the conversation. Tell them that they are going to have similar conversations for the other objects.
- Now tell pupils to work in pairs to ask and answer the question, 'What's this?' 'It's a (computer),' and so on.
- **Walk round the class listening and helping any pupils who are having difficulties by modelling the question and answer for them.**
- Walk round the class randomly asking pupils, 'What's this?' as you point to one of the pictures on the page.

### Audioscript

SALMA: *What's this, Hassan?*

HASSAN: *It's a computer.*

### Answers

computer, book, desk, chair, pencil, bag

### Pupil's Book, Exercise 4

- Tell pupils that they are going to follow the same model as Exercise 3 and work in groups, taking turns to ask and answer questions about their classroom objects.
- Walk round each group, helping any pupils who are having difficulties.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books at page 12 and to look at the pictures of Bill and Jill on the left. Explain that pupils are going to trace the lines from Bill and Jill to their possessions on the right.
- Play the audio, pausing after the first conversation. Tell them to start with the top line and to trace the line from Bill to the chair.
- After pupils have traced the first line, play the audio for the other conversations, pausing after each one and ask them to trace the other lines from Bill to the book, and from Jill to the computer and the pencil.
- Walk round the class and help any pupils who are having difficulties. Make sure that all pupils are holding their pencils correctly.

### Audioscript

1 NARRATOR: *What's this?*

BILL: *It's a chair.*

2 NARRATOR: *What's this?*

BILL: *It's a book.*

3 NARRATOR: *What's this?*

JILL: *It's a computer.*

4 NARRATOR: *What's this?*

JILL: *It's a pencil.*

### Activity Book, Exercise 4

- Ask pupils to look at the pictures and ask them what they can see.
- Tell them that they are going to work in pairs, taking turns to ask and answer questions about the classroom objects they see in the picture.
- Go round the classroom making sure the pupils are using the correct structure and vocabulary. **For less able pupils, give them hints about the objects in the pictures.**

### Ending

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

## Lesson 3

### Aims

To teach *wh-* question: *How many?*

To count objects

To introduce plurals with *s*

To revise numbers: 1-5

To carry out a project using craft skills

**Structures** *Wh-* question: *How many?*

Plurals

**Functions** Counting

**Topic** School

**Vocabulary** *desk, book, pencil, chair, computer, bag*

**Resources** Pupil's Book, page 13,  
Exercises 5 and 6  
Classroom objects (books, pencils)  
for counting from 1-5  
Object flash cards 1-6  
Activity Book, page 13, Exercise 5  
Pencils and paint

### Presentation 1

- Tell pupils that they are going to learn some language about counting. Remind them of the numbers 'one' to 'five' by drawing circles on the board and counting them with the class.
- Pick up three pencils one by one from your desk and each time you pick one up, count it, saying, 'One. Two. Three.' Then ask, 'How many?' Wait for pupils to give the answer 'Three.' If no pupil answers you, repeat the question and then model the answer, 'Three.'
- Pick up a number of any objects you have in the classroom, each time counting up from 'one' to 'five' and asking the question, 'How many?' until all pupils understand and can respond to the question. When pupils give the answer, say, 'Count' and encourage them to count from 'one' up to the number of objects you are holding.
- Hold up various numbers of fingers and ask individuals, 'How many?' Ask them to count the fingers.

### Presentation 2

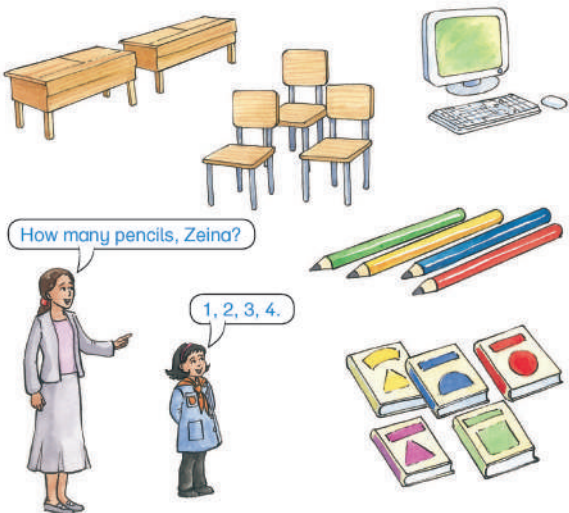
- Tell pupils that when we want to talk about more than one object in English, we have to add an *s* to the word to make it plural. Pick up a pencil and say, 'One pencil,' then ask the class to repeat.
- Now pick up another pencil and, holding them together, say, 'Two pencils,' then ask the class to

repeat. Stress the plural s ending when you say the word 'pencils'. Pick up another pencil and say, 'Three pencils,' asking pupils to repeat. Do the same up to 'five pencils'.

- Now use the flash cards for objects that pupils know. Hold up the (book) flash card and say a number from one to five (four). Explain that you want pupils to say, 'Four books.' Do this with different flash cards and numbers, making the activity fun.

### Pupil's Book, Exercise 5

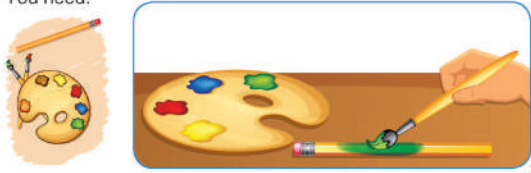
5 Work in pairs. Take turns to ask and answer questions about the number of these objects.



How many pencils, Zeina?

1, 2, 3, 4.

6 **Project:** Make coloured pencils.  
You need:



13

- Tell the class to open their Pupil's Books at page 13. Ask pupils to tell you which objects they can see (computer, desk, chair, pencil, book). Explain that they are going to count the objects.
- First, tell them to look at the computer. Ask, 'How many computers?' Pupils should answer, 'One.'
- Say, 'Count the computers.' Pupils answer, 'One computer.'
- Now ask pupils to look at the desks. Say, 'How many desks?' Pupils should answer, 'Two.' Say, 'Count the desks.' Pupils answer, 'One, two desks.' Do the same with the remaining pictures.

### Pupil's Book, Exercise 6

- Tell pupils 'It's project time!' Tell them that they are going to decorate a pencil. Give out a pencil and a brush to each pupil and provide the class with paint in different colours. Tell them that they can choose any colour they like and as many colours to paint their pencils.
- Ask pupils to leave the pencils on the table and not to touch them until the paint is dry.
- When all the pupils have finished colouring their pencils, walk round the class stopping by each pupil to admire their work.
- Praise pupils for their good work.

### Activity Book, Exercise 5

- Tell the class to open their Activity Books at page 13. Ask pupils to say what they can see (a classroom). Ask them to tell you some of the things they can see in the classroom – a desk, a chair, a bag, a pencil, a book. Numbers 1 to 5 are also scattered around the classroom.
- Ask pupils to work in pairs to find the numbers and circle them individually.

### Ending

- Tell pupils that you are very pleased with their progress and that you know that they are going to continue to do well.
- Wait for pupils to say, 'Goodbye,' as they are leaving the classroom.

# 4 Close the window, please.

## Lesson 1

### Aims

To teach the new vocabulary: *window, door*

To teach imperatives: *open, close*

To revise imperatives: *stand up, sit down*

To practise using polite language: *please* and *thank you*

To revise *wh-* question: *What's this? It's a ...*

To revise numbers: 1-5

To trace and copy letter 's' and learn its sound

**Structures** *Wh-* question: *What's this? It's a ...*  
Imperatives: *Stand up, sit down, open, close*

**Functions** Giving instructions  
Saying *please* and *thank you*

**Topic** School

**Vocabulary** *stand up, sit down, open, close, please, thank you, window, door, numbers 1-5*

**Phonics** /s/ sit down

**Writing** Tracing and copying letter 's'

**Resources** Pupil's Book, page 14,  
Exercises 1 and 2  
Object flash cards: 1-8  
Number flash cards 1-5  
Numbers wall chart  
Activity Book, page 14,  
Exercises 1 and 2  
Audio CD

### Revision 1

- Pupils learnt the question and answer form, 'What's this?' 'It's a ... ,' in the previous unit. Revise this quickly using flash cards 1 to 6, the Numbers wall chart or real classroom objects.

### Revision 2

- Revise numbers 1 to 5 from the previous lesson using the number flash cards.
- Hold up flash card number 1. Say, 'One,' and ask the class to repeat the number after you.
- Do the same with numbers 2 to 5 in sequence. Ask the class to repeat the numbers after you.
- Next, hold up the number cards out of sequence. Ask individuals to tell you which number you are holding up.
- Choose individuals to come to the front and 'be the teacher'. They hold up the number cards in any sequence and the rest of the class respond with the correct number.

### Presentation 1

- Introduce the new vocabulary, 'door' and 'window'. Walk over to the door and, pointing to it, say, 'Door,' getting the class to repeat the word after you. Say the word several times, asking the class to repeat it after you each time.
- Now walk over to the window and, pointing to it, say, 'Window.' Again, say the word several times, asking the class to repeat after you.
- Hold up the door picture flash card and ask a row of pupils to tell you the word. Repeat with each row of pupils, asking them to tell you whether you are holding up a door or a window.
- Explain to the class that you are going to point to individuals and say either 'door' or 'window'. The pupil should then go to stand by either the door or the window, depending on the word you said. When there is a small group by both the door and the window, ask each group, 'What's this?' and wait for the response, 'It's a door/window.' Repeat until all pupils have had a turn.


### Presentation 2

- Pupils learnt the imperatives 'stand up' and 'sit down' in Unit 2. Ask individuals to stand up and sit down to revise these two commands with the class.
- Now, walk over to the door and open it. Say, 'Open,' and ask the class to repeat the word after you.
- Close the door and say, 'Close.' Again, ask the class to repeat after you.
- Do this several times, each time asking the whole class or individuals to repeat the word after you.
- Do the same using a window, a bag or a desktop. Each time, get the class to repeat the word 'open' or 'close' after you.
- Ask individuals to perform the action of opening or closing a door/window/bag/desktop.

## Pupil's Book, Exercise 1


### 4 Close the window, please.

**1** Listen to the conversation and repeat.



**2** Listen to the sound and the word. Repeat them.

S



sit down

14

- Tell the class to open their Pupil's Books at page 14. Tell pupils to look at the pictures and ask them which characters they can see (Zeina, Salma, Miss Reem).
- Tell pupils they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.

### **Audioscript**

MISS REEM: *Stand up please, Salma.*

MISS REEM: *Open the window, please.*

MISS REEM: *Close the window, please.*

MISS REEM: *Thank you. Sit down.*

## Follow up

- Choose five pupils and ask them to come to the front of the class.
- Give each of them a number flash card from 1 to 5.
- Ask the pupil with number 1 to open the door. Say, 'Number one open the door, please.' Ask the pupil with number 2 to sit down, the pupil with number 3 to open the window, the pupil with number 4 to close the door, and the pupil with number 5 to close the window. (If it is difficult for pupils to reach the windows, you can ask them to open a bag or a desktop.)
- Make sure that with each command you give, you say 'please' and 'thank you' after the pupil has successfully carried out the action. Stress the importance of saying 'please' and 'thank you' in English.
- After pupils have performed their action successfully, they pass their number card to another pupil and the game can be continued until all pupils have had a chance to perform an action.

## Pupil's Book, Exercise 2

- Ask the class to open their Pupil's Book on page 14. Tell pupils to look at the picture in Exercise 2. Hold up your book and point to the picture. Ask them what they can see in the picture.
- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /s/ several times. Pupils repeat the sound, point to the picture and say the word.

### **Audioscript**

/s/ sit down

/s/ sit down

## Activity Book, Exercise 1

- Tell the class to open their Activity Books on page 14.
- Ask pupils to look at the picture at the top of the page, and tell them that the phrase says 'stand up'. Say the words again and ask pupils to repeat. Say the initial sound of the phrase (/s/) and ask pupils to repeat.
- Tell the class to look at the letter 's' at the top of the page. Tell pupils that they are going to trace the letter 's' shape, but first you are going to show them how.
- Write the letter 's' slowly and carefully on the board. Make sure that all pupils can see you are writing the letter in the same direction shown in the Activity Book. Write the letter several times saying the sound

- of the letter as you write.
- Now, with your back to the class and so they can all see, trace the letter 's' in the air, again saying the sound as you make the movement. Let the class trace in the air as well, also saying the sound of the letter. Then ask the class to trace the letter on their desks with their fingers.
  - Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
  - Walk around helping any pupils who are having difficulties and giving praise for effort and accurate work.
  - Now ask pupils to trace and copy the lines of s's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and to follow the lines they are tracing as carefully as possible.
  - Ask pupils to look at the picture at the top of the page again. Ask them to tell you what the phrase says, then tell them to trace the first letter of the first word.
  - **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

### Activity Book, Exercise 2

- Tell pupils that they are going to complete the words using one letter.
- Say the first phrase without pronouncing the missing letter. Ask pupils which letter they think is missing at the beginning (the letter 's').
- Follow the same procedure for the other words.
- Explain that they must take care not to write the letter 's' below the line and to follow the lines they are tracing as carefully as possible.
- Walk around the classroom, helping any pupils who are having difficulties and giving praise for effort and accurate work. **Less able pupils might need your help writing the missing letters for them in the form of dotted lines.**

### Ending

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

## Lesson 2

### Aims

To teach the new vocabulary: *boy, girl*

To revise numbers: 1-5

To revise the plural *s* ending

To write numbers

**Structures** *I'm a boy/girl.*

**Functions** Talking about oneself

**Topic** Identity

**Vocabulary** *boy, girl, count, numbers 1-5*

**Writing** Writing numbers

**Resources** Pupil's Book, page 15,  
Exercises 3 and 4  
Character flash cards  
Object flash cards: 1-8  
Bill and Jill face masks (if available)  
Activity Book, page 15,  
Exercises 3 and 4  
Audio CD

### Presentation 1


- Use the character flash cards of Hassan, Salma, Walid, Zeina, Bill and Jill to teach the new vocabulary, 'boy'/'girl'.
- Hold up the picture of Hassan and elicit the name 'Hassan' from the class. Say, 'Boy,' and ask the class to repeat. Now say, 'Hassan's a boy,' and ask the class to repeat the whole sentence.
- Hold up the picture of Salma and elicit the name, 'Salma.' Say, 'Girl,' and ask the class to repeat. Now say, 'Salma's a girl,' and ask the class to repeat the whole sentence.
- Do the same for the other characters.


### Presentation 2

- If Jill and Bill masks are available, ask one male pupil and one female pupil to come to the front of the class. Give the male pupil the Bill mask and the female pupil the Jill mask.
- Ask the two pupils to put on their masks and say, 'I'm a boy,'/'I'm a girl,' depending on which mask they are wearing.
- Repeat with as many pupils as possible.

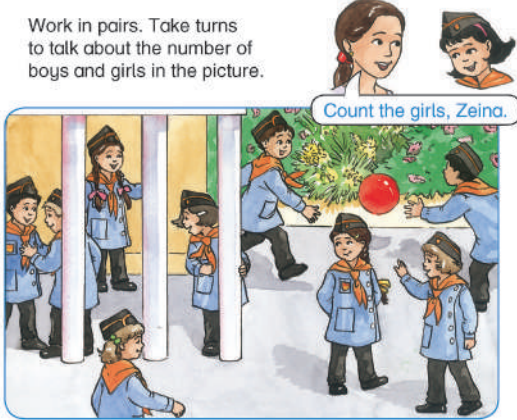


### Pupil's Book, Exercise 3

3  Listen to Hassan and Salma. Are you a boy or a girl? Tell the class.



4 Work in pairs. Take turns to talk about the number of boys and girls in the picture.



15

- Ask the class to open their Pupil's Book on page 15. Tell pupils to look at the characters in Exercise 3. Ask them what they can see (Hassan, Salma, Bill and Jill). Tell them that they are going to listen to Hassan and Salma.
- Play the audio for pupils to listen. Play it a second time for them to point to the character speaking.
- Point to a confident pupil. Ask him/her to say, 'I'm (Hani/Nagwa). I'm a boy/girl.'
- Point to as many individuals as possible getting each to say their name and whether they are a boy or a girl.

#### Audioscript

HASSAN: *I'm a boy.*

SALMA: *I'm a girl.*

#### Revision

- Revise plural noun formation with the class for the next exercise. Ask five boys and five girls to come to the front.

- Ask one boy to stand close to you, away from the other four boys. Say, 'One boy,' and ask the class to repeat after you. Now ask a second boy to come and stand near the first. Say, 'Two boys,' and ask the class to repeat. Stress the plural s ending.
- Repeat the procedure until the class have counted all five boys and they understand that when they are counting objects and there is more than one, then they must add s to the noun.
- Do the same with the group of five girls.

### Pupil's Book, Exercise 4

- Tell the class to open their Pupil's Book at page 15. Ask pupils to describe who and what they can see in the picture.
- Tell pupils that they are going to work in pairs and count the number of boys and the number of girls in the picture. One pupil in each pair counts the number of boys and the other counts the number of girls.
- Walk round the class checking that pupils are counting correctly, upwards from 1 to 5.
- When all pupils have had a chance to count the boys and girls, choose an individual and say, 'Count the boys, (Tariq),' and wait for the pupil to respond, '1, 2, 3, 4 boys.'
- Ask several other pupils to count the number of boys and girls in the picture in the same way.

#### Answers

4 boys, 5 girls

#### Follow up

- Use picture flash cards 1 to 8 to give the pupils further practice in forming plurals.
- Hold up the pencil flash card as a cue. Say, 'One pencil, two pencils,' up to 'five pencils'. Repeat, asking the class to repeat with you.
- Hold up the door flash card, and do the same: 'One door, two doors,' etc., asking pupils to repeat with you. Repeat with several different flash cards and choose individuals to count up in the same way.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 15. Ask them to look at the pictures and tell you what they can see. Then ask them to carefully look at each picture and decide if it's a girl or a boy.
- Explain that if it's a girl, they have to circle it and if it's a boy they have to cross it out.
- Walk round the classroom, helping where necessary.

- If less able pupils are having difficulties, point to each picture, ask them if it's a boy or a girl and tell them to circle it or cross it out accordingly.

#### Activity Book, Exercise 4

- Ask pupils to look again at the pictures in Exercise 3. Explain that they have to count the number of girls and boys. Tell them that they have to write down the number in the boxes next to each word. They might not recognise the words, so you need to read them to them.
- Walk round the classroom, helping any pupils who are having difficulties. Make sure they are writing the numbers correctly and with a clear handwriting.

#### Ending

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

## Lesson 3

#### Aims

To revise *wh-* question: *What's this? It's a ...*  
To complete a maze

To carry out a project using craft skills

**Structures** *Wh-* question: *What's this? It's a ...*

**Functions** Asking questions

**Topic** School

**Vocabulary** *boy, girl, bag, computer, desk, chair, door, book, window, pencil*

**Writing** Completing a maze

**Resources** Pupil's Book, page 16,  
Exercises 5 and 6  
Activity Book, page 16,  
Exercises 5 and 6  
Audio CD

One sheet of paper per pupil,  
scissors

#### Revision

- Walk round the class pointing to various objects and asking, 'What's this?' Ask the class and individuals to respond, 'It's a (book).'
- Invite several pupils to 'be the teacher' and to ask their classmates the question, 'What's this?' pupils respond, 'It's a ...'

#### Pupil's Book, Exercise 5

5 Work in pairs. Take turns to ask and answer questions about these items.

6 **Project:** Make a small book. On the pages of the book, draw objects that you like. In pairs, take turns to guess what the drawings are.

You need:

16

- Ask the class to open their Pupil's Books at page 16. Explain that the objects on the page are covered in fabric and that the pupils must guess what is underneath.
- Ask pupils to work in pairs. Tell one pupil in each pair to ask, 'What's this?' and the other to answer, 'It's a (computer).'
- Walk round the class checking that pupils are asking and answering the question correctly.
- Tell the pupils in each pair to swap round so that both have a chance to ask and answer the question.

#### Answers

bag, boy, girl, computer, book, desk, door, chair, window, pencil

### Pupil's Book, Exercise 6

- Tell pupils 'It's project time!' Tell them that they are going to make a small book.
- Provide pupils with paper and scissors. Demonstrate the steps for making a book and ask pupils to follow the same steps. Ask them to watch while you use scissors to cut out the paper in half. Then show them how to divide both papers in two, place them on top of each other and fold them in the middle so that they look like a book. Wait for all pupils to finish each step before moving on to the next.
- Then provide pupils with colouring crayons and tell them to draw and colour whatever they like on the pages of their book.
- When they are done making their books, tell pupils that they are going to work in pairs, taking turns guessing what their drawings are.
- Praise pupils for their work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 16. Ask pupils to point to Salma and Zeina on the page. Explain that they must help Salma to find Zeina by drawing a line from Salma to Zeina as neatly as possible, taking care to keep within the lines.
- Ask pupils which other characters they can see on the page (Hassan and Walid). Tell them that, while they are drawing the line, they are going to listen to Salma asking the other characters questions. Pupils have to answer each question and then continue drawing the line.
- Play the audio all the way through once and let the class just listen. Then play the audio again, pausing after each question and ask pupils to answer the question.
- Walk round the classroom, helping any pupils who are having difficulties.

### Audioscript

SALMA: *What's this, Walid?*

SALMA: *What's this, Hassan?*

SALMA: *What's this, Zeina?*

### Answers

It's a chair.

It's a bag.

It's a computer.

### Ending

- Tell pupils that you are very pleased with their progress and that you know they are going to continue to do well.
- Make sure that pupils say, 'Goodbye,' as they are leaving the classroom.

# 5 Revision 1

## Lesson 1

### Aims

To revise imperatives  
To revise vocabulary from Units 1-4  
To sing a song  
To play a game (optional)  
To trace letters 'p' and 's'

**Structures** Imperatives: *Stand up. Sit down. Open. Close.*

**Topic** School

**Vocabulary** Revision of previous vocabulary

**Phonics** /p/ please  
/s/ stand up

**Writing** Tracing letters 'p' and 's'

**Resources** Pupil's Book, page 17,  
Exercises 1 and 2  
Activity Book, page 17, Exercise 1  
Audio CD

### Revision

- This is the first Revision Unit in the book and it presents the opportunity for pupils to demonstrate what they have learnt through fun and enjoyable activities.
- The song revises the imperatives that pupils have learnt, such as 'Stand up,' and 'Close the door.'
- The game in Lesson 2 allows pupils to demonstrate their knowledge of vocabulary through mime.
- **These activities, which promote a total physical response, are ideal for less confident pupils as they can perform actions and demonstrate their understanding without being forced to speak.**
- Also, because the vocabulary is reinforced through physical activity it is much more likely to be remembered by pupils who, as they have increasing exposure to the language and become more confident, will start using and reproducing it in a more natural way than is achieved by rote learning.

### Pupil's Book, Exercise 1

**5 Revision 1**

1 Listen and sing.

Open the window.

Close the door.

Sit down on your chair.

Stand up in the air.

2 Listen to the sounds and the words. Repeat them.

p please

s stand up

17

- Tell pupils that they are going to learn a new song revising the imperatives, 'Open the window,' 'Close the door,' 'Sit down,' and 'Stand up.' Ask them to look at the first picture on the left of page 17 and see if any pupils can tell you what they think Jill is saying to Bill ('Open the window.'). Praise any pupils who can tell you. Ask the class and individuals to repeat, 'Open the window.' If pupils are able to open the windows in your classroom, practise the language by asking individuals to perform the action. Do the same for the remaining pictures.
- Tell the class that they are going to listen to the audio, then play the song all the way through, while pupils listen.
- Next, play the song a second time, pausing to repeat each sentence and ask pupils to repeat after you.
- Play the song all the way through and encourage pupils to sing along.

### **Audioscript**

JILL: *Open the window.*

BILL: *Close the door.*

JILL: *Sit down on your chair.*

BILL: *Stand up in the air.*

### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 17. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures.
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /p/ and /s/ several times. Pupils repeat the sounds, point to the pictures and say the words.

### **Audioscript**

/p/ *please*

/s/ *stand up*

### **Pairs**

- This is an optional game that you can use to review vocabulary and give pupils practice in matching the spoken word to pictures. The activity will take about 15 minutes of class time and you will need to spend five or ten minutes before the lesson preparing the activity.
- Divide your class into groups of up to ten pupils. Make enough photocopies of the Appendix on page 114 in this book to have two for each group. For example, if your class has fifty pupils and you divide them into five groups, you will need ten photocopies of the page to prepare ten sets of six cards and give two sets to each group.

### **Instructions**

- Each group places their cards face down in random order.
- Pupils take it in turns to turn over a card. As they turn over the card they must say what is on it, for example, 'Chair.' When the pupil has said the word and all the others in the group have seen the card, the pupil places it face down again.
- Another pupil in the group now turns over a card and says what is on it, making sure that everyone in the group has seen it. All pupils continue to take turns in this way.

- If a pupil turns over a card and knows where its pair is, then he/she may take both cards off the table and keep them until the end of the game. Pupils score a point for every pair of cards they pick up.

### **Activity Book, Exercise 1**

- Tell pupils to open their Activity Books at page 17. Ask them to look at the pictures and tell you what they can see.
- Explain that they are going to complete the words by tracing over the letters in grey.
- Ask pupils to trace the first letter. Walk round the class, helping any pupils who are having difficulties. Ask them what this letter is (p). Follow the same procedure with the other letters.
- After they are done, explain that now they have to match each word or phrase to the correct picture. Read the first word and ask the pupils to repeat after you. Then ask them which picture shows the act of opening something. When they give you the correct answer, tell them to trace a line from the word to the corresponding picture. Repeat the same procedure for the rest of the words and phrases.

### **Ending**

- Ask pupils to close their books, and wait for them to say, 'Goodbye,' as they leave the classroom. Repeat this ending after each English lesson with the class.

## **Lesson 2**

### **Aims**

To revise vocabulary through mime

To choose the correct answers to questions

### **Structures**

*Wh-* questions: *What's this?*

*What's your name?*

*How are you?*

*How many (books)?*

### **Topic**

School and Identity

### **Vocabulary**

Revision of previous vocabulary

### **Resources**

Pupil's Book, page 18, Exercises 3 and 4

Object flash cards 1-8

Numbers wall chart

Activity Book, page 18, Exercise 2

Audio CD


### **Revision**

- Use the flash cards, Numbers wall chart or objects in the classroom to revise previously learnt vocabulary with the class.

- Hold up a flash card and ask, 'What's this?' The class should respond, 'It's a ... ,' etc.

### Pupil's Book, Exercise 3

3 Play a game in groups. Mime one of these actions and your group guesses what it is.



4 Read the questions. Choose the correct answer.

1 What's your name? a I'm Asma. b I'm Asma, thank you.	2 How are you? a Thank you. b I'm fine, thank you.
3 What's this? a I'm a bag. b It's a bag.	4 How many books? a Three books. b It's three books.

18

- Ask pupils to look at page 18 in their Pupil's Books. Explain that they are going to play a fun game. Ask pupils who and what they can see on the page.
- Tell pupils that you are going to mime some of the words or actions they can see on the page and they have to tell you in English what the words or actions are. For instance, pick up an exercise book and make a gesture with your hand as though you are writing in the book. Then hold up your hand towards the class as though you are holding a pencil to prompt pupils to say, 'Pencil.'
- Do the same with other words and actions.
- Ask volunteers to come to the front of the class to mime some of the words you have already mimed, or to come up with their own mimes. Make the activity as fun as possible.

#### Possible mimes

book, open the window, close the door, pencil, computer, stand up, sit down, bag

### Pupil's Book, Exercise 4

- Explain to the pupils that in this exercise, there are four questions and each question has two answers. One of these answers is correct and the other is not.
- Start with the first question and help them read it. Then help them read the two answers. Then ask one pupil to read the question, another pupil to read the first answer and a third pupil to read the second answer. Ask the class which answer they think is correct (a).
- After they answer the first question successfully, do the same for the remaining questions. If pupils didn't have a lot of difficulty with the first question, you can ask them to work in groups of three, each member saying one sentence, and together they decide on the correct answer. If you think that they need more guidance, keep it a whole class activity.

#### Answers

1 a 2 b 3 b 4 a

### Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 18. Point to each picture and ask them what they can see (pencil, book, bag, chair desk, door, window, computer).
- Tell pupils that they are going to listen to four conversations and circle the correct answer for each.
- Play the audio all the way through once and ask pupils to listen carefully. Then play the audio a second time, pausing after each conversation. Ask pupils to circle the correct answer for each.
- Play the audio a third time for pupils to check their answers.

#### Audioscript

NARRATOR: *What's this?*

BOY: *It's a book.*

NARRATOR: *What's this?*

GIRL: *It's a chair.*

NARRATOR: *What's this?*

BOY: *It's a computer.*

NARRATOR: *What's this?*

GIRL: *It's a window.*

#### Answers

1 b 2 a 3 c 4 b

#### Ending

- Make sure that pupils say, 'Goodbye,' as they are leaving the classroom.
- Repeat this ending at the end of each Unit.

## Lesson 3

### Aims

To revise vocabulary from Units 1-4  
To carry out a project using craft skills  
To revise the plural s ending

**Structures** Wh- questions: *What's your name?*  
*How are you?*  
*What's this?*  
*How many*  
*(computers)?*

**Topic** CLIL: Maths

**Vocabulary** Revision of previous vocabulary

**Resources** Pupil's Book, page 19, Exercises 5, 6 and 7  
Activity Book, page 19, Exercises 3 and 4  
Audio CD  
Paper, scissors, colouring crayons

### Revision

- Use objects in the classroom to revise the numbers 1–5. Hold up different numbers of pencils and ask 'How many pencils?' Pupils respond as quickly as they can with the correct number.
- Choose five pupils to come to the front with their books. Ask them to hold up their books. Ask 'How many books?' Tell one pupil at a time to sit down again, and ask the question again until the last pupil sits down.
- Encourage the class to count backwards from 5 to 1 with you.

## Pupil's Book, Exercise 5

5  Listen to a conversation. Then, work in pairs to have the same conversation, using these words and numbers.

chair desk pencil bag book computer  
1 2 3 4 5



**CLIL: Maths**

6 How many girls? How many boys? Tell the class.



7 **Project:** Draw your hand, cut the drawing and colour it. Count the fingers.  
You need: 



19

- Ask pupils to open their Pupil's Books on page 19. Tell them that they are going to listen to a conversation.
- Play the audio all the way through and ask pupils to listen carefully. Then play the audio a second time, pausing after each sentence for pupils to repeat.
- Tell pupils that they are going to work in pairs and have the same conversation about objects in their classroom, using the words and numbers in the box.

### Audioscript

GIRL 1: *Hello.*  
GIRL 2: *Hello.*  
GIRL 1: *What's your name?*  
GIRL 2: *I'm Basma.*  
GIRL 1: *How are you?*  
GIRL 2: *I'm fine, thank you.*  
GIRL 1: *What's this?*  
GIRL 2: *It's a computer.*  
GIRL 1: *How many computers?*  
GIRL 2: *Five computers.*

### **Pupil's Book, Exercise 6**

- Ask pupils what they can see in this exercise (boys and girls).
- Tell them that they are going to count how many girls and boys there are.
- Hold up the book pointing to each picture and ask the pupils 'Girl or boy?' for them to answer 'It's a girl/boy'.
- Divide the class into two groups. Ask the first group to count the girls (4) and the other group to count the boys (3). Ask the first group about the number of girls and the other group about the number of boys. If you could hear contradictory answers, count the children again with the class to give a definite answer.

### **Pupil's Book, Exercise 7**

- Tell pupils, 'It's project time!' Hold up your hand with the fingers stretched out. Say 'How many fingers?' Show different numbers of fingers and ask pupils to say how many.
- Tell pupils they are going to make a picture of their own hand. Give out a sheet of paper to each pupil and make sure they all have a pencil. Demonstrate putting your own hand on a sheet of paper, with the fingers stretched out, and drawing round it with your other hand. Tell pupils to do the same, and go round helping them as necessary.
- Provide paint in different colours. Tell pupils that they can decorate the hand they have drawn using crayons or paint. Ask them to choose colours and patterns to fill in the outline of the hand.
- Ask pupils to watch while you use scissors to cut out the outline of a hand that you drew. If pupils have used paint to decorate their pictures, they will need to wait while the paint dries. Provide scissors and help pupils to cut out their hand picture, cutting carefully around the outline of the fingers.
- When all the pupils have finished making their hands, ask them to hold them up. Say 'Let's count' and ask the class to point to the fingers on their hand and count to five.
- Praise pupils for their good work.

### **Activity Book, Exercise 3**

- Ask pupils to open their Activity Books on page 19. Ask them to tell you what they see in the pictures (books, computers, chair, desks, pencils).
- Explain that for each set of pictures, they have to count how many objects there are and circle the correct number from 1 to 5.
- Walk round the classroom, helping any pupils who are having difficulties.
- Check the answers with the class, asking 'How many books?' for pupils to say 'Four books.' Make sure they're using the plural s ending correctly.

### **Activity Book, Exercise 4**

- Tell pupils that this is a fun activity. They have to draw lines following the order of the numbers 1 to 5. Then they have to guess what the picture is.
- Walk round the classroom, helping any pupils who are having difficulties.
- After all the pupils are done, ask them 'What's this?' for them to answer 'It's a pencil.'

### **Ending**

- Tell pupils that you are very pleased with their progress and that you know they are going to continue to do well.
- Make sure that pupils say, 'Goodbye,' as they are leaving the classroom.
- Repeat this ending at the end of each Unit.



# 6 Let's eat!

## Lesson 1

### Aims

To teach the new vocabulary: *sandwich, biscuit, tomato, banana, apple*

To teach the Yes/No question: *Is this a (sandwich)?*  
Yes, it is./No, it's a (biscuit).

To trace and copy letter 'a' and learn its sound

**Structures** Yes/No question: *Is this a (sandwich)?*  
Yes, it is./No, it's a (biscuit).

**Functions** Asking questions

**Topic** Food

**Vocabulary** *sandwich, biscuit, tomato, banana, apple*

**Phonics** /æ/ apple

**Writing** Tracing and copying letter 'a'

**Resources** Pupil's Book, page 20, Exercises 1 and 2  
Flash cards: 1-12  
Food wall chart  
Activity Book, page 20, Exercises 1 and 2  
Audio CD

### Presentation 1

- Use the flash cards (or real food) to present the new vocabulary items: 'sandwich', 'biscuit', 'tomato' and 'banana'. Hold up the flash card of a sandwich and say, 'Sandwich,' several times. Repeat the word and ask pupils to repeat after you. Do the same with 'biscuit', 'tomato' and 'banana'.
- Now, holding up a flash card, ask individuals, 'What's this?' They respond with, 'It's a sandwich/biscuit/tomato/banana.'
- When you are confident that pupils have learnt the new food vocabulary, continue using the flash cards and say, 'This is a sandwich/biscuit/tomato/banana.' Ask the class and individuals to repeat the sentences after you.

### Presentation 2

- Continue using the flash cards to teach the new structure, 'Is this a (sandwich)?' Choose a flash card and, holding it up to the class, ask, 'What's this?' Then, looking at the flash card, ask, 'Is this a sandwich?' and model the answer, 'Yes, it is.' Ask the class to repeat after you, 'Is this a sandwich?' then, 'Yes, it is.'

- Now hold up the banana flash card and ask, 'Is this a tomato?' Say, 'No, it's a banana.' Ask pupils to repeat the question and answer after you.
- Practise the structures, 'Is this a (...)?' 'Yes, it is./No, it's a ... .' using flash cards of any previously learnt vocabulary, and real objects.

### Pupil's Book, Exercise 1

The page is titled '6 Let's eat!' and contains two exercises. Exercise 1 is a dialogue between two bears, Bill and Jill, at a table. Bill asks questions and Jill answers. The dialogue is as follows:

Bill: Is this a sandwich?  
Jill: Yes, it is.

Bill: Is this a biscuit?  
Jill: Yes, it is.

Bill: Is this a tomato?  
Jill: Yes, it is.

Bill: Is this a banana?  
Jill: No, it's a pen.

Exercise 2 shows a red apple with the letter 'a' and the word 'apple' in a box. The page number '20' is visible in the bottom left corner.

- Tell the class to open their Pupil's Books at page 20 and to look at the pictures of Bill and Jill. Ask which food items they can see (sandwich, biscuit, tomato, banana).
- Now tell pupils they are going to listen to the audio, then play the audio for Exercise 1.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio once more all the way through.

### **Audioscript**

BILL: *Is this a sandwich?*

JILL: *Yes, it is.*

BILL: *Is this a biscuit?*

JILL: *Yes, it is.*

BILL: *Is this a tomato?*

JILL: *Yes, it is.*

BILL: *Is this a banana?*

JILL: *No, it's a pen.*

### **Follow up**

- Tell pupils they are going to work in pairs to practise asking and answering the question in Exercise 1 on page 20 of the Pupil's Book: 'Is this a ...?' 'Yes, it is./ No, it's a ... .'
- One pupil points to the various food items in the exercise and asks, 'Is this a ...?' The other pupil replies. The pupils then swap over so that both have a turn at asking and answering.
- When pupils have finished asking and answering questions about the pictures, invite individuals to the wall chart and ask them the question, pointing to the food items they are familiar with on the chart.

### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 20. Present the new word 'apple'. Hold up the flash card of an apple and say, 'Apple,' several times. Ask pupils to repeat after you.
- Tell pupils to look at the picture in Exercise 2. Hold up your book and point to the picture. Ask them 'What's this?' (apple).
- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /æ/ several times. Pupils repeat the sound, point to the picture and say the word.

### **Audioscript**

/æ/ apple

/æ/ apple

### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 20. Ask pupils to look at the picture of the apple at the top of the page, and tell them that the word says 'apple'. Say the word again and ask pupils to repeat. Say the initial sound of the word and ask pupils to repeat the sound /æ/.

- Tell the class to look at the letter 'a' at the top of the page. Tell pupils that they are going to trace this letter's shape, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace and copy the lines of a's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and to follow the lines they are tracing as carefully as possible.
- Ask pupils to look at the picture at the top of the page again. Ask them to tell you what the word says then tell them to trace the first letter.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

### **Activity Book, Exercise 2**

- Explain to pupils that they are going to find the letter 'a' in each word and circle it. Tell them to look at the first word carefully and try to find the letter 'a' and circle it. Then ask them to do the same for the remaining words.
- Walk round the classroom, helping any pupils who are having difficulties.
- Then, explain that now pupils have to match each word to its picture by drawing a line.
- Ask them to read the first word. If they cannot recognise it, read it for them. Point to the picture of the sandwich and ask 'Is this a bag?' for them to answer, 'No, it's a sandwich'. Point to the picture of the banana and ask 'Is this a bag?' for them to answer, 'No, it's a banana.' Point to the picture of the bag and ask 'Is this a bag?' for them to answer, 'Yes, it is.' Tell them to draw a line from the word 'bag' to its picture. Follow the same procedure with the remaining words and pictures.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

## Lesson 2

### Aims

To revise the questions: *What's this? It's a (tomato).*  
*Is this a (sandwich)?*  
*Yes, it is./No, it's a (biscuit).*  
*How many ...?*

To revise the plural s ending

To trace letter 'a'

**Structures** *Wh-* questions: *What's this?*  
*How many ...?*

*Yes/No* question: *Is this a*  
*(sandwich)?*

**Functions** Plurals  
 Asking questions  
 Counting

**Topic** Food

**Vocabulary** *sandwich, biscuit, tomato, banana, apple*

**Writing** Tracing letter 'a'

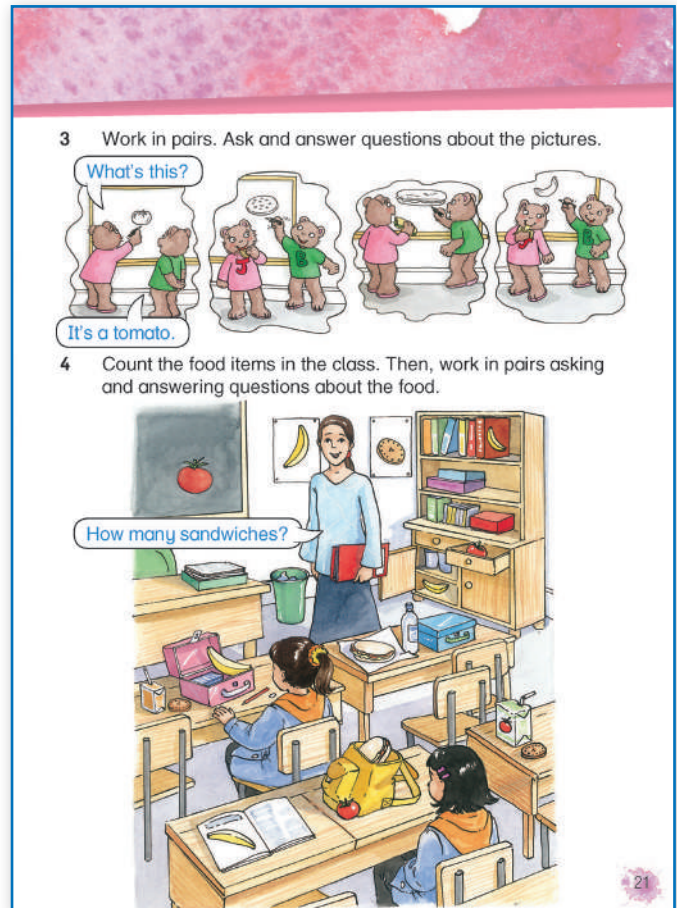
**Resources** Pupil's Book, page 21, Exercises 3 and 4  
 Object flash cards: 1-12  
 Activity Book, page 21, Exercises 3 and 4

### Revision

- Hold up the flash card of a sandwich and ask the class, 'What's this?' Wait for pupils to respond, 'It's a sandwich.' Do this with several different flash cards, asking the class and then individuals to respond with the correct answers.
- Now, using the same flash cards, revise the question, 'Is this a (sandwich)?' Pupils respond with, 'Yes, it is.'
- Hold up the flash card of a biscuit and ask the class, 'Is this a sandwich?' Wait for them to respond, 'No, it's a biscuit.' Repeat the procedure with several objects.

### Pupil's Book, Exercise 3

- Tell pupils that they are going to work in pairs for this exercise. One pupil will be Bill and the other Jill.
- Tell pupils to look at the four pictures at the top of the page. The pupil who is Bill points to a picture and asks the question, 'What's this?' The other pupil (Jill) responds with, 'It's a (biscuit).' When 'Bill' has asked four questions, pupils swap over so that both have a turn at asking and answering questions.



### Pupil's Book, Exercise 4

- Ask pupils to look at the picture of Miss Reem in the classroom on page 21 of their Pupil's Books. Ask them which 'hidden' food items they can see (bananas, tomatoes, sandwiches and biscuits). Explain that they have to count the food items and say how many there are of each.
- Ask pupils to work in pairs, one pupil asking the question, 'How many ...?' and the other pupil answering, 'Five ... .' When pupils have counted all the food items, ask them to swap over so that both pupils have a turn at asking and answering the questions.

### Answers

5 bananas, 2 sandwiches, 3 biscuits, 4 tomatoes

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 21 and look at the picture at the top of the page. Explain that they are going to trace all the a's they see in the picture by drawing over the grey lines. Ask pupils if they know which sound this letter makes (/æ/).

- Walk round the classroom, helping any pupils who are having difficulties.
- When they are done tracing the letters, ask them what they can see in the picture.
- For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.

#### Activity Book, Exercise 4

- Ask pupils to look at the two pictures and tell you what they can see (tomato, biscuit).
- Explain that they are going to circle the correct answer. In order not to confuse pupils, write each question and answer twice on the board, each time with a different option. Write 'Is this an apple? Yes, it is.' Then write 'Is this a tomato? Yes, it is.' Ask pupils to look at the first picture. Ask them which question and answer match the picture (the second). Tell them to circle the correct option. Follow the same procedure for the biscuit picture.
- For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.

## Lesson 3

### Aims

To revise the questions: *Is this a (sandwich)?*  
*Yes, it is./No, it's a (biscuit).*

To carry out a project using craft skills

**Structures** Yes/No question: *Is this a (sandwich)?*

**Functions** Asking questions

**Topic** Food


**Vocabulary** *sandwich, biscuit, tomato, banana, apple*


**Resources** Pupil's Book, page 22, Exercises 5, 6 and 7  
Activity Book, page 22, Exercises 5 and 6  
Audio CD  
Photocopied pictures of a banana, an apple, a biscuit, a tomato and a sandwich  
Modelling clay, wicker baskets or plastic plates

### Revision

- Draw a banana on the board. Ask pupils, 'Is this a tomato?' for pupils to answer, 'No, it's a banana.' Do the same for other food items. You can also invite a few pupils to come to the board and draw one of the food items.

### Pupil's Book, Exercise 5

5  Listen to the conversations. Then, work in pairs to repeat them.





6 Work in groups. Place pictures of food items on the desk face down. One pupil picks up a picture and another guesses the food.

7 **Project:** Make your favourite food. Choose one or more of these food items. Put them in a basket.

an apple   a banana   a tomato   a biscuit

You need:

22

- Point to each picture and ask the pupils what they can see on the cards that the boy is holding (a tomato, a banana).
- Tell pupils that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time pausing after each conversation. Say the conversation yourself and ask the pupils to repeat after you. Then tell them that they are going to work in pairs and repeat the conversation themselves.
- Follow the same procedure for the second conversation.

### Audioscript

- 1 BOY 1: *Is this a tomato?*  
BOY 2: *Yes, it is.*
- 2 BOY 1: *Is this a biscuit?*  
BOY 2: *No, it isn't. It's a banana.*

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in groups. Provide them with photocopied pictures of the food items they are familiar with.
- Each group places their cards face down in random order.
- Pupils take it in turns to turn over a card. As one pupil turns over a card, another pupil must guess what is on it, asking, 'Is this a (banana)?' for the first pupil to say, 'Yes, it is' if it's correct or 'No' without giving the answer so that other pupils have the opportunity to guess.
- When they have guessed the answer, the pupil places the card face down again, and they continue playing.
- Walk around the classroom making sure that all the pupils are participating and using the correct language.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to make one or more of their favourite food using modelling clay.
- Choose a few pupils and ask them in turn what their favourite food is from the words in the box.
- Provide pupils with modelling clay in different colours and a basket for the end of the project. If baskets are unavailable, you can provide plastic plates instead, or you can get a big basket in which all pupils put their food items.
- Ask pupils to watch while you demonstrate how to shape a piece of modelling clay into a different food item.
- Then ask pupils to follow your example and create their own models of their favourite food items.
- Walk around the classroom looking at each pupil's progress and helping any pupil having difficulties.
- After they are done modelling their food, ask the pupils to place them in the basket or plate.
- Praise the pupils for their work.
- **For the fast finishers, get them to work in pairs guessing each other's food items.**

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books at page 22. Explain that they are going to listen to two conversations and answer one question about each conversation.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time, pausing after the first conversation. Ask pupils to try to read the two options. If they can't, read them yourself. Ask them which is the correct answer and tell them to tick the relevant box. Repeat the same procedure for the second conversation.
- After they are done, tell the pupils to draw a picture of each answer in the two frames.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

#### Audioscript

NARRATOR: *Is this an apple?*

GIRL: *No, it isn't. It's a tomato.*

NARRATOR: *Is this a sandwich?*

BOY: *Yes, it is.*

### Activity Book, Exercise 6

- Tell pupils that they are going to work in groups. Explain that in each group, a pupil has to draw an object or a food and the other members of the group have to guess what it is.
- When they have finished asking/answering about each object, pupils swap over and try to guess what another pupil has drawn.

# 7 What colour is the ...?

## Lesson 1

### Aims

To teach the new vocabulary: *house, bus, boat, car*

To teach the colours: *yellow, blue, green, red*

To teach the *wh-* question: *What colour is the (house)?*

To introduce the definite article: *the*

To trace and copy letter 'b' and learn its sound

**Structures** *Wh-* question: *What colour is the (house)?*

**Functions** Definite article: *the*  
Talking about colour

**Topic** Colour

**Vocabulary** *house, bus, boat, car, yellow, blue, green, red*

**Phonics** /b/ bus

**Writing** Tracing and copying letter 'b'

**Resources** Pupil's Book, page 23, Exercises 1 and 2

Object flash cards 1-16

Colour wall chart, Number wall chart

Activity Book, page 23, Exercises 1 and 2

Audio CD

### Presentation 1

- Use the Colour wall chart to teach the new colours: yellow, blue, green, red. Point to the colours on the chart saying the name of each colour as you do so. Point to each colour again and ask the class to repeat the names after you.
- Ask individuals to come to the Colour wall chart. Say a colour and encourage the pupil to point to the correct colour on the chart. Now ask pupils in the class to say a colour. The pupil at the front points to the correct colour on the chart.
- Use the flash cards to teach the new vocabulary, 'house', 'bus', 'boat', 'car'. Draw a house, a bus, a boat and a car in a row on the board. Your drawings do not need to be artistic, just recognisable as the objects. Point to each drawing in turn and say its name.
- Now ask small groups of eight to ten pupils to come to the front of the class and stand in a row. You name an object, the pupil standing at the front of the row points to the correct drawing on the board, then sits down again. Do this with each pupil in turn.

- When all pupils have had a turn at pointing to the correct drawing on the board, ask the class and individuals to repeat the names of the objects as you hold up the flash card for each object again.

### Presentation 2

- Point to objects in the classroom, or use the flash cards for known objects and say, 'The (door) is (green),' 'The (pencil) is (yellow),' etc. Ask the class to repeat each sentence after you.
- Explain that when pupils are talking about a specific object in English, they use the definite article 'the' in the same way as they do in Arabic.
- Now teach pupils the question, 'What colour is the (door)?' and ask pupils to repeat the question. Next, model the answer, 'The (door) is (green).'
- Do this with several objects and flash cards, asking pupils to repeat the questions and answers after you.
- Now use the Number wall chart to point to known objects and ask, 'What colour is the (car)?' etc. Ask pupils to answer, 'The (car) is (blue),' etc.

### Pupil's Book, Exercise 1

## 7 What colour is the ...?

**1** Listen to the conversation and repeat.

What colour is the house?  
The house is yellow.

What colour is the bus?  
The bus is blue.

What colour is the boat?  
The boat is green.

What colour is the car?  
The car is red.

**2** Listen to the sound and the word. Repeat them.

b

bus

23

- Tell the class that they are going to listen to the audio. Tell them to listen carefully to hear all the new words they have just learnt.
- Ask the class to open their Pupil's Books at page 23.
- Ask pupils which characters they can see in the pictures (Salma, Zeina, Hassan and Walid).
- Play the audio for Exercise 1 and tell pupils to follow the pictures as they listen to the words.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you.
- Play the audio again all the way through, making sure that pupils are following the pictures as they listen to the audio.

#### **Audioscript**

SALMA: *What colour is the house?*

ZEINA: *The house is yellow.*

HASSAN: *What colour is the bus?*

WALID: *The bus is blue.*

WALID: *What colour is the boat?*

HASSAN: *The boat is green.*

ZEINA: *What colour is the car?*

SALMA: *The car is red.*

#### **Follow up**

- Ask pairs of pupils to come to the front of the class to practise asking and answering, 'What colour is the (bag)? 'The (bag) is (green),' using classroom objects. Each time a pupil answers the question, 'What colour is the (bag)?' correctly, say, 'Yes, it's (green).' Explain that pupils can use 'it' when they are talking about objects instead of repeating the word again, in the same way as they can in Arabic.
- Ask pupils what colour different things in the classroom are and get them to answer, 'It's red/green/blue/yellow.'

#### **Pupil's Book, Exercise 2**

- Ask the class to open their Pupil's Book at page 23. Tell pupils to look at the picture in Exercise 2. Hold up your book and point to the picture. Ask them what they can see in the picture (bus).
- Play the audio for pupils to listen and repeat the sound and the word.

- Say the sound /b/ several times. Pupils repeat the sound, point to the picture and say the word.

#### **Audioscript**

/b/ bus

/b/ bus

#### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 23.
- Ask pupils to look at the picture of the bus at the top of the page and tell them that the word says 'bus'. Say 'bus' and ask pupils to repeat. Say the initial sound of the word and ask pupils to repeat (/b/).
- Tell pupils to look at the letter b at the top of the page. Explain that they are going to trace this letter shape, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Now ask pupils to trace and copy the lines of b's in the same way. Explain that they must take care to keep within the middle two lines of the grid and to follow the lines they are tracing as carefully as possible.
- Ask pupils to look at the picture of the bus again. Ask them to tell you what the word says and then tell them to trace the first letter of the word.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

#### **Activity Book, Exercise 2**

- Ask pupils to look at the pictures and tell you what they can see (house, biscuit, blue, banana, book, bag, tomato, pencil).
- Explain that they are going to circle the pictures that have their name beginning with the letter 'b'.
- Point to the picture of the house. Ask, 'What's this?' for pupils to answer, 'It's a house.' Ask them to say the word 'house' and then say 'H, house' several times. Does the word begin with the letter 'b'? Follow the same procedure with the other pictures.
- Walk round the classroom, helping any pupils who are having difficulties.

#### **Answers**

biscuit, blue, banana, book, bag

## Lesson 2

### Aims

To revise the question: *What colour is the (car)?*  
To trace letter 'b'

**Structures** *Wh-* question: *What colour is the (car)?*

**Functions** Talking about colour

**Topic** Colour

**Vocabulary** *house, bus, boat, car, yellow, blue, green, red*

**Writing** Tracing letter 'b'

**Resources** Pupil's Book, page 24, Exercises 3 and 4  
Object flash cards: 17-20  
Colour wall chart  
Activity Book, page 24, Exercises 3 and 4  
Audio CD

### Revision

- Use the Colour wall chart to revise the colours by pointing to them. Ask pupils to say the colours. Now walk around the classroom touching various objects and asking, 'What colour is the (bag)?' Pupils respond, 'It's green,' etc.

### Pupil's Book, Exercise 3

- Ask the class to open their Pupil's Books at page 24 and to look at the pots of paint at the top of the page.
- Play the audio as pupils point to the colours. Play the audio a second time for pupils to repeat.

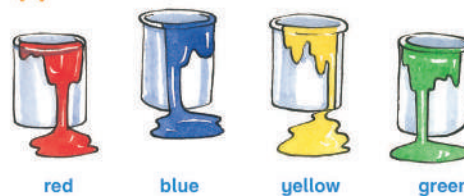
### Audioscript

*red blue yellow green*

### Pupil's Book, Exercise 4

- Ask the class to look at the street scene at the bottom of page 24. Ask, 'What colour is the (bus)?' Wait for the response, 'It's (yellow).' Repeat the question with other objects in the picture and get the class to answer, 'It's red/green/blue.'
- Ask pupils to work in pairs, asking/answering the question, 'What colour is the (house)?' etc.

3 Listen and repeat the colour words.



4 Work in pairs. Ask and answer questions about the colour of the things in the picture.



24

### Activity Book, Exercise 3

- Tell the class to look at the picture of Bill and Jill singing in the car. Explain that pupils are going to trace the letters the children are singing. Ask them to tell you which letter it is, and then to tell you the sound of this letter.
- Tell pupils to trace the letter b shapes. They can colour the picture in class if there is time.

### Activity Book, Exercise 4

- Ask pupils what they can see in the pictures (car, bus, boat, chair, desk).
- Explain that they are going to trace and colour each picture.
- Walk round the classroom, helping any pupils who are having difficulties.
- When they are done, ask them which pictures have their name beginning the letter 'b' (boat, bus). *If less able pupils are having difficulties, write the name of the four objects on the board and ask them which words begin with the letter 'b'.*



## Lesson 3

### Aims

To revise *wh*- questions: *How many?*  
*What colour is the ...?*

To introduce colour adjectives

To revise plurals

To carry out a project using craft skills

**Structures** *Wh*- questions: *How many (red) (cars)?*  
*What colour is the (boat)?*

Colour adjectives

Plurals

**Functions** Asking questions

**Topic** Colour

**Vocabulary** *car, bus, boat, house, red, blue, yellow, green*

**Resources** Pupil's Book, page 25, Exercises 5, 6 and 7

Classroom objects for counting

Object flash cards 13-16

Number wall chart

Activity Book, page 25, Exercises 5 and 6

Audio CD

One sheet of paper per pupil

### Presentation

- Revise the structure 'The (door) is (green),' by pointing to objects in the classroom and getting pupils to tell you what colour they are. Do this with several different objects.
- When pupils can confidently tell you, 'The (bag) is (blue),' etc. say, 'Yes, the door is green. It's a green door.' Ask pupils to repeat this structure after you, using all the objects they know in the classroom, for example, 'The pencil is yellow. It's a yellow pencil.' Ask the class and individuals to repeat.

### Revision 1

- Use flash cards 13 to 16 to revise 'boat', 'car', 'bus' and 'house' before revising plurals.
- Draw a simple boat on the board, point to it saying, 'One boat,' and get pupils to repeat.
- Draw another boat, point to it saying, 'Two boats,' and get pupils to repeat. Remind pupils about the plurals ending.

- Clean the board, then get pupils to count from one to five as you draw five boats on the board. Make sure pupils add the *s* for the plurals. Repeat the procedure with 'car'.
- Now do the same with 'bus' and 'house', but first tell pupils about the different plural sound for these words. Explain that because 'bus' and 'house' already end with an 's' sound, the plurals of these words is pronounced 'iz'. Model the words 'houses' and 'buses' clearly so that pupils can hear the correct pronunciation. Pupils count from one to five buses and houses, as before.

### Revision 2


- Revise the question 'How many?' with the class using the Number wall chart. Ask pupils, 'How many red cars?' and get them to count the number of red cars on the chart and to give you the answer, '(Four) red cars.' Ask the question about other coloured objects on the chart. Ask the class and individuals to answer.
- Ask individuals or small groups to come up to the chart and answer the question, 'How many (yellow) buses?' etc.


### Pupil's Book, Exercise 5

- Ask pupils to open their Pupil's Books on page 25. Tell them that they are going to listen to a conversation.
- Play the audio all the way through and ask pupils to listen carefully.
- Play the audio again, pausing after each sentence. Then ask pupils to repeat it.
- Ask pupils to look at the pictures in this exercise. Ask them to count the yellow boats (5). Is the number the same as in the conversation? (yes)
- Now, tell pupils that they are going to work in pairs and repeat the same conversation.
- Walk around the classroom helping pupils who are having difficulties.

### Audioscript


BOY: *Is this a boat?*  
GIRL: *Yes, it is.*  
BOY: *How many yellow boats?*  
GIRL: *Five yellow boats.*

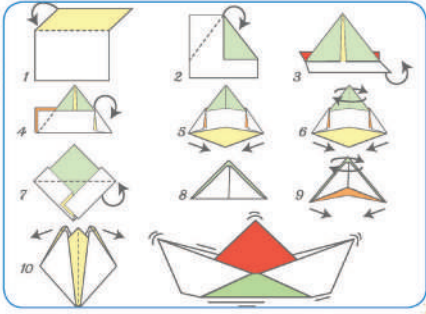
5  Listen to the conversation. Then, work in pairs to repeat it.



6 Work in groups. Take turns to ask and answer questions about the pictures above.

7 **Project:** Make a paper boat. Follow the steps below.

You need: 



25

### Pupil's Book, Exercise 6

- Ask pupils to look back at the pictures in Exercise 5.
- Tell them that they are going to work in groups and have similar conversations as the one in Exercise 5 about the pictures.
- You can play the audio from Exercise 5 one more time if pupils need more guidance.
- Walk round the classroom, helping any pupils who are having difficulties.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to make a paper boat.
- Provide all pupils with a sheet of paper.
- Demonstrate to pupils step by step how to fold the paper and ask them to follow your example. Make sure they are folding the paper correctly.
- Walk round the classroom, helping each pupil having any difficulties.
- **For the fast finishers, ask them to colour their boat.**
- Praise pupils for their work and display their boats in the classroom.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 25. Ask them what they can see in the pictures (houses, buses, cars, boats). Ask them how many of each object there are (5).
- Tell pupils that they are going to listen to some instructions and colour accordingly.
- Play the audio once for all pupils to listen carefully.
- Play the audio again, pausing after the first instruction. Ask pupils, 'How many red houses?' for pupils to answer 'Two.' Give them time to colour two houses before moving on to the other instructions.
- Walk around the classroom, helping any pupils who are having difficulties.

### Audioscript

- 1 Colour two houses red.
- 2 Colour one bus blue.
- 3 Colour three cars green.
- 4 Colour four boats yellow.

### Activity Book, Exercise 6

- Tell pupils that they are going to work in pairs. Explain that pupil A has to ask pupil B about the colour of one of the objects in Exercise 5 and then ask pupil B to colour the uncoloured objects as instructed.
- Read out the sentences in blue and ask pupils to follow their example.
- Pupils take it in turns to ask, answer and colour.

# 8 My face

## Lesson 1

### Aims

- To teach the new vocabulary: *ear, eye, nose, mouth*
- To teach possessive adjectives: *my, your*
- To teach imperative: *touch*
- To play a game using polite language: *please*
- To trace and copy letter 'm' and learn its sound

**Structures** Demonstrative pronoun: *this (This is my eye.)*

Possessive adjectives: *my, your*  
Imperative: *Touch your (ear).*

**Functions** Talking about parts of the face

**Topic** Face

**Vocabulary** *ear, eye, nose, mouth*

**Phonics** /m/ mouth

**Writing** Tracing and copying letter 'm'

**Resources** Pupil's Book, page 26, Exercises 1 and 2  
Body wall chart  
Activity Book, page 26, Exercises 1 and 2  
Audio CD

### Presentation

- Use your own face or the Body wall chart to teach the parts of the face. Point to your ear and say, 'Ear'. Ask the class to point to their own ears as they repeat the word after you. Do this several times with all the new words. Make the activity fun. Tell the class that you are going to say the words quickly and they have to point to the correct part of their face as fast as possible.
- Now tell pupils that you are going to point to a part of your face and they have to tell you what you are pointing to. Do this several times for each feature.
- Point to your ear again, say, 'This is my ear,' and ask pupils to repeat after you, touching their own ears. Do the same with 'eye', 'nose' and 'mouth'. Ask individuals to touch a feature and say, 'This is my (eye),' etc.

### Pupil's Book, Exercise 1

8 My face

1 Listen to the conversation and repeat.

This is my ear.

This is my eye.

This is my nose.

This is my mouth.

2 Listen to the sound and the word. Repeat them.

m

mouth

26

- Tell the class to open their Pupil's Books at page 26 and to look at the pictures of Bill and Jill pointing to various facial features.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Tell pupils to follow the pictures as they listen to each sentence.
- Play the audio a final time, asking pupils to point to their own features as they listen to the audio.

### Audioscript

BILL: *This is my ear.*

JILL: *This is my eye.*

BILL: *This is my nose.*

JILL: *This is my mouth.*

## Game

- Now tell the class that they are going to play a game. Ask pupils to stand up and explain that you are going to ask them to touch a part of their face but that they must only respond if you say 'please' first. If you say, 'Please touch your nose,' then they must touch their noses but if you say, 'Touch your nose,' then they should not touch their noses.
- If pupils touch a face part when you have not said 'please' first, then they are out and must sit down. Try to give the commands quickly so that the game is enjoyable and pupils have to think quickly.

## Pupil's Book, Exercise 2

- Ask the class to open their Pupil's Book on page 26. Tell them to look at the picture in Exercise 2. Hold up your book and point to the picture. Ask them what they can see in the picture (a girl pointing to her mouth).
- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /m/ several times. Pupils repeat the sound, point to the picture and say the word.

### Audioscript

/m/ mouth

/m/ mouth

## Activity Book, Exercise 1

- Tell the class to open their Activity Books at page 26. Ask pupils to look at the picture at the top of the page. Tell them that the word says 'mouth'. Say the word again and get pupils to repeat it after you. Say the initial sound of the word and ask pupils to repeat it (/m/).
- Tell pupils to look at the letter 'm' at the top of the page. Explain that they are going to trace this letter shape, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.

- Now ask pupils to trace and copy the lines of m's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and to follow the lines they are tracing as carefully as possible.
- Ask pupils to look at the picture at the top of the page again. Ask them to tell you what the word says then tell them to trace the first letter.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

## Activity Book, Exercise 2

- Ask the class to open their Activity Books on page 26. Ask pupils which letter they can see in the blue box (m).
- Tell them to look at the first word carefully and try to find the letter 'm' and circle it.
- Walk round the classroom, helping any pupils who are having difficulties.
- After they have all circled the letter 'm' successfully, repeat the same procedure for the remaining words.

## Lesson 2

### Aims

To revise the sentence: *This is my (eye).*

To play a game

To revise imperative: *touch*

To sing a song

To trace letter 'm'

**Structures** *This is my (eye).*

Imperative: *Touch your (ear).*

**Functions** Giving commands

**Topic** Face

**Vocabulary** *ear, eye, nose, mouth*

**Writing** Tracing letter 'm'

**Resources** Pupil's Book, page 27, Exercises 3 and 4

Object flash cards: 21-24

Activity Book, page 27, Exercises 3 and 4

Audio CD

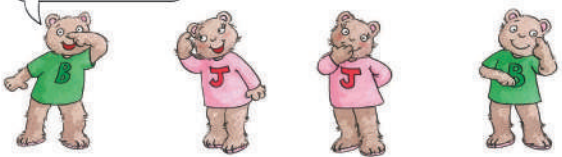
### Revision

- Quickly revise the structure 'This is my (eye)' by pointing to features on your face and saying, 'This is my ...,' and waiting for pupils to give you the answer, e.g. 'Eye.'

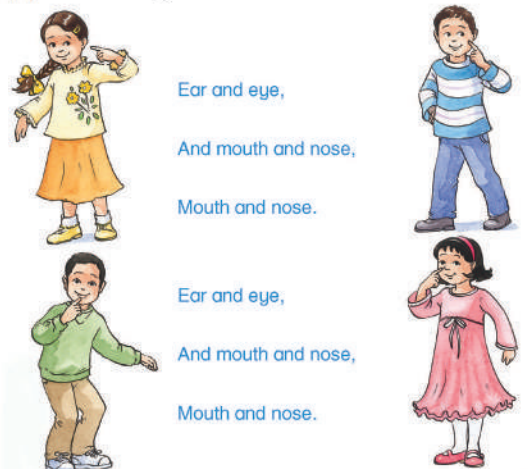
### Pupil's Book, Exercise 3

3 Take turns to ask the class to point to parts of their face.

Touch your nose.



4 Listen and sing.



Ear and eye,  
And mouth and nose,  
Mouth and nose.

Ear and eye,  
And mouth and nose,  
Mouth and nose.

27

- Tell pupils to look at the pictures of Bill and Jill on page 27 of their Pupil's Books. Explain that Bill and Jill are playing a game. Tell pupils that they are going to play a game too.
- Choose four individuals to come to the front and give each pupil a flash card from 21 to 24. Each pupil looks at the flash card (nose) and gives the class a command accordingly (Touch your nose.) It is not important for pupils to say 'please' as this is a slightly different game from the one in the previous lesson.
- The class must respond to the command. Bring out as many pupils as possible in groups of four to give commands to the class.

### Follow up

- Repeat the game from Lesson 1, asking pupils to perform the actions only if you say 'please' first.

### Pupil's Book, Exercise 4

- Tell pupils that they are going to learn a song using some of the new language they have learnt. Play the audio, and let the class just listen.
- Next, play the song through line by line and point to the relevant parts of your face as you do so. Repeat the words and actions at the end of each line and get pupils to repeat after you and do the actions as they repeat the words of the song.
- Play the song all the way through getting pupils to sing along and do the actions.

### Audioscript

Ear and eye,  
And mouth and nose,  
Mouth and nose.

Ear and eye,  
And mouth and nose,  
Mouth and nose.

### Activity Book, Exercise 3

- Tell the class to look at the picture of the butterflies above the fence. Ask them to tell you which letter shape they can see (m). Explain that pupils are going to trace the lines forming this letter shape.
- Tell pupils to trace the letter shape m. They can colour the picture in class if there is time.

### Activity Book, Exercise 4

- Tell pupils that they are going to have fun drawing. Draw a picture of your face on the board. It does not need to be artistic, just draw a circle and add your eyes, nose and mouth. Make it funny to make pupils laugh.
- Now tell the pupils to draw their own faces inside the box. Encourage them to be as creative as possible.
- Then tell the pupils they are going to work in pairs and point to the parts of their faces and tell their partner what they are following the example in the exercise. Read the example.
- Walk round the class admiring pupils' drawings.

## Lesson 3

### Aims

To teach the question: *Is this your (eye)? Yes, it is./ No, it isn't. It's my (nose).*

To carry out a project using craft skills

To recognise and trace words

**Structures** Yes/No question: *Is this your (eye)? Yes, it is./No, it isn't. It's my (nose).*

**Functions** Asking questions

**Topic** Face

**Vocabulary** *ear, eye, nose, mouth*

**Writing** Tracing words

**Resources** Pupil's Book, page 28, Exercises 5, 6 and 7  
Object flash cards: 21-24  
Body wall chart  
Activity Book, page 28, Exercises 5 and 6  
Audio CD  
One sheet of paper per pupil


### Revision

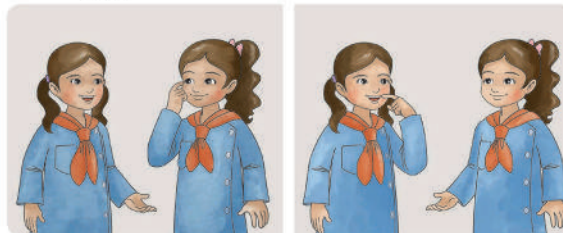
- Revise parts of the face using the flash cards or Body wall chart.

### Presentation

- Point to your eye and ask, 'Is this my eye?' Model the answer, 'Yes, it is. It's my eye.' Do the same with 'ear', 'nose' and 'mouth'. Ask the class and individuals to repeat both the question and the answer after you.
- Now point to your eye and ask, 'Is this my ear?' Then model the answer, shaking your head and saying, 'No, it isn't. It's my eye.' Do the same with all the features getting the class and individuals to repeat both the question and the answer after you.

## Pupil's Book, Exercise 5

- 5  Listen to the conversations. Then, work in pairs to repeat them.



- 6 Work in groups. Point to parts of your face. Ask and answer questions about them.
- 7 **Project:** In groups, choose one pupil. Draw and colour his or her face. The group guesses who it is. Show the class all the faces.

You need:



28

- Ask pupils to open their Pupil's Books on page 28. Point to each picture and ask them what they can see (two girls having a conversation).
- Tell pupils that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time, pausing after the first conversation. Say the lines yourself and ask the pupils to repeat after you. Then tell them that they are going to work in pairs and repeat the conversation themselves.
- Follow the same procedure for the second conversation.

### Audioscript

1 GIRL 1: *Is this your eye?*  
GIRL 2: *Yes, it is.*

2 GIRL 2: *Is this your nose?*  
GIRL 1: *No, it isn't. It's my mouth.*

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in groups. Explain that each one has to point to a part of their face and ask questions that the other pupils have to answer. Their conversations should be similar to those in Exercise 5.
- Walk round the classroom helping where necessary. **If less able pupils are unable to keep up with the group, take them aside one after the other and have a similar conversation with them to help them answer.**

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to work in groups.
- Provide each pupil with a sheet of paper, a pencil and paint with different colours.
- Explain that each pupil has to choose one pupil from their group to draw and colour their face.
- After the pupil is done drawing and colouring, the other pupils from the group have to guess which pupil it is.
- Tell them to show their drawings to the rest of the class.
- Praise pupils for their work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 28. Tell them that they are going to listen to a little monster talking about the parts of its face.
- Play the audio all the way through and ask them to listen carefully.
- Then, explain that they are now going to trace the words and try to read them. If they cannot read them, read them out yourself.
- Next, play the audio another time and ask pupils to match the words to the corresponding parts of the face in the picture.
- Walk round the classroom, helping any pupils who are having difficulties.

#### **Audioscript**

MONSTER: *This is my mouth.*  
*This is my eye.*  
*This is my ear.*  
*This is my nose.*

### Activity Book, Exercise 6

- Tell pupils that they are going to work in pairs. Explain that one pupil has to read the question and the other has to look at the picture next to it and answer.
- If they find it difficult to read the questions, read each one with them.
- When they have finished asking/answering about each object, pupils swap over.

#### **Answers**

Is this your eye?  
Yes, it is.

Is this your nose?  
No, it isn't. It's my mouth.

Is this your mouth?  
No, it isn't. It's my nose.

Is this your ear?  
Yes, it is.

# 9 My family

## Lesson 1

### Aims

To teach the new vocabulary: *father, mother, brother, sister*

To teach the *wh-* question: *Who's this?*

To revise possessive adjective: *my*

To trace and copy letter 'f' and learn its sound

**Structures** *Wh-* question: *Who's this?*

Possessive adjective: *my*

**Functions** Identifying family members

**Topic** Family

**Vocabulary** *father, mother, brother, sister*

**Phonics** /f/ father

**Writing** Tracing and copying letter 'f'

**Resources** Pupil's Book, page 29, Exercises 1 and 2

Character flash cards

Activity Book, page 29, Exercises 1 and 2

Audio CD

### Presentation

- Use the character flash cards of Salma, Hassan, Zeina, Walid, Bill and Jill to teach the new structure, 'Who's this?' Hold up the flash card of Hassan and say, 'Who's this?' If any of the pupils answer, 'Hassan,' say, 'Yes, it's Hassan.' If not, model the answer, 'It's Hassan.' Ask the class and individuals to repeat the question, 'Who's this?' after you.
- Hold up each character flash card and ask, 'Who's this?' Wait for pupils to respond each time.
- Choose six pupils to come to the front and give each a character flash card. Get them to hold the cards up and ask in turn, 'Who's this?' for the class to respond. Give as many pupils as possible the opportunity to come to the front and ask the question.
- Walk round pointing to various pupils and asking, 'Who's this?' The class respond, 'It's ... ,' giving the pupil's name.

## Pupil's Book, Exercise 1

**1** Listen to the conversation and repeat.

Who's this? This is my father. This is my mother.

Who's this? This is my brother, Hesham. This is my sister, Leila.

**2** Listen to the sound and the word. Repeat them.

f father

- Ask the class to open their Pupil's Books at page 29 and tell you which characters they can see (Salma and Zeina).
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

### Audioscript

SALMA: *Who's this?*

ZEINA: *This is my father.*

ZEINA: *This is my mother.*

SALMA: *Who's this?*

ZEINA: *This is my brother, Hesham.*

SALMA: *Who's this?*

ZEINA: *This is my sister, Leila.*



### Follow up

- Explain that pupils are going to draw a picture of their mother, father, sister or brother. Tell pupils to decide who they are going to draw and then ask them to draw the picture. Walk round praising pupils' efforts and asking, 'Who's this?' Pupils answer, 'This is my mother/father/sister/brother.'
- Now explain that you want pupils to come to the front, one by one, to show their pictures to you and the class. Ask each pupil in turn, 'Who's this?' The pupil points to the picture and answers to the class, 'This is my mother/father/sister/brother.'
- Ask pupils to bring their pictures to the next lesson, or collect their drawings and keep them for the next lesson.

### Pupil's Book, Exercise 2

- Ask the class to open their Pupil's Book at page 29. Tell them to look at the picture in Exercise 2. Ask them what they can see (a girl and her father).
- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /f/ several times. Pupils repeat the sound, point to the father in the picture and say the word.

#### Audioscript

/f/ father

/f/ father

### Activity Book, Exercise 1

- Tell the class to open their Activity Books at page 29. Ask pupils to look at the picture at the top of the page. Tell them that the word says 'father'. Say the word again and get pupils to repeat it after you. Say the initial sound of the word and ask pupils to repeat it (/f/).
- Tell pupils to look at the letter 'f' at the top of the page. Explain that they are going to trace this letter shape, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.

- Now ask pupils to trace and copy the lines of f's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and to follow the lines they are tracing as carefully as possible.
- Ask pupils to look at the picture at the top of the page again. Ask them to tell you what the word says then tell them to trace the first letter.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

### Activity Book, Exercise 2

- Ask the class to open their Activity Books on page 29. Ask pupils which letter they can see in the blue box (f).
- Tell them to look at the first word carefully and try to find the letter 'f' and circle it.
- Walk round the classroom, helping any pupils who are having difficulties.
- After they have all circled the letter 'f' successfully, repeat the same procedure for the remaining words.

## Lesson 2

#### Aims

To revise *wh-* question: *Who's this? This is my (father).*

To revise *Yes/No* question: *Is this (Hassan)? Yes, it is./No, it isn't. It's Walid.*

To sing a song

To teach possessive 's'

To trace letter 'f'

**Structures** *Wh-* question: *Who's this? This is my (father).*

Possessive 's'

**Functions** Identifying people

**Topic** Family

**Vocabulary** *father, mother, brother, sister, family, (sing, love)*

**Writing** Tracing letter 'f'

**Resources** Pupil's Book, page 30, Exercises 3 and 4  
Character flash cards  
Pupils' drawings from the previous lesson  
Family wall chart  
Activity Book, page 30, Exercises 3 and 4  
Audio CD

### Revision 1

- Make sure pupils have their family member drawings from the last lesson on their desks in front of them. Walk round the class randomly pointing to the pictures and asking, 'Who's this?' Pupils answer, 'This is my (father/mother/sister/brother),' etc.
- Now choose a pupil to be the teacher, to walk round the class and ask a pupil, 'Who's this?' The pupil replies and then has a turn at being the teacher, walking round the class and asking another pupil, 'Who's this?' and so on.

### Revision 2

- Use the character flash cards to revise, 'Is this (Hassan)?' 'Yes, it is./No, it isn't.' Hold up the flash card of Hassan and ask, 'Is this Hassan?' Pupils answer, 'Yes, it is.' Do this with all the main characters and Bill and Jill.
- Now hold up the flash card of Salma and ask the class, 'Is this Hassan?' Pupils answer, 'No, it isn't. It's Salma.' Make the activity fun. Ask individuals the question, 'Is this (Miss Reem)?' whilst holding up a picture of Bill or Jill. They answer, 'No, it isn't. It's Bill/Jill.'


### Pupil's Book, Exercise 3


- Tell the class that they are going to learn a new song. Ask pupils to look at the pictures of Zeina and her family at the top of page 30 of their Pupil's Books. Use the family flash card to teach the word 'family'.
- Translate the sentences 'Sing with me' and 'I love my family' for the class. Ask them to repeat these sentences in English before you play the audio.
- Play the song all the way through while pupils listen.
- Next, play the song through line by line. Repeat the words at the end of each line and ask the class to repeat after you.
- Play the song all the way through and let pupils sing along.

#### **Audioscript**


*Mother, father,  
Sing with me.  
Sister, brother,  
Sing with me.*

*Mother, father,  
Sister, brother.  
I love my family.*


3  Listen and sing.



Mother, father,  
Sing with me.







Sister, brother,  
Sing with me.



Mother, father,  
Sister, brother.  
I love my family.

4 Work in pairs. Ask and answer questions about the people in the pictures.

Who's this?    Salma.



30

### Presentation

- Pick up a pencil and say, 'This is my pencil.' Walk over to a pupil and pick up his/her pencil and say, 'This is (Mohamed's) pencil.' Stress the final 's' sound of 'Mohamed's'. Do this with several pupils and explain that when we want to express possession in English we put the person's name before the noun and add an 's' to the end of the person's name.
- Walk round the class picking up various objects from pupils' desks and saying, 'This is (Salwa's) (book),' etc. Ask the class to repeat the sentences after you.

### Pupil's Book, Exercise 4

- Tell the class to look at the character pictures at the bottom of page 30 of their Pupil's Books. Ask them to tell you who they can see. Point to the first four main characters and ask, 'Who's this?' When they reply, say, 'Yes, this is (Salma),' etc. Ask class to repeat, 'This is Salma/Hassan/Walid/Zeina,' etc.

- Now ask, 'Who's this?' pointing to a member of Zeina's family and see if any pupils can tell you, 'This is Zeina's father/mother/sister/brother,' etc. If not, remind pupils how to express possession and get them to repeat after you, 'Zeina's father/mother/sister/brother,' etc.
- Now tell pupils to work in pairs asking and answering the question 'Who's this?' Walk round the class listening to pupils and helping any who are having difficulties by pointing to a character on the page and modelling the question and answer for them.

### Answers

This is Salma. This is Hassan. This is Walid. This is Zeina. This is Zeina's father. This is Zeina's mother. This is Zeina's sister. This is Zeina's brother. This is Bill. This is Jill.

### Activity Book, Exercise 3

- Tell the class to open their Activity Books at page 30 and to look at the picture of the insects in the grass. Explain that pupils are going to trace the 'f' shapes that form the fence.
- Tell pupils to trace the letter 'f' shapes. They can colour the picture in class if there is time.

### Activity Book, Exercise 4

- Tell the class to open their Activity Books at page 30 and point to the first sentence. Read it out, then ask pupils to repeat after you. Then ask them to try to read the other sentences. **More able pupils should recognise that all the sentences begin with 'This is my ...'** For less able pupils, show them how all the sentences are the same at the beginning. Help all the pupils to read the family member words.
- Now explain that they are going to trace the outlines and then draw the faces of their own family members onto the blank faces on the page. Tell them to take their time to draw carefully and neatly.
- When pupils have finished drawing, explain that they now have to match the pictures to the correct sentences.
- Walk round monitoring pupils' work and then check the matching with the whole class.

### Ending

- Ask pupils to bring to the following lesson a photo of their family to show it to the class.
- Optional: Ask pupils to bring to the following lesson a magazine/book/newspaper picture of a famous character, such as an actor, a singer or a cartoon character.

## Lesson 3

### Aims

To revise the *wh-* question: *Who's this?*

To revise *Yes/No* question: *Is this your (brother)?*

*Yes, it is./No, it isn't.*

*It's my (father).*

To carry out a project using craft skills

**Structures** *Wh-* question: *Who's this?*

*Yes/No* question: *Is this your (brother)?*

**Functions** Identifying people

**Topic** Family

**Vocabulary** *father, mother, brother, sister, family*

**Resources** Pupil's Book, page 31, Exercises 5, 6 and 7

Character flash cards

Family wall chart

Activity Book, page 31, Exercises 5 and 6

Audio CD

Pupils' photo of their family

One sheet of paper per pupil, cardboard, scissors, glue, colouring crayons


### Revision 1


- Play the song from the previous lesson to revise family vocabulary. Tell the class to open their books again at page 25 and to look at the pictures of Zeina and her family. Play the song all the way through while pupils listen. Next, play the song through line by line. Repeat the words at the end of each line and ask pupils to repeat after you. Play the song all the way through again and let pupils sing along.

### Revision 2

- Revise the question, 'Who's this?' by using the character flash cards or by walking around and placing your hand on pupils' heads and asking the question, 'Who's this?'
- Tell pupils that they are going to play a game in groups. Divide your class into four groups and ask one group to come to the front and stand in a row. The first pupil in the row points to the pupil next to him or her and asks the class, 'Who's this?' The class respond with the pupil's name.
- Alternatively, ask pupils to bring a magazine/book/newspaper picture of a famous character that everyone will know, such as an actor, singer or cartoon character. Pupils show their pictures to the class and ask, 'Who's this?' The class respond.

## Pupil's Book, Exercise 5


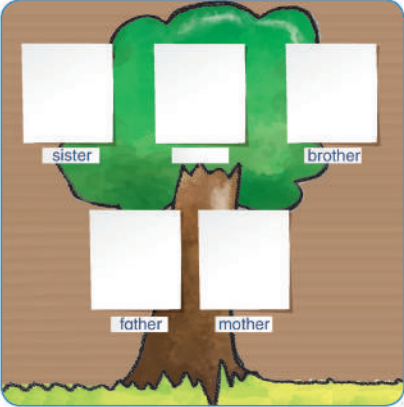
5  Listen to the conversations. Then, work in pairs to repeat them.



6 Bring your family's photo and work in pairs. Ask and answer questions about the family members.

7 **Project:** Draw and colour your family members. Then, cut the pictures and glue them on cardboard to make a family tree.

You need:

31

- Ask the class to open their Pupil's Book at page 31. Point to each of the two pictures at the top of the page and ask pupils what they can see (children showing a picture of a member of their family).
- Tell pupils that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time, pausing after the first conversation. Say the lines yourself and ask the pupils to repeat after you. Then tell them that they are going to work in pairs and repeat the conversation themselves.
- Follow the same procedure for the second conversation.

### Audioscript

1 GIRL 1: *Who's this?*  
BOY 1: *This is my brother.*

2 BOY 2: *Who's this?*  
GIRL 2: *This is my sister.*

## Pupil's Book, Exercise 6

- Ask pupils to take out their family photos. Tell them that they are going to work in pairs, asking and answering questions about each other's family members. Tell them to follow the same model as the conversations in Exercise 5.
- For the fast finishers, ask the pairs to exchange photos and pair up with another pupil to tell them who their first partner's family members are, using the possessive 's' (This is Ahmed's father ...).

## Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to draw their family tree. Give out a sheet of paper to each pupil and make sure they all have a pencil. Provide paint in different colours.
- Pupils can either draw their family members on the sheet of paper, or they can use a photocopy of the photo that they have brought with them and cut the picture of each member.
- After they are done preparing their family pictures, give out cards and make glue available. Ask the pupils to draw and colour a tree on their cards.
- Then ask them to glue the pictures of their family onto the tree as shown in the model in their Pupil's Book. Go round and help as needed, making sure that pupils work carefully.
- When all pupils are done making their family trees, have a class display.
- Praise pupils for their good work.

## Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 31. Point to the picture at the top of the page and ask them what they can see (a girl and a boy looking at a family photo album).
- Tell pupils that they are going to listen to a conversation and circle the correct word for each of the options.
- Before playing the audio, ask them to try to read the words. Read them with the pupils if they find it hard to read.

- Play the audio all the way through once and ask them to listen carefully. Then play the audio again, pausing after the first conversation. Show them how the word 'brother' is circled. Tell them that they will do the same for the other conversations. Continue playing the audio and pause after the second conversation. Point to the picture of the mother on the top right of the photo album and ask them, 'Who's this? Is this the boy's sister?' for pupils to answer, 'No, it isn't. It's the boy's mother.' Ask them to circle 'mother'. Go round checking that they have circled the correct word.
- Follow the same procedure for the remaining conversations.

### **Audioscript**

- 1 GIRL: *Who's this?*  
BOY: *This is my brother.*
- 2 GIRL: *Who's this?*  
BOY: *This is my mother.*
- 3 GIRL: *Who's this?*  
BOY: *This is my sister.*
- 4 GIRL: *Who's this?*  
BOY: *This is my father.*

### **Activity Book, Exercise 6**

- Ask pupils to look at the pictures at the bottom of page 31 of their Activity Books. Ask them who is in the pictures (Zeina's family).
- Tell pupils that they are going to work in pairs, pretending that they are one of Zeina's brothers. Explain that one pupil has to read the question and the other has to look at the picture next to it and answer.
- If they find it difficult to read the questions, read each one with them.
- When they have finished asking/answering about each family member, pupils swap over.

### **Answers**

Who's this?  
This is my father.

Is this your brother?  
Yes, it is.

Who's this?  
This is my sister.

Is this your mother?  
Yes, it is.

# 10 Revision 2

## Lesson 1

### Aims

To revise Yes/No question: *Is this a (door)?*  
*Yes, it is./No, it isn't.*  
*It's a (desk).*

To recognise the correct letters and sounds

**Structures** Yes/No question: *Is this a (door)?*  
*Yes, it is./No, it isn't.*  
*It's a (desk).*

**Functions** Asking questions

**Topic** Revision – Food, Family, School

**Vocabulary** Revision of previous vocabulary

**Phonics** /æ/ apple  
 /b/ boat  
 /m/ mother  
 /f/ four

**Writing** Circling letters

**Resources** Pupil's Book, page 32, Exercises 1 and 2  
 Object flash cards 1-8;  
 Character flash cards  
 Numbers, Family and Food wall charts  
 Activity Book, page 32, Exercises 1 and 2  
 Audio CD

### Revision


- Quickly revise, 'Is this a (door)?' 'Yes, it is./No, it isn't,' using classroom objects or the flash cards. Make sure that some of your questions require 'Yes, it is' and others 'No, it isn't' responses.
- Now practise the same question using the character flash cards. Hold up the flash card of Zeina and ask the class, 'Is this Zeina?' The class respond, 'Yes, it is.' Now hold up the flash card of Zeina's mother and ask, 'Is this Zeina's sister?' The class respond, 'No, it isn't. It's Zeina's mother.' Do the same with all the character flash cards.

### Pupil's Book, Exercise 1


## 10 Revision 2

**1** Look at the pictures. Read the questions and answer them.


Is this a tomato?



Is this a bag?




Is this a nose?




**2** Listen to the sounds and the words. Repeat them.

a




apple

b




boat

m



mother

f



four

32

- Tell pupils to look at the pictures on page 32 of their Pupil's Books. Ask them to tell you who they can see at the top.
- Explain that Jill is showing flash cards to Bill and asking him questions. Explain that you are going to ask the class the questions that Jill is asking, and that they have to tell you what Bill should say.
- Tell pupils to look at the first picture and to point to the flash card that Jill is holding. Ask pupils to try to read the question, then ask, 'Is this a tomato?' for pupils to answer, 'No, it isn't. It's a banana.'
- Ask the questions for the next two pictures and let pupils give the answers.

### Follow up

- Continue practising the question, 'Is this a (bag)?' etc. and answer, 'Yes, it is./No, it isn't. It's a ...' using flash cards or pictures on the wall charts.

### Pupil's Book, Exercise 2

- Tell the class to open their Pupil's Book at page 32. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures.
- Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /æ/, /b/, /m/ and /f/ several times. Pupils repeat the sounds, point to the pictures and say the words.

#### Audioscript

/æ/ apple

/b/ boat

/m/ mother

/f/ four

### Activity Book, Exercise 1

- Ask pupils to open their Activity Books at page 32 and to look at the top row of letters. Explain that in each row they have to find the letter in the row that matches the single letter on the left and draw a circle around it. Do the first row with the class saying the sound of each letter. Walk round the class checking that pupils have circled the correct letter.
- Now do the next three rows with the class, saying the sound of each letter and asking the class to circle the letter that matches the letter on the left. Walk round the class checking that pupils are circling the correct letters.

### Activity Book, Exercise 2

- Ask pupils to look at the pictures and tell you what they can see (apple, mother, boat, family).
- Then for each picture, ask them which letter its name begins with. **If less able pupils could not recognise the initial sound, say each word more than once preceded by its initial sound.**
- Explain that pupils now have to match each picture to the correct letter by tracing a line.
- Walk round the classroom, helping any pupils who are having difficulties.

## Lesson 2

### Aims

To revise *wh-* questions: *Who's this?*  
*What's this?*  
*What colour is this/the (car)?*  
*How many (tomatoes)?*

To revise *Yes/No* question: *Is this my (ear)?*

**Structures** *Wh-* questions: *Who's this?*  
*What's this?*  
*What colour is the (car)/this?*  
*How many (tomatoes)?*

*Yes/No* question: *Is this my (ear)?*

**Functions** Asking questions

**Topic** Revision – Food, Family, School, Face, Colour

**Vocabulary** Revision of previous vocabulary

**Resources** Pupil's Book, page 33, Exercises 3 and 4  
Flash cards 1-16, 21-24  
Number, Family, Food and Colour wall charts  
Activity Book, page 33, Exercise 3









### Revision

- The following exercises provide an opportunity to revise all the question forms pupils have learnt, as well as numbers, colours and vocabulary.
- Quickly revise the questions: 'Who's this?' 'What's this?' 'What colour is the (book)?' 'Is this your (ear)?' and 'How many?' Use real objects, the flash cards or the wall charts.

### Pupil's Book, Exercise 3

3 Work in pairs. Play a game.

4 Read these conversations. Then, circle the correct answer.

1 Is this your ear? Yes, it is.	a 	b 
2 What colour is the house? It's blue.	a 	b 
3 Who's this? This is my father.	a 	b 
4 Is this a bus? No, it isn't. It's a boat.	a 	b 

33

- Ask pupils to look at the pictures in the wheel at the top of page 33 of the Pupil's Book. Ask them to name the things they can see. Explain that they are going to choose a picture and ask a question about it.
- Holding the page up, point to Salma and ask if pupils can think of a question to ask about her. Praise any pupils who respond with, 'Who's this?' If pupils are unsure, ask them the question, 'Who's this?' and wait for them to answer. Then point to another character on the page and ask pupils for another question. Wait for the question, 'Who's this?' and answer the pupil who asks it. Do the same with all the characters on the page.
- Now point to the bus and ask pupils for a question about the bus. Wait for the answer, 'What's this?' or 'What colour is the bus?' Again if pupils are unsure, model the question and wait for pupils to answer. Do the same for 'car' and 'mouth'.

- Finally, point to the tomatoes and ask for a question about them (How many tomatoes?). *Note:* Pupils have not yet learnt the question with plural verb agreement: 'What colour are the tomatoes?' If pupils do give you the question, then answer, 'Five tomatoes.'
- Practise all the questions and answers with the class several times, using all the pictures in the wheel.

### Follow up

- Now ask pupils to work in pairs to ask and answer questions about the pictures in the wheel. Walk round listening and helping any pupils who are having difficulties by modelling the questions and answers for them.

### Pupil's Book, Exercise 4

- Ask pupils to look at Pictures **a** and **b** in Exercise 4 and tell you what they can see. Tell them that they're going to read a question and its answer to see which picture matches the conversation.
- Read out the first conversation. Repeat it one more time, this time with pupils saying it with you. Ask them which picture matches the conversation (Picture **a**). Tell them to circle it.
- Follow the same procedure for the remaining conversations.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 33. Ask them to look at the pictures and tell you what they can see (car, boat, tomato, banana, family, boy).
- Explain that they have to match each word to the correct picture that represents a certain category (vehicles, family members, food, parts of the face). Explain that each picture can have many words matched to it.
- Help pupils read the words if they find difficulty in reading.



## Lesson 3

### Aims

To revise *Yes/No* question: *Is this a/your ...?*

To revise *wh-* questions: *What colour is the ...?*

*Who's this?*

To revise vocabulary from Units 6-9

To carry out a project using craft skills

**Structures** *Wh-* questions: *What colour is the ...?*

*Who's this?*

*Yes/No* question: *Is this a/your ...?*

### Topic

CLIL: Social Studies

### Vocabulary

Revision of previous vocabulary

### Resources

Pupil's Book, page 34, Exercises 5, 6 and 7

Activity Book, page 34, Exercises 4 and 5

Audio CD

Cardboard, scissors, pictures of pupils' favourite food, favourite colour, their family and their face

### Revision

- Draw on the board a wheel similar to that on page 33, Exercise 3. Make inside it simple drawings of any vocabulary words that pupils have learnt in Units 6–9.
- Have pairs of pupils come to the board and ask and answer questions about the drawings.

### Pupil's Book, Exercise 5

- Ask pupils to open their Pupil's Books on page 34. Tell them that they are going to listen to a conversation.
- Play the audio all the way through and ask pupils to listen carefully. Then play the audio a second time, pausing after each sentence for pupils to repeat.
- Tell pupils that they are going to work in groups, take turns to draw a picture representing one of the words in the table and have similar conversations to the recorded conversation.
- Go round monitoring pupils' conversations. Encourage all group members to take part in the conversations.

### Audioscript

GIRL 1: *Is this a mouth?*

BOY 1: *No, it isn't.*

GIRL 2: *Is this a banana?*

BOY 1: *Yes, it is. What colour is the banana?*

BOY 2: *The banana is yellow.*

- 5 Listen to the conversation. Then, work in groups. One pupil chooses a word from the table below and draws a picture of it. The group guesses what it is. Use questions as below.

- Is this a ...? Is this your ...?
- What colour is the ...?
- Who's this?

sandwich	house	ear	father	red
biscuit	bus	mouth	mother	blue
tomato	boat	nose	sister	green
banana	car	eye	brother	yellow

### CLIL: Social Studies

- 6 Who are Maher's family? Circle them.



- 7 **Project:** Make a collage. Draw a big heart and cut it. Glue on it pictures of the following: your favourite food; your favourite colour; your family; your face.

You need:



### Pupil's Book, Exercise 6

- Ask pupils what they can see in this exercise. It's okay if they didn't know the words for 'robot', 'teddy bear' and 'baby' because the purpose of the exercise is simply for pupils to recognise what kind of members constitute a family.
- Point to the picture of Maher. Tell pupils that they're going to circle the pictures of Maher's family members. Point to the first picture and ask, 'Is this Maher's family?' for pupils to answer, 'Yes'. Ask them to circle the picture. Ask, 'Who's this?' for pupils to answer, 'This is Maher's father.'
- Now point to the robot and ask 'Is this Maher's family?' for pupils to answer, 'No'.
- Follow the same procedure for the other pictures.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to make a collage of their favourite food, their favourite colour, their family and their face.
- Give out a piece of cardboard to each pupil and make sure they all have a pencil.
- Show them how to draw a heart on the cardboard and ask them to do the same. Help them if they find it difficult.
- After they are done with drawing a heart, ask pupils to watch while you use scissors to cut out the outline of your heart. Provide scissors and help pupils to cut out their pictures, cutting carefully around the outline.
- Ask pupils to bring out the pictures of their favourite food, their favourite colour, their family and their face. Their favourite colour doesn't have to be a picture; they could simply make a blob of paint on the heart using their favourite colour.
- Make glue available. Then take your heart and demonstrate gluing a picture on it. Go round and help as needed, making sure that pupils work carefully.
- When all the pupils have finished making their collage, let them show their work to the class.
- Praise pupils for their good work.

### Activity Book, Exercise 4

- Ask pupils to open their Activity Books on page 34.
- Point to each picture and ask the pupils what they can see (a bus, a boat, a boy holding a banana and a boy holding a tomato).
- Tell pupils that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time, pausing after the first question and answer of the first conversation. Ask pupils which picture is the conversation about (boat). Continue playing the rest of the first conversation and pause. Ask pupils, 'What colour is the boat?' for pupils to answer, 'The boat is blue.' Ask them to colour the boat blue.
- Follow the same procedure for the second conversation.

### Audioscript

- NARRATOR: *Is this a bus?*  
GIRL: *No, it's a boat.*  
NARRATOR: *What colour is the boat?*  
GIRL: *It's blue.*
- NARRATOR: *Who's this?*  
BOY: *This is my brother.*  
NARRATOR: *What's this?*  
BOY: *It's a banana.*  
NARRATOR: *What colour is the banana?*  
BOY: *It's yellow.*

### Activity Book, Exercise 5

- Ask pupils what they can see in the pictures at the bottom of the page (bus, car, boat, tree, tomato, house).
- Tell pupils that they are going to trace and colour each picture. Give them a few minutes to do this task. Meanwhile, go round and praise pupils for their good work.
- Now ask pupils to work in pairs, taking turns to ask and answer questions about the objects and their colours. Their conversations should be similar to those in Exercise 4.

### Ending

- Tell pupils that they have learnt to say a lot of things in English and they should be very pleased with themselves. Encourage them to practise their English together when they are outside the classroom or at home.
- Ask pupils which have been their favourite activities and why. Encourage them to tell you what they like best in their English lessons and anything they don't like. Encourage shy pupils to talk more. Tell them it is more important to talk in English and make mistakes than not to talk at all because the best way to learn a language is to use it and speak it whenever possible.

# 11 My birthday

## Lesson 1

### Aims

To teach *wh-* question: *How old are you?*  
*How old's (Hassan)?*

To teach numbers: 6-10

To revise possessive *s*

To trace and copy letter 'n' and learn its sound

**Structures** *Wh-* question: *How old's (Hassan)?*  
Possessive *s*

**Functions** Asking about age

**Topic** Numbers

**Vocabulary** Numbers 6-10

**Phonics** /n/ nine

**Writing** Tracing and copying letter 'n'

**Resources** Pupil's Book, page 35, Exercises 1 and 2

Number flash cards: 6-10

Activity Book, page 35, Exercises 1 and 2

Audio CD

### Presentation 1

- Draw a row of ten filled-in circles on the board, large enough for all pupils to see.
- Revise numbers 1 to 5 with the class, pointing to each circle in turn. Now explain that pupils are going to learn to count all the way up to ten.
- Say, 'Six,' pointing to the sixth circle in the row on the board, and ask pupils to repeat. Do the same with 'seven', 'eight', 'nine' and 'ten', asking pupils to repeat the numbers after you.
- Now point to each circle in turn and count, 'One, two, three, four, five, six, seven, eight, nine, ten,' as you do so. Ask pupils to repeat.

### Presentation 2

- Teach 'How old are you?' Point to several pupils and ask, 'How old are you?' Walk up to a pupil and ask his/her age, in Arabic. Ask him/her to whisper the answer to you.
- Now say, '(Nagwa)'s (six).' Do the same with another pupil and say, '(Hesham)'s (seven).'
- Now model the question and the answer. Say, 'How old's (Nagwa)?' '(Nagwa)'s (six).' If pupils are having difficulties understanding, translate into Arabic. Now ask (Nagwa) again how old she is and ask her to reply, 'I'm (six).' Do the same with (Hesham).
- Ask pupils to repeat the question, 'How old are you?' and then ask them to repeat, 'I'm six/seven.'

- Ask individuals how old they are and get them to answer, 'I'm six/seven.' Do this with as many pupils as possible.
- Now tell pupils to work in pairs, taking turns to ask and answer, 'How old are you?' When they have done this, walk round the class asking pupils, 'How old's (Zara/Ahmed)?' etc. and get pupils to reply, '(Zara/Ahmed)'s (six/seven).'

### Pupil's Book, Exercise 1

**1** Listen to the conversation and repeat.

How old's Walid?  
Walid's seven.

How old's Zeina's brother?  
Hesham's nine.

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

How old's Hassan?  
Hassan's six.

**2** Listen to the sound and the word. Repeat them.

n 9 nine

35

- Tell the class to open their Pupil's Books at page 35 and to look at the pictures. Ask them which characters they can see (Jill, Walid, Bill, Hesham/Zeina's brother, Zeina, Hassan).
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

### **Audioscript**

JILL: *How old's Walid?*

BILL: *Walid's seven.*

BILL: *How old's Zeina's brother?*

JILL: *Hesham's nine.*

BILL: *I'm eight. How old are you?*

JILL: *I'm eight.*

BILL: *How old's Hassan?*

JILL: *Hassan's six.*

### **Follow up**

- Choose five pupils to come to the front and give each a number flash card from 6 to 10. Ask pupils to hold up their cards so that the class can count the number of spots on the back.
- Explain that you are going to ask the class how old each pupil is and they have to answer by counting the number of spots on the flash card that the pupil is holding.
- Ask, 'How old's (Ahmed)?' If (Ahmed) is holding number 7, for instance, then pupils answer, 'Ahmed's seven,' etc.
- Repeat with as many groups of pupils at the front of the class as possible.

### **Pupil's Book, Exercise 2**

- Ask the class to open their Pupil's Book at page 35. Tell them to look at the picture in Exercise 2. Ask them what they can see (number 9).
- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /n/ several times. Pupils repeat the sound, point to the picture and say the word.

### **Audioscript**

/n/ *nine*

/n/ *nine*

### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 35. Ask pupils to look at the picture at the top of the page. Tell them that the word says 'nose'. Say the word again and get pupils to repeat it after you. Say the initial sound of the word and ask pupils to repeat it (/n/).
- Tell pupils to look at the letter 'n' at the top of the page. Explain that they are going to trace this letter shape, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace and copy the lines of n's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and to follow the lines they are tracing as carefully as possible.
- Ask pupils to look at the picture at the top of the page again. Ask them to tell you what the word says then tell them to trace the first letter.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

### **Activity Book, Exercise 2**

- Tell the pupils that they are going to complete the words using one letter.
- Ask the pupils what they can see in the pictures (nine, nose, name). Ask them which sound all the words begin with (/n/). Now tell them to look at the words and ask them which letter they think is missing from the words (n).
- Explain that they must take care not to write below the line and to write the letters as carefully as possible.
- After they are done writing the letter 'n', explain that they now have to match the words with the pictures.
- Walk round the classroom, helping any pupils who are having difficulties and giving praise for effort and accurate work.

## Lesson 2

### Aims

To revise *wh-* question: *How old's (Hesham)?*

To introduce personal pronouns: *he/she*

To revise, trace and copy numbers: 6-10

**Structures** *Wh-* question: *How old's (Hesham)?*

Personal pronouns: *he/she*

**Functions** Counting

**Topic** Numbers

**Vocabulary** Numbers: 6-10

**Writing** Tracing and copying numbers 6-10

**Resources** Pupil's Book, page 36, Exercises 3 and 4

Character flash cards; Number flash cards: 6-10

An additional set of number flash cards: 6-10

Activity Book, page 36, Exercises 3 and 4

Audio CD

### Revision


- Play the audio from Exercise 1 of the previous lesson again to revise 'How old are you?' and 'How old's (Hesham)?'
- Ask individuals how old they are and get them to answer, 'I'm six/seven.'
- Ask the class, 'How old's (Zara/Ahmed)?' etc. Pupils respond, '(Zara/Ahmed)'s (six/seven).'


### Pupil's Book, Exercise 3

- Ask pupils to open their Pupil's Books on page 36.
- Tell pupils that they are going to listen to numbers 6 to 10.
- Play the audio all the way through once and let the class just listen.
- Then play the audio a second time, pausing after each number. Ask pupils to repeat.
- Tell pupils to look at the first ladybird in their Pupil's Book, and ask if anyone can tell you how many spots there are (six). Tell them to count the spots on the other ladybirds' backs.
- **Go round the classroom, praise the pupils who are counting correctly, and helping those who need more guidance.**

### Audioscript


6 7 8 9 10

3  Listen to the numbers and repeat.



6 7 8 9 10

4 Look at the pictures. How old are the children?



36

### Follow up

- Ask five pupils to come to the front of the class. Give each a number flash card from 6 to 10.
- Put the five pupils in a row with number 6 first in the row, number 7 second, and so on.
- Now ask for five more volunteers. These pupils should remain in their places, but also give each of them a number flash card from 6 to 10.
- Ask number 6 at the front of the class to show his/her flash card to the class and say, 'Six.' The pupil with the other number 6 stands up, says, 'Six,' and joins the pupil with number 6 at the front of the class.
- Do the same with the remaining numbers.
- Alternatively, give all pupils in the class a number from 6 to 10 written on a piece of paper. When the pupil at the front holds up his/her flash card, ask all pupils with that number to hold up their piece of paper and say the number. Check that all pupils are holding up the correct number at the right time.

### Presentation

- Explain that instead of using a name when we are talking about people, we can say 'he' or 'she'. Tell pupils that we say 'he' instead of a boy's name and 'she' instead of a girl's name. Translate these pronouns into Arabic for pupils.
- Point to a male pupil and say, '(Ahmed)'s a boy. He's a boy.' Then point to a female pupil and say, '(Zara)'s a girl. She's a girl.'
- Point to several different pupils and, using their names, say whether they are a boy or a girl. Each time, ask pupils to repeat the sentences replacing the name with the correct pronoun.

### Pupil's Book, Exercise 4

- Ask pupils to look at the pictures of the characters on page 36. Pupils have not met these characters before, so introduce their names now (Nabil, Reham, Ahmed and Dina). As you say each name, ask the class to point to the character and repeat the name after you.
- Now ask pupils to look at the picture of Nabil about to blow out the candles on his birthday cake. Ask pupils to count the candles. They should count to ten.
- Ask pupils, 'How old's Nabil?' Pupils answer, 'Nabil's ten.' Say, 'Yes, Nabil's ten. He's ten.' Ask pupils to repeat the sentences after you.
- Now ask pupils to look at the picture of Reham with the balloons. Ask them to count the balloons. They should count to six. Ask pupils, 'How old's Reham?' Pupils answer, 'Reham's six.' Say, 'Yes, Reham's six. She's six.' Ask pupils to repeat the sentences after you.
- Do the same with the next two pictures, getting pupils to tell you how old each character is and to repeat each sentence replacing the name with the correct pronoun.

### Answers

Nabil's ten. He's ten.  
Reham's six. She's six.  
Ahmed's seven. He's seven.  
Dina's nine. She's nine.

### Activity Book, Exercise 3

- Tell pupils to open their Activity Books at page 36. Ask them to look at the numbers at the top. Explain that they are going to listen to the numbers, repeat and trace them by drawing over the grey lines, but first you are going to show them how.
- Write the number 6 slowly and carefully on the board. Make sure that pupils can see that you are starting at the top of the number and moving the chalk downwards.
- Now, with your back to the class, trace the number 6 in the air and ask the pupils to copy you. Then ask them to trace the number on their desks with their fingers.
- Play the audio, pause after the number 6 for pupils to repeat it, then ask them to trace the number 6 in their Activity Books. Repeat the same procedure for numbers 7 to 10, after first showing them the correct way to write each number. Walk round the class making sure that pupils are holding their pencils correctly. Help any pupils who are having difficulties.

### Audioscript

SALMA: *Six.*  
WALID: *Seven.*  
HASSAN: *Eight.*  
ZEINA: *Nine.*  
BILL/JILL: *Ten.*

### Activity Book, Exercise 4

- Tell the class to open their Activity Books at page 36. Explain that for the number in each row (6 to 10) pupils are going to trace the grey numbers and then write the number for themselves by copying the first number on each line as they did in Unit 2 with numbers 1 to 5.
- Stand with your back to the class and write the numbers in the air. Ask the class to write the numbers in the air and then to trace the numbers on their desks with their fingers.
- Make sure that pupils are sitting and holding their pencils correctly. Demonstrate on the board how each of these numbers should be written before pupils start writing in their books. Ask pupils to trace and then write each number in their books after you have demonstrated it.
- Walk round the class checking that pupils are writing the numbers in the correct way and are keeping within the lines.

## Lesson 3

### Aims

- To revise personal pronouns: *he/she*
- To revise *wh-* question: *How old's (Nabil)?*
- To revise numbers: *6-10*
- To carry out a project using craft skills

**Structures** *Wh-* question: *How old's (Nabil)?*  
Personal pronouns: *he/she*

**Functions** Asking about age

**Topic** Numbers

**Vocabulary** Numbers *6-10*

**Writing** Matching sentences with pictures

**Resources** Pupil's Book, page 37, Exercises 5, 6 and 7  
Character flash cards; Number flash cards: *1-10*  
Activity Book, page 37, Exercises 5 and 6  
Audio CD  
Two sheets of paper per pupil, scissors, paint

### Revision


- Ask the class to go back to page 35 and ask and answer questions about the characters' ages (Walid, Zeina's brother, Jill and Hassan).

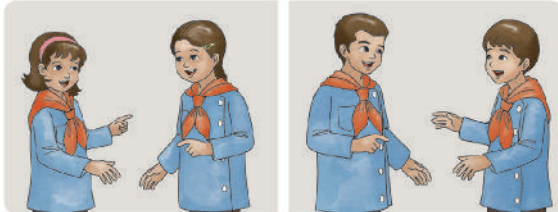
### Pupil's Book, Exercise 5

- Ask pupils to open their Pupil's Book on page 37. Tell them that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time, pausing after the first conversation. Say the conversation yourself and ask pupils to repeat after you. Then tell them that they are going to work in pairs and repeat the conversation themselves.
- Follow the same procedure for the second conversation.

### Audioscript

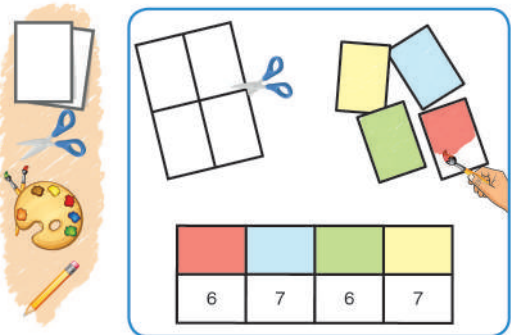
- 1 GIRL 1: *How old are you, Faten?*  
GIRL 2: *I'm six. How old are you?*  
GIRL 1: *I'm eight.*
- 2 BOY 1: *How old is Faten?*  
BOY 2: *She's six.*  
BOY 1: *How old is Faten's sister?*  
BOY 2: *Faten's sister is eight.*

5  Listen to the conversations. Then, work in pairs to repeat them.



6 Work in pairs. Ask and answer questions about you and your partner's age. Then, tell the class.

7 **Project:** In groups of four, ask your partners about their age. Draw a table as below and write your partners' ages. Do you all have the same age?  
You need:



6	7	6	7

37

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in pairs and have similar conversations to those they listened to in Exercise 5. Explain that they have to ask about each other's age and then tell the class about their partner's age.
- For less able pupils, do the pair work with them before they find a partner. For the fast finishers, ask them to ask each other about their siblings' age.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' and tell them that they are going to make a table with their classmates' ages on it.
- Divide the class into groups of four and provide each pupil with two sheets of paper. Using the first sheet, demonstrate to pupils how to cut the paper into four equal sizes. Make sure they are using their scissors carefully. Then provide them with paint and ask them to colour the four pieces of paper, each a different colour.

- Show them on the board how to draw a table like the one in their Pupil's Book, page 37. Ask them to do the same on the second sheet of paper. Then ask them to look at the colours they used for the four small pieces of paper and to colour the top cells of the table similarly.
- Now pupils take turns to distribute their coloured pieces of paper to their group members, ask them about their age and write the number under each colour.
- Go round the classroom, making sure pupils are using the correct structure to ask about age.
- When they are done, ask pupils to compare their results. They should all have the same numbers but most probably in a different order.
- Ask a volunteer from each group to tell the class about their results (Lama, Reem and Anas are six. Wissam is seven.)
- Praise pupils for their good work.

#### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 37. Tell them that they are going to listen to four conversations and choose the correct answer for each.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time, pausing after the first question and answer. Ask pupils, 'How old is Amal?' for pupils to answer, 'Amal is seven.' Ask them 'Is Amal a boy or a girl?' for pupils to answer, 'A girl.' Tell them to look at the first sentence in their Activity Book. Which word is circled? (She) Ask pupils if it's correct.
- Repeat the same procedure for the remaining conversations, asking pupils to circle the correct answer.
- When they are done, explain that they have to match each sentence to the correct picture by tracing a line. Ask them to read the sentences using the circled pronoun. Read with them if necessary. Pupils look at the numbers tagged on the children in the pictures and they match accordingly.
- Go round the classroom, checking pupils' answers.

#### Audioscript

- 1 NARRATOR: *How old is Amal?*  
BOY: *Amal is seven.*
- 2 NARRATOR: *How old is Hussam?*  
GIRL: *Hussam is six.*
- 3 NARRATOR: *How old is Amal's brother?*  
BOY: *Amal's brother is nine.*
- 4 NARRATOR: *How old is Hussam's sister?*  
GIRL: *Hussam's sister is ten.*

#### Activity Book, Exercise 6

- Tell pupils that they are going to work in pairs. Each pupil chooses one picture and writes the number for each person's age.
- Read the words with the pupils to guide them through the conversations that they will be having.
- Then tell them that they both have to ask and answer questions about the other pupil's picture.
- For less able pupils, explain how the words and pictures are related. Say, 'This is Sam. This is Sam's sister. Write a number here and a number there. How old is Sam? How old is Sam's sister?'



# 12 Is the bed green?

## Lesson 1

### Aims

To teach the new vocabulary: *black, white, sofa, bed*

To teach *Yes/No* question: *Is the (house) (white)?*

*Yes, it is./No, it isn't.*

To revise *wh-* question: *What colour is the (bed)?*

To revise colour adjectives

To trace and copy letters 'g' and 'l' and learn their sound

**Structures** *Yes/No* question: *Is the (house) (white)? Yes, it is./ No, it isn't.*

*Wh-* question: *What colour is the (bed)?*

Colour adjectives

**Functions** Talking about colour

**Topics** Home and Colour

**Phonics** /g/ green

/l/ lamp

**Vocabulary** *black, white, sofa, bed*

**Writing** Tracing and copying letters 'g' and 'l'

**Resources** Pupil's Book, page 38, Exercises 1 and 2

Object flash cards: 2-6, 13-16, 27-28

Number and Colour wall charts

Activity Book, page 38, Exercises 1 and 2

Audio CD

### Revision

- Ask the class to open their Pupil's Books at page 23 and tell them that they are going to listen to the audio.
- To revise 'What colour is the (house)?', play the audio from Unit 7, Exercise 1 all the way through and let the class listen. Then play the audio a second time, pausing at the end of each line and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to the sentences. Finally, play the audio a third time all the way through.

### Presentation 1

- Use the Colour wall chart to teach 'black' and 'white'. Point to the colours on the chart saying the name of each colour as you do so. Point to the colours again and ask the class to repeat the colours after you.

- Revise all known colours on the chart by pointing to the various colours and asking, 'What colour is this?' Ask the class and individuals to respond.

### Presentation 2

- Use the flash cards to teach the new vocabulary 'sofa' and 'bed'.
- Hold up the flash card of a sofa and ask, 'What's this?' The class or individuals respond, 'It's a sofa.' Now say, 'The sofa is black.' Ask the class and individuals to repeat.
- Now hold up another flash card, for example the chair. Ask, 'Is the chair black?' and model the answer, 'No, it isn't. It's blue.' Get pupils to repeat the question and answer.

### Pupil's Book, Exercise 1

**1** Listen to the conversation and repeat.

Is the house white?  
Yes, it is.

The sofa is black.

Is the chair black?  
No, it isn't. It's blue.

What colour is the bed?  
The bed is green.

**2** Listen to the sounds and the words. Repeat them.

g green

l lamp

- Tell the class to open their Pupil's Books at page 38. Ask pupils to look at the pictures of Bill and Jill playing with the doll's house. Ask which objects they can see (house, sofa, bed, chair).

- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking them to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

#### **Audioscript**

BILL: *Is the house white?*

JILL: *Yes, it is.*

JILL: *The sofa is black.*

BILL: *Is the chair black?*

JILL: *No, it isn't. It's blue.*

BILL: *What colour is the bed?*

JILL: *The bed is green.*

#### **Follow up**

- Walk round the class pointing to known objects in the classroom or on the wall charts, asking, 'What colour is the ...?'

#### **Pupil's Book, Exercise 2**

- Ask the class to open their Pupil's Book on page 38.
- Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the first picture (the colour green). Then ask them what they can see in the second picture (lamp). Explain what the word 'lamp' means. Show it to them in the second picture in Exercise 1.
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /g/ and /l/ several times. Pupils repeat the sounds, point to the pictures and say the words.

#### **Audioscript**

/g/ green

/g/ green

/l/ lamp

/l/ lamp

#### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 38. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'girl' and 'lamp'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/g/, /l/).
- Tell pupils to look at the letters 'g' and 'l' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'g' and 'l' twice then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

#### **Activity Book, Exercise 2**

- Tell pupils that they are going to complete the words using either the letter 'g' or the letter 'l'.
- Explain that they must take care not to write below the line and to write the letters as carefully as possible. Walk around helping any pupils who are having difficulties.
- When they are done, ask them to choose two of the words and draw them inside the boxes.
- **For the less able pupils, help them with the words they are having difficulty with. Ask them, 'Do you say "gamp" or "lamp"?' for pupils to give you the correct answer. They should know the answers because they have already come across all the words.**

## Lesson 2

### Aims

- To teach the new vocabulary: *fridge, table*
- To teach *wh-* question: *What colour is this?*
- To revise *wh-* question: *What colour is the (bed)?*
- To trace letters 'g' and 'l'

**Structures** *Wh-* questions: *What colour is this?*  
*What colour is the (bed)?*

**Functions** Talking about colour

**Topic** Colour

**Vocabulary** *fridge, table, chair, sofa, house, bed*

**Writing** Tracing letters 'g' and 'l'

**Resources** Pupil's Book, page 39, Exercises 3 and 4  
Object flash cards: 2-6, 13-16, 27-30  
Number and Colour wall charts  
Activity Book, page 39, Exercises 3 and 4  
Audio CD

### Revision

- Quickly revise the structure, 'What colour is the (book)?' with pupils using classroom objects and/or flash cards and wall charts. Get pupils to reply.

### Presentation

- Use the Colour wall chart to teach the new structure, 'What colour is this?' by pointing to the colours. Ask pupils to answer, 'It's blue,' etc. Now walk around the classroom touching various objects and asking, 'What colour is this?' Pupils respond, 'It's green,' etc.

### Pupil's Book, Exercise 3

- Tell the class to open their Pupil's Books at page 39. Tell pupils to work in pairs, pointing to the black/white paint and asking/answering the question, 'What colour is this?' 'It's black/white.'
- Walk round the class making sure that pupils in the pair take turns to ask and answer the question.

3 Read the conversation and point to the correct colour. Then, ask and answer about the other colour.

What colour is this?

It's black.

4 Listen to the conversations. Circle the correct picture.

1	a	b	c
2	a	b	c
3	a	b	c
4	a	b	c

39

### Pupil's Book, Exercise 4

- Ask pupils which objects they can see in the pictures (house, bed, chair, sofa). Ask them what colours the objects are (blue, white, black, red, yellow, green).
- Tell pupils that they are going to listen to four conversations and they have to point to the correct picture after each conversation.
- Play the audio, pausing after the first question and answer of the first conversation. Ask pupils to point to the correct picture. They will point to the first and third pictures. Tell them that you will continue playing the audio and that the answer will be either the first or the third picture. Continue playing the first conversation and ask pupils to choose which picture is the correct one (the first).
- Repeat the same procedure for the remaining conversations.
- If less able pupils did not keep up with the class, tell them the audioscript yourself step by step so that they find the correct answers.

### Audioscript

1 BOY: *What's this?*  
GIRL: *It's a house.*  
BOY: *What colour is the house?*  
GIRL: *It's blue.*

2 GIRL: *What's this?*  
BOY: *It's a sofa.*  
GIRL: *What colour is the sofa?*  
BOY: *It's white.*

3 BOY: *What's this?*  
GIRL: *It's a chair.*  
BOY: *What colour is the chair?*  
GIRL: *It's black.*

4 GIRL: *What's this?*  
BOY: *It's a bed.*  
GIRL: *What colour is the bed?*  
BOY: *It's yellow.*

### Answers

1 a 2 b 3 a 4 c

### Activity Book, Exercise 3

- Ask the pupils to open their Activity Books on page 39. Explain that they are going to trace all the g's and l's they see in the picture by drawing over the grey lines.
- Walk round the classroom, helping any pupils who are having difficulties.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

### Presentation

- Use the flash cards in the usual way to teach the new vocabulary 'fridge' and 'table'.

### Activity Book, Exercise 4

- Ask pupils to open their Activity Books on page 39. Ask them what they can see in the pictures at the bottom of the page (table, sofa, fridge, bed).
- Tell pupils that they are going to listen to sentences and colour accordingly.
- Play the audio once for all pupils to listen carefully.
- Play the audio again, pausing after the first sentence. Ask pupils, 'What colour is the fridge?' for pupils to answer 'The fridge is black.' Give them time to colour the fridge before moving on to the other sentences.
- Walk round the classroom, helping any pupils who are having difficulties.

### Audioscript

*The fridge is black.*  
*The sofa is blue.*  
*The bed is green.*  
*The table is red.*

## Lesson 3

### Aims

To revise Yes/No question: *Is the (door) (black)?*  
*Yes, it is./No, it isn't.*

To revise wh- question: *What colour is the (fridge)?*

To carry out a project using craft skills

**Structures** Yes/No question: *Is the (door) (black)? Yes, it is./ No, it isn't.*

Wh- question: *What colour is the (bed)?*

**Topic** Colour

**Vocabulary** *fridge, table, sofa, lamp, house, bed, chair, black, white, blue, green, yellow, red*

**Functions** Talking about colour

**Resources** Pupil's Book, page 40, Exercises 5 and 6  
Activity Book, page 40, Exercises 5 and 6  
Audio CD  
One sheet of paper per pupil, scissors, paint

### Revision


- Use the flash cards and/or the wall charts to revise the question, 'Is the (door) (green)?' and the answers, 'Yes, it is./No, it isn't. It's (blue).'


### Pupil's Book, Exercise 5

- Ask the class to open their Pupil's Book on page 40. Ask pupils to look at the pictures of Miss Reem and the children. Ask them to try to read the conversations. Then play the audio all the way through for pupils to listen carefully.
- Now tell pupils to look at the pictures in the box on top of the page and tell you which objects they can see (fridge, table, sofa, lamp, house, bed).
- Explain that they are going to have similar conversations to the one they have just listened to. Play the audio one more time, this time pausing after each sentence for pupils to repeat.
- In pairs, pupils take turns to ask about the colour of the objects and to answer, 'Yes, it is,' or, 'No, it isn't. It's ... '

### Audioscript

- 1 MISS REEM: *Is the door black?*  
SALMA: *Yes, it is.*
- 2 MISS REEM: *Is the window red?*  
WALID: *No, it isn't. The window is white.*

5  Listen to the conversations. Then, work in pairs asking and answering questions about the colours of the objects below.





Is the door black?  
Yes, it is.

Is the window red?  
No, it isn't. The window is white.

6 **Project:** Draw and colour one of the objects in the box. Cut it into four pieces to make a jigsaw puzzle. Your partner connects the pieces and guesses what the object is.

sofa house chair bed

You need:



40

### Pupil's Book, Exercise 6

- Tell pupils 'It's project time!' and tell them that they are going to make a jigsaw puzzle.
- Provide pupils with a sheet of paper, a pencil and paint in different colours.
- Ask pupils to choose an object from the box to draw. Then tell them to colour it.
- Provide scissors and tell pupils to cut out their drawings into four pieces. Tell them that they don't have to cut straight lines.
- When the jigsaw pieces are made, ask pupils to give their jigsaw to a partner with the pieces mixed up. Their partner should put the pieces together to complete the picture and guess what the object is.
- Praise pupils for their work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 40. Tell them that they are going to listen to a conversation and that they have to draw and colour the objects that they hear mentioned in the conversation.
- Play the audio all the way through and ask pupils to listen carefully. Then play the audio a second time pausing after the first sentence. Ask them which object is mentioned in the sentence for them to answer, 'sofa'. Give them a minute to draw a sofa on the picture. Then play the second sentence and ask them what colour they should colour the sofa for them to answer, 'blue'. Give them a minute to colour the sofa that they have drawn.
- Follow the same procedure for the rest of the conversation.
- Go round the classroom to check whether all the pupils have drawn and coloured according to the audio.

### Audioscript

- NARRATOR: *What colour is the sofa?*  
BOY: *The sofa is blue.*  
NARRATOR: *Is the table white?*  
BOY: *No, it isn't. It's black.*

### Activity Book, Exercise 6

- Ask pupils to look back at the picture in Exercise 5 and colour the objects mentioned in the blue box. They can choose the colours that they like.
- Then tell them that they are going to work in pairs taking turns to ask and answer questions about the colours of these objects. Their conversation should be similar to the one they have listened to in Exercise 5.
- Go round the classroom listening to pupils' conversations. Make sure they are using both structures, 'What colour is the (lamp)?' and 'Is the (lamp) (blue)?'

# 13 My body

## Lesson 1

### Aims

To teach the new vocabulary: *head, arm, foot, leg, hand*

To revise Yes/No question: *Is the (bag) (blue)? Yes, it is./No, it isn't.*

To teach the indefinite articles *a/an*

To teach the names of parts of the body

To sing a song and perform the actions

To trace and copy letters 'h' and 'j' and learn their sound

**Structures** Yes/No question: *Is the (bag) (blue)? Yes, it is./No, it isn't.*

Indefinite articles: *a/an*

Imperatives: *clap, stamp, put, jump, shake, sit down*

**Functions** Giving commands

**Topic** Body

**Vocabulary** *ear, eye, mouth, nose, head, arm, foot, leg, hand*

**Phonics** /h/ hand  
/dʒ/ jump

**Writing** Tracing and copying letters 'h' and 'j'

**Resources** Pupil's Book, page 41, Exercises 1 and 2  
Object flash cards: 17-26  
Body wall chart  
Activity Book, page 41, Exercises 1 and 2  
Audio CD

### Revision 1

- Revise colours quickly with the class using the flash cards or by pointing to classroom objects and asking pupils to tell you what colour each object is.
- Remind pupils of the question and answer forms they learnt in the previous unit. Point to various classroom objects and ask the class and individuals, 'Is the (bag) (blue)?' They respond, 'Yes, it is,' or, 'No, it isn't. It's (green).'

### Revision 2

- Revise the parts of the face: 'nose', 'mouth', 'eye' and 'ear', using the flash cards or the Body wall chart. Say, 'A nose,' 'A mouth,' 'An eye,' 'An ear.' Explain that in English when a word begins with a vowel, we say 'an' before it and not 'a'. Drill the phrases so that pupils can clearly hear when you say 'a' or 'an'.

- Hold up a flash card and ask the class, 'What's this?' They answer, 'It's a (mouth).' Repeat the question to individuals who reply, 'It's a mouth.'
- Alternatively, point to the Body wall chart and ask, 'What's this?' Pupils answer, 'It's an (eye).' Repeat the question to individuals who reply, 'It's an (eye).'

### Presentation 1

- Teach the new vocabulary by pointing to parts of your own body or to the Body wall chart.
- Name each part of the body as you point to it and ask the class to repeat each word after you.


### Presentation 2

- Pupils need to learn the new vocabulary for the body parts in the song which follows, but they also need to learn some other vocabulary passively: 'clap', 'stamp', 'put', 'jump' and 'shake'. It is a good idea to teach these words in conjunction with the parts of the body to help pupils remember them.
- Lift up one of your hands, point to it with your other hand and say, 'Hand.' Ask the class and individuals to copy the action and repeat the word. Lift up both your hands and say, 'Hands.'
- Clap your hands loudly and say, 'Clap your hands.' Ask the class and individuals to copy the action and repeat the sentence. Do this several times, making it as enjoyable as possible.
- Point to your foot and say, 'Foot.' Ask the class and individuals to copy the action and repeat the word. Do this several times. Point to both your feet and say, 'Feet.' Ask the class and individuals to copy the action and repeat the word. It's not important at this stage to explain that 'feet' is an irregular plural, just make sure pupils understand that 'feet' is used for more than one foot.
- Stamp your feet and say, 'Stamp your feet.' Ask the class and individuals to copy the action and repeat the sentence. This might be a little noisy but, if pupils can perform the actions at the same time as speaking, it will help them to remember the vocabulary more easily and to enjoy learning.
- Next, hold your hands straight up in the air and say, 'Put your hands in the air.' Ask the class and individuals to copy the action and repeat the sentence. Do this several times.
- Sit down in your chair and then spring out of it as quickly as possible, saying, 'Jump out of your chair.' It is probably impractical to have a large class of six-/seven-year-olds all jumping out of their chairs at the same time, but they can stand up quickly as they repeat, 'Jump out of your chair.'


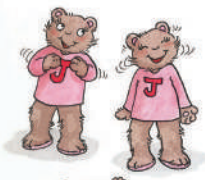

- Point to your head and say, 'Head.' Ask the class and individuals to copy the action and repeat the word. Now shake your head and say, 'Shake your head.' Ask the class and individuals to copy the action and repeat the sentence.

### Pupil's Book, Exercise 1


## 13 My body

**1**  Listen and sing.


Clap your hands,  
Clap your hands,  
And stamp your feet,  
Put your hands in the air,  
And jump out of your chair.

Clap your hands,  
Clap your hands,  
And shake your head,  
Put your hands in the air,  
And sit down on your chair.


**2**  Listen to the sounds and the words. Repeat them.

**h**



hand

**j**



jump

41

- Tell pupils that they are going to learn a song using the new words and actions they have just learnt. Tell them to open their Pupil's Books at page 41 and to look at the pictures of Bill and Jill performing the actions of the song.
- Tell pupils they are going to listen to the song, then play the song all the way through once or twice.
- Play the song again but this time pause at the end of each line. Repeat the words slowly to the class and do the action. Ask the class to copy the action and repeat the words after you.
- Finally, play the audio all the way through letting pupils sing along, performing the actions. Let the class have as much fun as possible without becoming too riotous!

### Audioscript

Clap your hands,  
Clap your hands,  
And stamp your feet,  
Put your hands in the air,  
And jump out of your chair.

Clap your hands,  
Clap your hands,  
And shake your head,  
Put your hands in the air,  
And sit down on your chair.

### Pupil's Book, Exercise 2

- Tell the class to open their Pupil's Book at page 41. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (a hand, a boy jumping).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /h/ and /dʒ/ several times. Pupils repeat the sounds, point to the pictures and say the words.

### Audioscript

/h/ hand  
/h/ hand

/dʒ/ jump  
/dʒ/ jump

### Activity Book, Exercise 1

- Tell the class to open their Activity Books at page 41. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'head' and 'jump'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/h/, /dʒ/).
- Tell pupils to look at the letters 'h' and 'j' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.

- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'h' and 'j' twice then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.
- For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.

### Activity Book, Exercise 2

- Ask the class to open their Activity Books at page 41. Point to the first picture and ask, 'What's this?' for pupils to answer, 'It's a house.' Ask them which sound the word 'house' begins with. If they find it difficult, tell them 'H, house' several times so that they hear the initial sound clearly. Ask them which letter is circled (h). Tell them that they are going to do the same for the other pictures.
- Repeat the same procedure with the other pictures (a boy jumping, a head, a hand).
- Walk round the class to check if pupils have circled the correct letters.

## Lesson 2

### Aims

To revise *Yes/No* question: *Is it a ..? Yes, it is./No, it's a ..../No, it isn't.*

To revise *wh-* question: *What's this? It's a ... .*

To play a game

**Structures** *Yes/No* question: *Is it a ..? Yes, it is./No, it's a ....*

*Wh-* question: *What's this?*

**Functions** Asking and answering questions

**Topic** Body

**Vocabulary** *ear, eye, mouth, nose, head, arm, foot, leg, hand*

**Writing** Circling pictures and words

**Resources** Pupil's Book, page 42, Exercises 3 and 4

Object flash cards: 21-24, 31-35

Body wall chart

Activity Book, page 42, Exercises 3 and 4


Audio CD

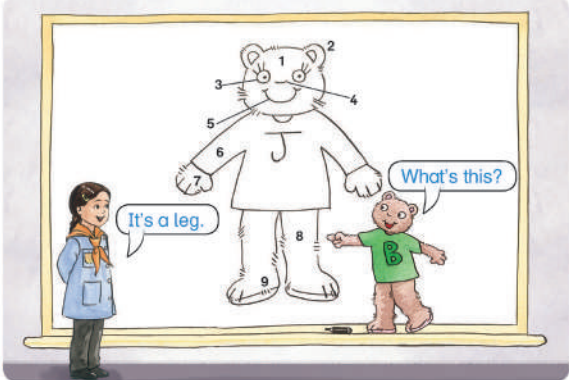
### Revision 1

- Revise all body parts that pupils have learnt so far using the flash cards or the Body wall chart. Ask pupils, 'What's this?' They respond, 'It's a (leg).'




### Pupil's Book, Exercise 3

3  Listen to the words and repeat them. Then, ask and answer questions about parts of the body.



4 Play a game in pairs. Ask and answer questions to guess what these body parts are.



- Tell the class to open their Pupil's Books at page 42. Explain that Bill has drawn a picture of Jill and that next to various parts of her body is a number.
- Play the audio all the way through. They play it again, pausing after each item for pupils to repeat.
- Now tell pupils that you are going to say a number from 1 to 9, and they should tell you which part of the body the number corresponds to. Say, 'Number (6).' Pupils respond, 'Arm'. Do this for each part of the body with the whole class and then with individuals.
- Finally, in pairs, ask pupils to take turns to ask and answer questions about the body parts. One pupil points to one of Jill's body parts and asks, 'What's this?' and the other pupil responds, 'It's a (foot).'
- Go round the classroom, making sure all the pupils are using the correct language.

#### Audioscript

1 head 2 ear 3 eye 4 nose 5 mouth 6 arm  
7 hand 8 leg 9 foot

### Pupil's Book, Exercise 4

- Tell the class to look at the pictures at the bottom of page 42 of their Pupil's Books. Ask pupils to tell you which body parts they can see.
- Tell pupils to work in pairs. One pupil points to a silhouette and asks, 'Is it a (mouth)?' The other pupil answers, 'Yes, it is,' or 'No, it's a (nose).'
- Walk round the class monitoring the pupils' questions and answers. Help any pupils who are having difficulties by modelling the dialogue for them.

#### Answers

mouth, nose, hand, leg, ear, foot, head, eye, arm

### Activity Book, Exercise 3

- Ask the class to open their Activity Books on page 42.
- Ask them what the first two pictures are (feet, hands). Read the first phrase for them and ask them to follow you on their books while you read it. Ask, 'Clap your feet? Or clap your hands?' for pupils to respond, 'Clap your hands.' Tell them to demonstrate clapping hands. Show them the circle around the hands picture. Tell them that they are going to do the same with the other pictures.
- Follow the same procedure with the other phrases and pictures.
- Walk round the classroom, making sure all the pupils are circling the correct pictures.
- The activity might have a funny twist if you try to do the actions that do not work, such as trying to shake your nose instead of shaking your head, trying to clap your feet instead of clapping your hands, etc.

### Activity Book, Exercise 4

- Tell pupils to read each word carefully. Read the words with them if they find them difficult.
- Explain that they have to circle the words related to the parts of the body.
- *If less able pupils find the activity difficult, ask them about each word ('Is "black" a part of the body?' etc.)*
- Walk round the classroom, making sure all the pupils are circling the correct words.

## Lesson 3

### Aims

To revise *Yes/No* question: *Is it a (hand)? Yes, it is./ No, it's a (leg).*

To revise *wh-* question: *What's this? It's a (hand).*

To carry out a project using craft skills

To copy words and phrases

**Structures** *Yes/No* question: *Is it a (hand)? Yes, it is./No, it's a (leg).*

**Functions** Asking and answering questions

**Topic** Body

**Vocabulary** *ear, eye, mouth, nose, head, arm, foot, leg, hand*

**Writing** Copying words and phrases

**Resources** Pupil's Book, page 43, Exercises 5, 6 and 7

Object flash cards: 21-24, 31-35

Body wall chart

Activity Book, page 43, Exercises 5 and 6

Audio CD

Modelling clay, toothpicks

### Revision 1

- Play the song from Exercise 1 again and let pupils sing along, performing the actions as a fun activity.

### Revision 2

- Revise the question and answers, 'Is it a (hand)?' 'Yes, it is./No, it's a (leg),' using the flash cards and Body wall chart.
- Hold up the 'leg' flash card and ask, 'Is it a leg?' Then answer, 'Yes, it is.' Do the same with several flash cards.
- Hold up the body parts flash cards and ask, 'Is it a ...?' for the class to respond, 'Yes, it is.'
- Now hold up the 'leg' flash card again and ask, 'Is it a nose?' Shake your head and say, 'No, it's a leg.' Do this several times with different body parts.
- Hold up the body parts flash cards and ask, 'Is it a ...?' for the class to respond, 'No, it's a ...,' giving the correct answer.

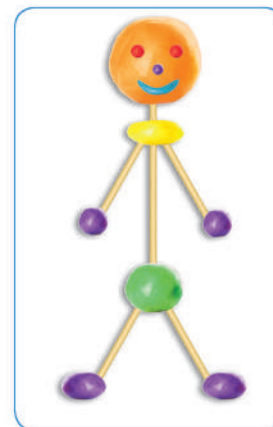
## Pupil's Book, Exercise 5

- 5  Listen to the conversation. Then, work in pairs to repeat it.



- 6 Work in pairs. Point to parts of your body. Ask and answer questions about them.
- 7 **Project:** Make a boy or a girl. Show the class the parts of their face and body.

You need:



43

- Ask the class to open their Pupil's Books on page 43. Tell pupils that they are going to listen to a conversation.
- Play the audio all the way through and ask them to listen carefully. Then play the audio again, pausing after each question and answer for pupils to repeat.
- Explain that they are going to work in pairs to repeat the conversation.

### Audioscript

BOY: *Is this my eye?*  
 GIRL: *No, it isn't.*  
 BOY: *Is it my ear?*  
 GIRL: *No, it isn't.*  
 BOY: *Is it my head?*  
 GIRL: *Yes, it is.*

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in pairs.
- Explain that they are going to point to parts of their body and ask and answer questions about them. Tell them that their conversations should be similar to the one they have listened to in Exercise 5.
- Walk round the class, making sure the pupils are using the correct language.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' and tell them that they are going to create a figure of a boy or a girl using sticks and modelling clay.
- Provide pupils with toothpicks and modelling clay in different colours.
- Show them step by step what they are going to do and ask them to follow your example.
- Walk round the classroom, helping any pupils who are having difficulties.
- When they are done, ask the pupils to show their work to the class and tell them about the body parts of their figure.
- Praise pupils for their work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books to page 43. Explain that they are going to listen to four conversations and write the missing words from the box according to what they hear.
- Before playing the audio, read the words in the box with the pupils.
- Play the audio all the way through once and ask them to listen carefully. Now tell them to try to read the sentences as they listen to the audio a second time. Play the audio, pausing after the first conversation. Ask the pupils to look at the word in blue and find it in the box. Ask them to cross it out so that it's easier for them to find the correct words for the other conversations.
- Continue playing the audio, pausing after the second conversation. Ask them what they should write in the gap (it is). Give them a minute to write the phrase and to cross it out from the box.
- Repeat the same procedure for the remaining conversations. Tell them that the pictures will help them check that they have written the correct answers.

### Audioscript

- 1 NARRATOR: *Is it a head?*  
GIRL: *Yes, it is.*
- 2 NARRATOR: *Is it a mouth?*  
BOY: *Yes, it is.*
- 3 NARRATOR: *Is it a foot?*  
GIRL: *No, it isn't. It's a hand.*
- 4 NARRATOR: *Is it a leg?*  
BOY: *Yes, it is.*

### Activity Book, Exercise 6

- Tell pupils that they are going to work in pairs. Explain that they are going to choose words from the box and draw the corresponding part of the body. Then they are going to take turns to ask and answer questions about the drawings. They can use structures like 'What's this?' 'Is this a (foot)?' 'Is it a (leg)?'
- Walk round the class, making sure the pupils are using the correct language.

# 14 What's that?

## Lesson 1

### Aims

To teach the new vocabulary: *toy box, doll, key, ball, umbrella*

To revise *wh-* question: *What's this?*

To teach demonstrative pronouns: *this/that*

To teach adjectives: *big, small*

To trace and copy letters 'u' and 't' and learn their sound

**Structures** *Wh-* questions: *What's this/that?*  
Adjectives: *big, small*

**Functions** Asking questions  
Describing objects

**Topic** Possessions

**Vocabulary** *toy box, doll, key, ball, umbrella, big, small*

**Phonics** /ʌ/ umbrella  
/t/ toy

**Writing** Tracing and copying letters 'u' and 't'

**Resources** Pupil's Book, page 44, Exercises 1 and 2  
Object flash cards: 1-16, 21-24, 27-40  
Food and Numbers wall charts  
Activity Book, page 44, Exercises 1 and 2  
Audio CD

### Presentation 1

- Quickly revise the question, 'What's this?' using the flash cards, wall charts or classroom objects. Pupils are going to learn that we ask 'What's this?' for objects we are holding or that are close to us, but 'What's that?' for things that are further away.
- Choose a classroom object such as a chair, touch it and ask, 'What's this?' The class respond, 'Chair,' or, 'It's a chair.' Now walk away from the chair and, standing at some distance from it, point to it and ask, 'What's that?' Pupils reply, 'Chair,' or 'It's a chair.'
- Do this with several objects until pupils understand that we use 'this' for things that are closer to us and 'that' for things that are further away.

### Presentation 2

- Pupils will be exposed to seven new vocabulary items in the picture story, including some adjectives for the first time ('big' and 'small'). Take some time to teach the vocabulary: '(toy) box', 'doll', 'key', 'ball' and 'umbrella' using the flash cards or real objects. When you are confident that pupils are becoming familiar with the new words, use the simple shape of a ball drawn on the board to teach the adjectives 'big' and 'small' (see Presentation 3 below).

### Presentation 3

- Draw a ball on the board and ask pupils to tell you what it is. After they respond, 'Ball,' or 'It's a ball,' say, 'Yes, it's a ball.' Now draw a much larger ball next to the first one, point to it and say, 'It's a ball. It's big.' Gesture a large ball with your arms and repeat, 'It's big.' Ask the class to copy the action and repeat. Now draw a much smaller ball next to the large one, point to it and say, 'It's a ball. It's small.' Gesture a small circle with your thumb and forefinger and repeat, 'It's small.' Ask the class to copy the action and repeat. Do this several times. Make it fun, exaggerating your voice when you say 'big' and diminishing your voice when you say 'small'.
- Now, pointing to the big ball, say, 'It's a big ball.' Ask the class to repeat the sentence and make the gesture for a big ball. Then point to the small ball and say, 'It's a small ball.' Ask the class to repeat the sentence and make the gesture for a small ball.

### Pupil's Book, Exercise 1

**1** Listen to the conversation and repeat.

What's this?  
It's a toy box.

What's this?  
It's a doll. It's small.

What's this?  
It's a key.

What's that?  
It's a ball.

What's this?  
It's an umbrella.

What's this?  
It's a big umbrella.

**2** Listen to the sounds and the words. Repeat them.

u umbrella

t toy

- Tell the class to open their Pupil's Books at page 44 and to look at the pictures. Ask which characters and objects they can see.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through once.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

#### **Audioscript**

BILL: *What's that?*

JILL: *It's a toy box.*

BILL: *What's this?*

JILL: *It's a doll. It's small.*

BILL: *What's this?*

JILL: *It's a key.*

BILL: *What's that?*

JILL: *It's a ball.*

BILL: *What's this?*

JILL: *It's an umbrella.*

JILL: *It's a big umbrella.*

#### **Follow up**

- Ask a confident pupil to come to the front of the class. Give him/her flash cards 36 to 40. The pupil holds up the flash cards one by one and asks, 'What's this?' The class respond, 'It's a (doll).'
- Now choose a pair of pupils and tell one to ask their partner, 'What's that?' while pointing to the flash card being held up by the pupil at the front. Their partner responds, 'It's a ... .'
- Give as many pupils as possible the opportunity to ask and answer the questions.

#### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 44. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (an umbrella, a toy).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.

- Say the sounds /ʌ/ and /t/ several times. Pupils repeat the sounds, point to the pictures and say the words.

#### **Audioscript**

/ʌ/ umbrella

/ʌ/ umbrella

/t/ toy

/t/ toy

#### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 44. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'umbrella' and 'toy'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/ʌ/, /t/).
- Tell pupils to look at the letters 'u' and 't' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'u' and 't' twice then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

### Activity Book, Exercise 2

- Ask the class to open their Activity Books at page 44. Tell them to look at the first set of letters. Can they see the letter 'u' or 't'? Pupils should find the letter 'u' circled. Ask them to tell you what they can see in the first picture (bus). Tell them that they have to complete the word 'bus' with the missing letter, the one that they have circled. Give them some time to do that.
- Follow the same procedure in the second part of the activity.
- Walk round the classroom, helping any pupils who are having difficulties.

## Lesson 2

### Aims

To revise *wh-* questions: *What's this/that?*

To revise adjectives: *big, small*

To trace letters 'u' and 't'

**Structures** *Wh-* questions: *What's this/that?*  
Adjectives: *big, small*

**Functions** Asking questions  
Describing objects

**Topic** Possessions

**Vocabulary** (*toy*) box, doll, key, ball, umbrella,  
*big, small*

**Writing** Tracing letters 'u' and 't'

**Resources** Pupil's Book, page 45, Exercise 3  
Activity Book, page 45, Exercises 3  
and 4

### Revision 1

- Revise the vocabulary: 'box', 'doll', 'key', 'ball' and 'umbrella' by miming each object and asking pupils to guess what it is. When you mime 'box', pretend to open the lid of a box and look inside, then perhaps pretend to take objects out of the box. 'Doll' is more difficult, but you could choose a pupil and whisper that you want her to pretend to be a doll for the class to guess the word. Make the activity as fun as possible and allow pupils who want to mime for the class the chance to do.

### Revision 2

- Revise the adjectives 'big' and 'small' using hand and arm gestures as before. Ask the class to copy your gestures and repeat the adjectives after you.
- Draw a large and a small ball on the board and revise the structures 'It's a big ball' and 'It's a small ball'. Ask pupils to repeat after you as you point to the large or the small ball.

### Pupil's Book, Exercise 3



- Tell the class to look at the picture of Salma, Hassan and the toy box on page 45 of their Pupil's Books. Ask pupils to try to read the sentences in the speech bubbles. Read with them if they find it difficult. Explain that pupils are going to work in pairs to ask and answer the question, 'What's this/that?' 'It's a small/big (key).' One pupil asks the question and the other answers. When they have finished asking/answering about each object, pupils swap over.
- Walk round the classroom listening to the pairs and praising pupils for their efforts.

### Answers

It's a small key. It's a big key.

It's a small book. It's a big book.

It's a small ball. It's a big ball.

It's a small umbrella. It's a big umbrella.

It's a small doll. It's a big doll.

### Activity Book, Exercise 3

- Tell pupils to look at the picture of the train. Ask them to tell you which letters they can see in the picture ('u' and 't').
- Tell pupils to trace the letter 'u' and 't' shapes. They can colour the picture in class if there is time.

### Activity Book, Exercise 4

- Ask pupils to look at each picture and tell you what they can see (a house, a boy with a key, a girl with a doll). Ask them to try to read the words below the pictures. Help them if necessary.
- Explain that they have to circle the correct answer according to what they see in the pictures.
- Tell them to look at the first picture. Ask, 'Is the house big or small?' for pupils to answer, 'It's big.' Ask them to circle the word 'big'. Follow the same procedure for the key (small) and the doll (big) in the other pictures.
- Walk round the classroom, helping any pupils having difficulties.

## Lesson 3

### Aims

To revise *wh*- questions: *What's this/that?*

To revise adjectives: *big, small*

To carry out a project using craft skills

**Topic** Possessions

**Vocabulary** *toy box, doll, key, ball, umbrella, big, small*

**Writing** Colouring

**Resources** Pupil's Book, page 46, Exercises 4, 5 and 6

Activity Book, page 46, Exercises 5 and 6


Audio CD

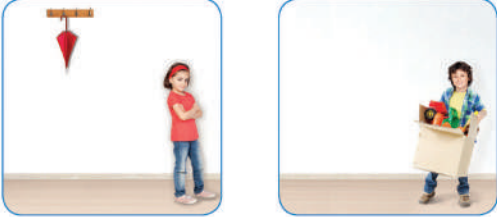
One sheet of paper per pupil, paint, glue, scissors, modelling clay, toothpicks

### Revision

- Quickly revise the vocabulary for Exercise 3 on Pupil's Book page 45 using the flash cards, wall chart or real objects.

### Pupil's Book, Exercise 4


4  Listen to the conversations and point to the correct picture. Then, work in pairs to repeat them.



5 Look around the classroom and work in pairs. Ask and answer questions about big / small objects and close / far objects.

6 **Project:** Make a small paper umbrella. Colour it with your favourite colours. Use play dough to glue the stick to the paper.

You need:



- Ask pupils to open their Pupil's Books on page 46. Point to each picture and ask them what they can see (a girl and an umbrella, a boy with a toy box).
- Tell pupils that they are going to listen to two conversations. Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time pausing after the first conversation and tell them to point to the correct picture.
- Follow the same procedure for the second conversation.
- Then tell them that they are going to work in pairs and repeat the same conversations.
- Walk round the classroom, helping any pupils having difficulties.

### Audioscript

- 1 GIRL: *What's this?*  
BOY: *It's a big toy box.*
- 2 BOY: *What's that?*  
GIRL: *It's a small umbrella.*

### Pupil's Book, Exercise 5

- Ask pupils to look around the classroom.
- Tell them they are going to work in pairs asking and answering questions about the big, small, close and far objects that they see in the classroom. One pupil asks a question and the other pupil replies. The pupils then swap over so that both have a turn at asking and answering.
- Go round the class, making sure pupils are using the correct language.

### Pupil's Book, Exercise 6

- Tell pupils 'It's project time!' and tell them that they are going to make a small paper umbrella.
- Provide pupils with a sheet of paper each, toothpicks, scissors, glue, paint in different colours and modelling clay.
- After the pupils finish colouring their umbrellas, ask them to watch while you demonstrate how to cut a triangular piece from the circle. If pupils have used paint to decorate their pictures, they will need to wait while the paint dries. Provide scissors and help pupils to cut out a piece of their papers.
- Then demonstrate folding the paper and gluing it into the shape of an umbrella. Go round and help as needed, making sure that pupils work carefully.
- When they are done gluing, show them how to use a small piece of modelling clay to fix the toothpick into the corner of the paper.
- Walk round the classroom, looking at each pupil's progress and helping any pupil having difficulties.
- After their umbrellas are finished, ask pupils to show their creations to the class.
- Praise pupils for their work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 46. Ask them what they can see in the picture. Make sure they name all the objects that they have learnt in this unit.
- Tell pupils that they are going to listen to a conversation and colour the objects accordingly. Play the audio, pausing after the first question and answer. Ask them which object the boy is talking about (the small key). Ask pupils to point to it. Continue playing the next question and answer. Ask them which colour the small key should be (blue). Give them a minute to colour it.

- Follow the same procedure for the remaining parts of the conversation.
- Walk round the class monitoring pupils' work and giving praise.

### Audioscript

- GIRL: *What's this?*  
BOY: *It's a small key.*  
GIRL: *What colour is it?*  
BOY: *It's blue.*
- BOY: *What's that?*  
GIRL: *It's a big umbrella.*  
BOY: *Is it green?*  
GIRL: *No, it isn't. It's yellow.*
- GIRL: *What's that?*  
BOY: *It's a small ball.*  
GIRL: *What colour is it?*  
BOY: *It's red.*
- BOY: *What's this?*  
GIRL: *It's a big book.*  
BOY: *Is it white?*  
GIRL: *No, it isn't. It's black.*

### Activity Book, Exercise 6

- Ask pupils to look back at the picture in Exercise 5 and colour the remaining objects. They can choose the colours that they like.
- Then tell them that they are going to work in pairs taking turns to ask and answer questions about the colours of these objects. Their conversation should be similar to the one they have listened to in Exercise 5.
- Go round the classroom listening to pupils' conversations. Make sure they are using the correct language.



# 15 Revision 3

## Lesson 1

### Aims

To revise previously learnt vocabulary

To revise *wh*- question: *What's that?*

To revise adjectives: *big, small*

To recognise the initial sound of words

**Structures** *Wh*- question: *What's that?*

Adjectives: *big, small*

**Functions** Asking questions

**Topic** Possessions

**Vocabulary** Revision of previous vocabulary

### Phonics

/l/ leg

/h/ head

/t/ table

/n/ nose

/g/ girl

/ʌ/ umbrella

/dʒ/ jump

### Writing

Circling and Colouring

### Resources

Pupil's Book, page 47, Exercises 1 and 2

Object flash cards 1-16, 21-24, 27-40

Activity Book, page 47, Exercises 1 and 2

Audio CD

### Revision

- Ask the class to open their Pupils Books at page 44 again. Tell pupils that they are going to listen to the audio from the previous unit. Play the audio for Unit 14, Exercise 1 and ask the class to look at the pictures as they listen to the audio.
- Now play the audio again, pausing at the end of each line and asking pupils to repeat each sentence. Make sure that pupils are following the pictures as they listen to the audio. Play the audio a third time while pupils listen.
- Revise the adjectives 'big' and 'small'. Draw a box on the board and ask the class what it is. They respond, 'It's a box,' and you repeat, 'Yes, it's a box.' Now draw a much larger box next to it, say, 'It's a box. It's big,' and get pupils to repeat. Now draw a much smaller box next to the large one, say, 'It's a box. It's small,' and get pupils to repeat.
- Point to the big box, say, 'It's a big box,' and ask the class to repeat after you. Then point to the small box, say, 'It's a small box,' and ask the class to repeat after you.

## Pupil's Book, Exercise 1

# 15 Revision 3

1 Work in pairs. Point to the objects and ask and answer questions about them.

2 Listen to the sounds and the words. Repeat them.

47

- Tell the class to look at the pictures at the top of page 47 of their Pupil's Books. Ask pupils to tell you which objects they can see (ball, key, doll, umbrella). Explain that Jill is asking, 'What's that?' and Bill is answering, 'It's a big umbrella.'
- Ask pupils to point to the big umbrella. Walk round checking that pupils are pointing to the large umbrella. Ask pupils to repeat, 'It's a big umbrella.' Now ask pupils to point to the small umbrella and to repeat, 'It's a small umbrella.'
- Walk round the class asking pupils to point to various big/small objects on the page and to say, 'It's a big/small (key),' etc. Check that pupils are pointing to the correct pictures.
- Now tell pupils to work in pairs to ask and answer, 'What's that?' 'It's a (small) (doll),' etc. Walk round listening to the pairs and helping any pupils who are having difficulties.

### Follow up

- Tell pupils that they are going to play another miming game. (They played a miming game in Units 5 and 14.) Individuals mime a word that they have learnt for the class to guess, for example: pencil, book, bag, door, chair, arm, leg, hand, foot, car, computer, key, ball, umbrella, etc. Pupils can mime the word either by pretending to use the object (e.g. writing with a pencil) or by pointing to the object (e.g. a hand or a leg) or a flash card of it. Pupils in the class put their hand up to say what the word is. The pupil who has mimed the word says, 'Yes,' or, 'No.'
- When the word is guessed correctly, the pupil who did the mime makes a gesture to indicate 'big' or 'small', as in Unit 14. Pupils in the class then put up their hands to give the answer, 'It's a big/small (bag),' etc.
- This game enables the revision of previous vocabulary and allows pupils to produce the structure themselves instead of simply repeating it. Make the activity as enjoyable as possible and give as many pupils as possible the opportunity to mime a word and to give the answer.

### Pupil's Book, Exercise 2

- Tell the class to open their Pupil's Book at page 47. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures.
- Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /l/, /h/, /t/, /n/, /g/, /ʌ/ and /dʒ/ several times. Pupils repeat the sounds, point to the pictures and say the words.

#### Audioscript

/l/ leg  
/h/ head  
/t/ table  
/n/ nose  
/g/ girl  
/ʌ/ umbrella  
/dʒ/ jump

### Activity Book, Exercise 1

- Ask the class to open their Activity Books at page 47. Tell them that they are going to circle the word that has the same beginning sound as the letters on the left.
- Ask pupils what the first sound is (/dʒ/). Then read the three words next to the letter 'j'. Say, 'G, girl' and

ask pupils to repeat. Ask them what the beginning sound of the word is (/g/). Is it the same as the sound of 'j'? (No). Repeat the same procedure for the other two words. Show them how the word 'jump' is circled because it has the same beginning sound as the letter 'j'. Tell them that they are going to do the same with the other letters and words.

- Follow the same procedure for each letter and set of words.
- Walk round the class, making sure pupils are circling the correct words. **If less able pupils were not able to complete the activity, give them a hint that the target word should begin with the same letter. Ask them to find this word and then to say the word to check whether it begins with the same sound.**

### Activity Book, Exercise 2

- Tell pupils to look at the chart on the bottom left of the page. Tell them that they are going to colour the picture according to the instructions in the chart.
- Go through the chart with the pupils step by step. Begin with the first letter and ask what it is (u). Read the word 'blue' with the class and tell them to look for the letter 'u' on the picture and colour the space blue.
- Follow the same procedure for the remaining letters and colours.
- When they are done, ask them what the picture is (an umbrella).
- Ask pupils to look at their partner's picture and check if it has the same colours in the same places.
- Go round the class to check if pupils have followed the instructions properly.

## Lesson 2

#### Aims

To revise *wh-* questions: *What's that?*

*How old is (Salma)?*

To revise *Yes/No* question: *Is the (car) (black)?*

*Yes, it is./No, it's (white).*

To revise previously learnt vocabulary

To revise numbers: 1-10

To trace words

**Vocabulary** Revision of previous vocabulary

**Writing** Tracing words

**Resources** Pupil's Book, page 48, Exercises 3 and 4

Numbers wall chart








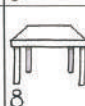












Activity Book, page 48, Exercise 3

## Revision

- Revise numbers 1 to 10 using the Numbers wall chart. Tell pupils to look at the chart. Point to each number from one to ten in turn, asking the class and then individuals to repeat the numbers after you.
- Now point to the numbers out of sequence and ask pupils to put up their hands to say the number each time.
- Finally, give out the Number flash cards, 1 to 10, at random to ten pupils. Ask these pupils to start passing the flash cards around so they are handed from one pupil to another. Explain that when you say, 'Stop,' the ten pupils holding a flash card have to stand up and say which number they are holding. Do this several times giving as many pupils a turn as possible.



## Pupil's Book, Exercise 3

3 Play a game in groups. Say a number from 1 to 10. Your partner says what objects there are for this number.



1 	2 	3 	4 	5 
6 	7 	8 	9 	10 
1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

4 Read these conversations. Then, circle the correct answer.



1 What's that?  
It's a big umbrella.

a  b 

2 Is the car black?  
No, it isn't. It's white.

a  b 

3 How old is Salma?  
She's eight.

a  b 

- Tell the class to open their Pupil's Books at page 48. Explain that you are going to divide the class into small groups to play a game. Tell pupils to look at the boxes with pictures and ask if they can see the numbers in the bottom left corner of each box. Make

sure they have all seen the numbers. Divide the class into groups.

- Choose a pupil in each group to say a number from 1 to 10. Then, the pupil sitting on their right says the name of each object in the squares with that number. For instance, if the first pupil says, 'Six,' then the pupil on the right says, 'Hand, eye.' If the answer is correct, the answering pupil says a number and the pupil on his/her right names the objects in the two squares with that number. If the answer is incorrect, the first pupil to say the two correct objects takes the turn to say the next number, and so on.
- Walk round listening to pupils and making sure that they are playing correctly.

## Game

- Play *I spy* to get pupils thinking about the initial sounds of words for objects they have learnt so far. Explain that you are going to say a sound and they have to think of a word they have learnt that begins with the same sound.
- Say, 'I spy something beginning with "buh",' and pupils respond, e.g., 'Book.' Praise any pupils who say a word beginning with the same sound.
- Play the game using all the initial sounds for objects that pupils have learnt so far: /æ/ (apple), /s/ (stand up, sit down, six, seven, sister, small, sandwich, sofa), /t/ (tomato, table, ten, toy box), /b/ (bag, book, biscuit, banana, bus, boat, bed, boy, ball, bread, blue, black, brother, big), /m/ (mouth, mother), /n/ (nose, nine), /dʒ/ (jump), /ʌ/ (umbrella), /g/ (girl, green), /f/ (father, family, fridge, foot, four, five), /p/ (pencil), /l/ (leg, lamp), /h/ (house, head, hand, hello).

## Pupil's Book, Exercise 4

- Ask pupils to open their Pupil's Book on page 48. Tell them that they are going to read each conversation and circle the picture related to it.
- Read through the first conversation with the class. Point to the two pictures next to it and ask pupils which picture is the correct one (picture 'a'). Ask them why (the umbrella in picture 'a' is big but the umbrella in picture 'b' is small.) Ask them to circle picture 'a'.
- Follow the same procedure for the other two conversations.
- Go round the class, making sure pupils have circled the correct pictures.

### Activity Book, Exercise 3

- Tell pupils to open their Activity Books on page 48. Tell them that they are going to trace each word and match it with the corresponding picture.
- Give them a minute to trace the first word. When they are done, ask them what the word is (bed). Tell them to find the picture of the bed and point to it. When you are sure all pupils have pointed to the correct picture, ask them to trace a line from the word to its picture.
- Follow the same procedure with the other words and pictures. Make sure they are not confused by the elephant picture (which represents the word 'big'), especially that they don't know the word in English yet. Tell them, 'This is an elephant. Is the elephant small?' for pupils to answer, 'No, it's big.'
- Go round the class checking pupils' work and helping with any difficulties.

## Lesson 3

### Aims

To revise *wh-* questions: *How old are you?*  
*What's this/that?*

To revise *Yes/No* question: *Is the (house) (white)?*

To revise vocabulary from Units 11-14

To carry out a project using craft skills

**Structures** *Wh-* questions: *How old are you?*  
*What's this/that?*

*Yes/No* question: *Is the (house) (white)?*

Imperatives: *clap, shake, etc.*

### Topic

CLIL: Science

### Vocabulary

Revision of previous vocabulary

### Writing

Colouring

### Resources

Pupil's Book, page 49, Exercises 5, 6 and 7

Activity Book, page 49, Exercises 4 and 5

Audio CD

Pictures of puppets (or real puppets)

Coloured cardboard, paper bag, scissors, glue

### Revision

- Put all the flash cards that you have used in Units 11-14 face down on your desk. Ask pupils to take turns to come to the front, pick a card and say something about it. It could even be a question. If it's a question, tell them to address it to a specific pupil for them to answer.

### Pupil's Book, Exercise 5

5  Listen to the conversations and repeat them. Circle the correct picture for each conversation. Then in pairs, ask and answer questions about the other objects.








**CLIL: Science**

6 Label the body parts using the words in the box.

hand  
leg  
head  
arm  
foot



7 **Project:** Make a puppet. Use it to talk about the puppet's body parts.  
You need:




49

- Ask pupils to open their Pupil's Book on page 49. Point to each picture and ask pupils what they can see (umbrella, chair, doll, key, fridge, ball).
- Play the audio all the way through once and ask pupils to listen carefully. Then play the audio a second time pausing after each sentence for pupils to repeat after you.
- Play the audio a third time, pausing after each question and answer for pupils to circle the corresponding picture.
- Then tell pupils that they are going to work in pairs, asking and answering questions about the objects that they haven't circled. Tell them to have similar conversations as the ones they have just listened to.
- Go round the class, making sure pupils are using the correct language.

### Audioscript

- 1 GIRL: *What's that?*  
BOY: *It's a doll.*  
GIRL: *Is the doll black?*  
BOY: *No, it isn't. It's green.*
- 2 BOY: *What's that?*  
GIRL: *It's a fridge.*  
BOY: *Is the fridge white?*  
GIRL: *Yes, it is.*

### Pupil's Book, Exercise 6

- Ask pupils to look at the words in the box and try to read them. Help them to read the words. Tell them that they are going to label the body parts of the boy with the words in the box.
- Ask them about each numbered body part. Pupils might guess without even referring to the box.
- For less able pupils, point to the head and ask them, 'Is it a hand? Is it a leg?' etc.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to make a puppet. Explain what a puppet is by showing them pictures of puppets or a real puppet if you have one.
- Provide each pupil with coloured cardboard, a paper bag, scissors and glue. Make sure they all have a pencil.
- Ask pupils to watch while you demonstrate how to cut the cardboard papers into different shapes to make body parts. Provide scissors and help pupils to cut out the shapes. Give pupils room for some creativity by giving them the freedom to choose whatever colours they like and to cut whatever shapes they like. They might decide to have the arms in the form of triangles instead of rectangles.
- Then demonstrate gluing the body parts to their correct places on the paper bag. Pupils should take turns to glue their cardboard papers onto the paper bag. Go round and help as needed, making sure that pupils work carefully.
- Walk round the class looking at each pupil's progress and helping any pupil having difficulties.
- After their puppets are finished, ask pupils to talk about their puppet's body parts.
- Praise pupils for their work.

### Activity Book, Exercise 4

- Ask pupils to open their Activity Books on page 49. Ask them to look at the picture and to tell you what they can see (a boy and a girl playing with toys, and another boy coming into the playroom).
- Tell pupils that they are going to listen to a conversation and tick the correct answer to each

question. Play the audio all the way through once and ask pupils to listen carefully.

- Then read the first question and ask pupils what the three options are (6, 7 and 8). Tell them that you're going to play part of the audio to find out how old Dan's sister is. Play the audio, pausing after 'I'm eight'. Ask pupils for the correct answer (8) and tell them to tick the relevant box.
- Follow the same procedure for the other two questions.

### Audioscript

- MAX: *Hello, I'm Max. I'm seven.*  
DAN: *Hello, I'm Dan. I'm six.*
- NOUR: *Hello, I'm Nour, Dan's sister.*  
MAX: *How old are you, Nour?*  
NOUR: *I'm eight.*
- MAX: *What's this?*  
NOUR: *It's a toy box.*
- MAX: *Is the ball green?*  
DAN: *No, it isn't. It's blue.*
- MAX: *What's that?*  
NOUR: *It's a doll. The doll's head is big.*
- MAX: *Is the doll's sofa black?*  
DAN: *Yes, it is.*

### Activity Book, Exercise 5

- Read the words in the box with the pupils. Ask them to look back at the picture in Exercise 4 and colour the objects listed in the box. They can choose the colours that they like.
- Then tell them that they are going to work in pairs, taking turns to ask and answer questions about the colours and sizes of these objects. Their conversation should be similar to the one they have listened to in Exercise 4.
- Go round the classroom listening to pupils' conversations. Make sure they are using the correct language.

### Ending

- Tell pupils that they have learnt to say a lot of things in English and they should be very pleased with themselves. Encourage them to practise their English together when they are outside the classroom or at home.
- Ask pupils which have been their favourite activities and why. Encourage them to tell you what they like best in their English lessons and anything they don't like. Encourage shy pupils to talk more. Tell them it is more important to talk in English and make mistakes than not to talk at all because the best way to learn a language is to use it and speak it whenever possible.

# 16 Our clothes

## Lesson 1

### Aims

To teach the new vocabulary: *skirt, shirt, jacket, dress, shoes*

To teach *wh-* question: *Who's that?*

To introduce the verb: *to have*

To trace and copy letters 'd' and 'y' and learn their sound

**Structures** *Wh-* question: *Who's that?*  
*To have:* (*Salah*) *has a (blue) (shirt).*

**Functions** Talking about clothes

**Topic** Clothes

**Vocabulary** *skirt, shirt, jacket, dress, shoes*

**Phonics** /d/ dress

/j/ yellow

**Writing** Tracing and copying letters 'd' and 'y'

**Resources** Pupil's Book, page 50, Exercises 1 and 2

Object flash cards: 41-45;

Character flash cards

Clothes and Family wall charts

Activity Book, page 50, Exercises 1 and 2

Audio CD

### Presentation 1

- Pupils learnt the question 'Who's this?' in Unit 9. Revise the question by walking round and placing your hand on different pupils' heads and asking each time, 'Who's this?' The class respond, 'It's (Mohamed/Dina),' etc.
- Now ask five pupils to come to the front of the classroom and stand in a row. Stand at the side of the classroom so that all pupils can see you, but at a distance from the five pupils at the front. Point to the first pupil in the row and ask, 'Who's that?' The class respond. Do the same with all five pupils. Explain to the class that they ask, 'Who's that?' if the person is standing at some distance away from them.

### Presentation 2

- Teach the new vocabulary using the flash cards, wall chart or real objects. Ask, 'What's this?' and get pupils to answer, 'It's a (skirt),' etc.
- Pupils have not yet learnt the plural pronoun 'they'. Teach this now, explaining that when pupils refer to more than one object, they use the pronoun 'they' instead of 'it'. Say, 'They are shoes,' and ask the class to repeat the sentence.

### Presentation 3

- Walk round picking up various objects belonging to pupils and saying, '(Ali) has a (yellow) (pencil),' '(Rehab) has a (blue) (bag),' etc. Ask the class and individuals to repeat after you.
- Your pupils will all be wearing school uniform, so use the Character flash cards and the Family wall chart to practise talking about the colour of people's clothes. Hold up the flash cards and say, '(Salma) has a (blue) (skirt),' '(Walid) has a (white) (shirt),' etc.

### Pupil's Book, Exercise 1

**1** Listen to the conversation and repeat.

Who's that?

Who's that?

Huda. Huda has a black skirt.

Salah. Salah has a blue shirt.

Who's that?

Who's that?

Who's that?

Ali. Ali has a green jacket.

Enas. Enas has a yellow dress.

Dina. Dina has red shoes.

**2** Listen to the sounds and the words. Repeat them.

d dress

y yellow

- Tell the class to open their Pupil's Books at page 50 and to look at the pictures. Tell pupils that there are some new characters in the story. Point to the new characters in the pictures, saying their names and asking pupils to repeat them. Point to the new characters at random and ask individuals to say their names.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through once.

- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

#### **Audioscript**

SALMA: *Who's that?*

ZEINA: *Huda. Huda has a black skirt.*

SALMA: *Who's that?*

ZEINA: *Salah. Salah has a blue shirt.*

SALMA: *Who's that?*

ZEINA: *Ali. Ali has a green jacket.*

SALMA: *Who's that?*

ZEINA: *Enas. Enas has a yellow dress.*

SALMA: *Who's that?*

ZEINA: *Dina. Dina has red shoes.*

#### **Follow up**

- Ask a pupil to come to the front and stand facing the class. Say, '(Blue) (skirt).' The class must then say, '(Dina) has a (blue) (skirt).' Repeat with a different pupil. This time say, 'Yellow jacket.' The class respond, '(Nabil) has a yellow jacket.' Do this with as many pupils as possible.
- Explain that pupils only say 'a' when there is one object. With 'shoes', which is two objects, they don't say 'a' so they would say, for example, 'Dina has red shoes.'

#### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 50. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (a dress, the colour yellow).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /d/ and /j/ several times. Pupils repeat the sounds, point to the pictures and say the words.

#### **Audioscript**

/d/ dress

/d/ dress

/j/ yellow

/j/ yellow

#### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 50. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'desk' and 'yellow'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/d/, /j/).
- Tell pupils to look at the letters 'd' and 'y' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'd' and 'y' twice then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

#### **Activity Book, Exercise 2**

- Tell pupils that they are going to complete the words using either the letter 'd' or the letter 'y'.
- Explain that they must take care not to write below the line and to write the letters as carefully as possible. Walk around helping any pupils who are having difficulties.
- When they are done, ask them to try to read the two phrases. Help them if necessary. Then ask them to colour each picture according to the phrases (yellow door, red toy).
- **For the less able pupils, help them with the words they are having difficulty with. Ask them, 'Do you say "dellow" or "yellow"?' for pupils to give you the correct answer. They should know the answers because they have already come across all the words.**

## Lesson 2

### Aims

To introduce the new vocabulary: *T-shirt, trousers*

To revise the verb: *to have*

To circle pictures

**Structures** Verb: *to have*

**Functions** Describing what people are wearing

Talking about possessions

**Topic** Clothes and Possessions

**Vocabulary** *skirt, shirt, jacket, dress, shoes, T-shirt, trousers, book, ball, umbrella, bag*

**Writing** Circling pictures

**Resources** Pupil's Book, page 51, Exercises 3 and 4

Object flash cards: 17-20, 25, 26, 41-46

Colours, Clothes and Family wall charts

Activity Book, page 51, Exercise 3

### Revision


- Use the Object flash cards and the wall charts to revise colours, clothing and the verb 'has' with pupils before they work on the Pupil's Book exercises.

### Presentation


- Use Object flash card 46 to introduce the new word 'T-shirt', as Bill and Jill both wear T-shirts in the Pupil's Book.
- Also teach pupils the new word 'trousers' so that they can use it in Exercise 3 of the Pupil's Book.

## Pupil's Book, Exercise 3

3 Who do you see in the picture? What clothes do they have? Tell the class.



4 Play a game in pairs. Guess what they have in the box.



- Tell the class to look at page 51 of their Pupil's Books. Ask pupils to point to Miss Reem. Then ask them to tell you the names of the characters next to Miss Reem (Hassan, Salma, Bill, Jill, Zeina and Walid).
- Tell the class that Miss Reem is saying, 'Hassan has a blue shirt and black trousers.' Explain that you want pupils to think of sentences to describe the characters' clothing. Each pupil should say at least one sentence.

### Answers

Hassan has a blue shirt. Hassan has black trousers.

Hassan has black shoes.

Salma has a red dress. Salma has black shoes.

Jill has a red T-shirt. Bill has a yellow T-shirt.

Zeina has a green jacket. Zeina has a white T-shirt.

Zeina has blue shoes.

Walid has a blue shirt. Walid has white trousers. Walid has blue shoes.



### Pupil's Book, Exercise 4

- Tell the class to open their Pupil's Books at page 51. Ask pupils who they can see in the pictures (Salma, Bill, Jill, Walid, Hassan and Zeina). Explain that each character is opening a box and the pupils are going to talk about what each character has in the box.
- Read the example dialogue with the pupils which refers to the first picture. Tell them to work in pairs, having similar conversations as the one they have just read.
- Walk round listening to the pairs and helping any pupils who are having difficulties.
- **For the fast finishers, ask them to continue working in pairs and saying what the characters have in their box, this time adding the colour of the object (e.g. 'Jill has a white shirt.')**

### Answers

Salma has a book. Bill has a ball. Jill has a shirt. Walid has an umbrella. Hassan has a bag. Zeina has shoes.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 51. Point to the first picture and ask, 'What's this?' for pupils to answer, 'It's a dress.' Tell them that they are going to look for this dress in the picture of the bedroom below. Once pupils find it, ask them to circle it.
- Follow the same procedure for the other clothing items.
- Go round the class, making sure pupils are circling the correct items.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

## Lesson 3

### Aims

To revise the verb: *to have*

To carry out a project using craft skills

**Structures** Verb: *to have*

**Functions** Talking about clothes

**Topic** Clothes

**Vocabulary** *skirt, shirt, jacket, dress, shoes*

**Writing** Colouring

**Resources** Pupil's Book, page 52, Exercises 5, 6 and 7

Object flash cards: 1-16, 21-24, 27-46

Activity Book, page 52, Exercises 4 and 5

Audio CD

One sheet of paper per pupil, paint, glue, scissors

### Revision

- Ask five pupils (or more) to come to the front and stand in a row facing the class. Give each pupil a known object (or flash card) to hold up to the class.
- The first pupil in the row starts the game by saying the name of the second pupil in the row and the object he/she has, for example '(Jamil) has a (pencil).' The second pupil in the row then says the name of the third pupil and what he/she has, and so on until the last pupil in the row who says the first pupil's name and what he/she has.
- Bring as many pupils as possible to the front of the class to practise this activity.

## Pupil's Book, Exercise 5

5 Listen to the conversations and repeat. Then, circle the correct picture.

1 Sara


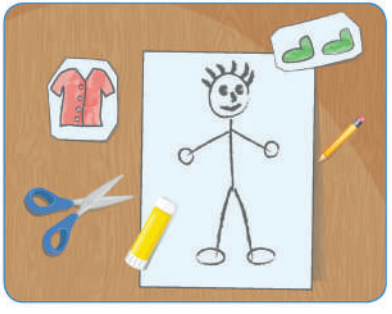
2 Rami

3 Huda

6 Work in groups of three. Choose items from Exercise 5. Your group guesses what Sara, Rami and Huda have.

7 **Project:** Draw your partner. Make clothes for him or her and glue them on the drawing. Tell the class.

You need:

- Ask the class to open their Pupil's Books on page 52. Tell pupils that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time pausing after each sentence for pupils to repeat.
- Explain that they are going to circle the correct picture for each child according to what they hear in the conversations.
- Play the audio a third time, pausing after the first sentence. Ask them which picture it could be. Pupils find the pictures of the dresses (yellow dress, blue dress). Tell them that now they will find out which dress it is. Continue playing the audio, pausing after the third sentence (No, it isn't. It's blue.) Ask them which dress the conversation is about (the blue dress). Ask them to circle the relevant picture. Continue playing the last sentence of the first conversation and ask them to check if they have circled the correct picture.

- Repeat the same procedure for the second conversation.
- Go round the class, making sure pupils have circled the correct pictures.

### Audioscript

GIRL: Sara has a dress.  
 BOY 1: Is the dress yellow?  
 GIRL: No, it isn't. It's blue.  
 BOY 2: Sara has a blue dress.

BOY 1: Sara has shoes.  
 BOY 2: What colour?  
 BOY 1: White.  
 GIRL: Sara has white shoes.

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in groups of three. Each member of each group chooses one of the children in Exercise 5 (Sara, Rami, Huda). They also choose items of clothing for each child.
- Pupils take turns to ask and answer questions about the items. Their conversations should be similar to those they listened to in Exercise 5.
- Go round the classroom listening to pupils' conversations. Make sure they are using the correct language.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' and tell them that they are going to draw their partner.
- Provide pupils with a sheet of paper, scissors, glue and paint in different colours. Make sure they all have a pencil.
- Ask pupils to draw their partner on the sheet of paper without adding clothes. Then, ask them to cut the picture to have a smaller sheet.
- With the remaining pieces of the paper, ask pupils to draw pieces of clothes, colour them and cut each item separately.
- Then pupils glue the clothes to their partner's body. Go round and help as needed, making sure that pupils work carefully.
- Walk round the classroom, helping any pupil having difficulties.
- After their drawings are finished, ask pupils to tell the class about them (who the pupil is and what they're wearing).
- Praise pupils for their work.

#### Activity Book, Exercise 4

- Ask pupils to open their Activity Books on page 52. Tell them that they are going to listen to four conversations and colour the clothing items accordingly.
- Play the audio all the way through once and let the class just listen. Then play the audio, pausing after the first conversation. Ask pupils which picture the conversation is about (the last picture, because it should be a girl, not a boy, and she should be wearing a skirt, not a dress). Ask them what colour they should colour the skirt (green). Give them a minute to colour the skirt.
- Follow the same procedure for the other conversations.
- Go round the class, making sure the pupils are colouring the correct clothing items with the correct colour.

#### **Audioscript**

NARRATOR: *Who's that?*

BOY: *Nada. She has a green skirt.*

NARRATOR: *Who's that?*

GIRL: *Samir. He has a yellow jacket.*

NARRATOR: *Who's that?*

BOY: *Amal. She has a red dress.*

NARRATOR: *Who's that?*

GIRL: *Salah. He has a blue shirt and black shoes.*

#### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 52.
- Ask them to colour the clothes of the boy and girl. Make sure they use colours that they know (red, blue, green, yellow, black, white) so that they are able to talk about them.
- When they are done, ask them to work in pairs, asking and answering questions about the items of clothing and their colours.
- Go round the class, making sure pupils are using the correct language in their conversations.

# 17 Where is it?

## Lesson 1

### Aims

To teach *wh*- question: *Where?*

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

To trace and copy letters 'i' and 'o' and learn their sound

**Structures** *Wh*- question: *Where?*  
Prepositions: *in, on, under*

**Functions** Asking about location  
Describing position

**Topic** Place and Possessions

**Vocabulary** *doll, table, ball, umbrella, box*

**Phonics** /ɪ/ in  
/ɒ/ on

**Writing** Tracing and copying letters 'i' and 'o'

**Resources** Pupil's Book, page 53, Exercises 1 and 2  
A doll, a ball, an umbrella, a box (if you have these items available)  
Activity Book, page 53, Exercises 1 and 2  
Audio CD

### Revision

- Use the audio from Unit 14, Exercise 1 again, to remind pupils of the vocabulary they learnt in that lesson.
- Tell the class to open their Pupil's Books at page 44 and to look at the pictures. Play the audio through once.
- Now play the audio a second time stopping after each sentence. Make sure that pupils are following the pictures as they listen to the audio. Ask pupils to repeat each sentence.
- Now play the audio a final time all the way through.

### Presentation 1

- Put a pencil on a desk and say, 'The pencil is on the desk.' Ask the class to repeat the sentence, then say it again stressing the preposition 'on'. Ask individuals to repeat the sentence again.
- If your desk opens, put the pencil inside your desk and say, 'The pencil is in the desk.' Ask the class and individuals to repeat the sentence, stressing the preposition 'in'.
- Now put the pencil under a desk, making sure that all pupils can see what you are doing. Say, 'The pencil is under the desk.'

- Now tell the class that you are going to play a game with them. Explain that you are going to walk round the room putting objects in different places and pupils have to say, 'In,' 'On,' or, 'Under.' You can use any objects – even unknown ones – as pupils only need to say the correct preposition and not the name of the object. Make the activity fun and let the pupils call out the answers.
- After a while, ask individuals to tell you if an object is 'in', 'on' or 'under'.

### Presentation 2

- Tell pupils that they are going to learn a new question in today's lesson. They are going to learn how to ask where things are.
- Continue using the pencil and the desk to model the new question and answer. Put the pencil on the desk and ask, 'Where's the pencil?' Then model the answer, 'It's on the desk.' Ask pupils to repeat the question first and then the answer.
- Now place the pencil in the desk and ask, 'Where's the pencil?' Then answer, 'It's in the desk.' Ask pupils to repeat the question and then the answer. Finally, place the pencil under the desk and ask, 'Where's the pencil?' Then answer, 'It's under the desk.' Ask pupils to repeat the question and then the answer.
- Put the pencil back on the desk and ask, 'Where's the pencil?' See if any pupils answer, 'It's on the desk,' or, 'The pencil is on the desk.' Praise any pupils who can answer. Do the same with 'in' and 'under'.
- Now explain that you are going to put several different objects in different places and pupils are going to ask and answer the question about the objects, for example, 'Where's the (bag)? It's (under) the (chair).' Practise with the whole class and then with individuals.
- This is a good way to practise vocabulary whilst teaching the question 'Where?' and the new prepositions.

## Pupil's Book, Exercise 1

**17 Where is it?**

1 Listen to the conversation and repeat.

Look, it's a doll.  
Where is it?  
It's on the table.

Look, it's a ball.  
Where is it?  
It's under the table.

Look, it's an umbrella.  
Where is it?  
It's in the box.

2 Listen to the sounds and the words. Repeat them.

i in

o on

53

- Tell the class to open their Pupil's Books at page 53 and to look at the pictures. Tell pupils that Bill and Jill are in a toy shop. Encourage pupils to talk about the pictures, for example, 'The doll is on the table.' 'The ball is under the table.' 'The umbrella is in the box.' Praise any pupils who say these sentences. Translate the word 'look' for pupils.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through once.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

### Audioscript

JILL: Look, it's a doll.  
BILL: Where is it?  
JILL: It's on the table.

BILL: Look, it's a ball.  
JILL: Where is it?  
BILL: It's under the table.  
BILL: Look, it's an umbrella.  
JILL: Where is it?  
BILL: It's in the box.

### Follow up

- If you have the items available, bring a doll, a ball and an umbrella to the classroom. If you do not have these things, use any objects that pupils have the vocabulary for. Set up a desk at the front of the classroom and put the objects in, on or under the desk.
- Ask, 'Where's the ball?' The class respond, 'It's (in) the desk,' etc. Ask the class about all the objects and then change the display, moving the objects to different positions. Ask the class and individuals to answer the questions again.
- You could also bring pairs or small groups of pupils to the front to ask and answer the question 'Where's the ...?' about the objects in the display.

### Pupil's Book, Exercise 2

- Tell the class to open their Pupil's Book at page 53. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (a toy in the box, a toy on the box).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /i/ and /ɒ/ several times. Pupils repeat the sounds, point to the pictures and say the words.

### Audioscript

/i/ in  
/i/ in  
  
/ɒ/ on  
/ɒ/ on

### Activity Book, Exercise 1

- Tell the class to open their Activity Books at page 53. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'in' and 'on'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/ɪ/, /ɒ/).
- Tell pupils to look at the letters 'i' and 'o' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'i' and 'o' twice then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.

### Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 53. Ask pupils to try to read the words. Read them with them if necessary. Now read the first word again. Ask them which sound it has, /ɪ/ or /ɒ/ (/ɪ/). Ask pupils to write the word 'big' under the /ɪ/ column.
- Follow the same procedure for the other words.
- If less able pupils cannot distinguish the sounds, tell them to look at each word and see which letter it has, 'i' or 'o'.
- Walk round the classroom, checking if pupils have written the words neatly and in the correct columns.

## Lesson 2

### Aims

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

To trace letters 'i' and 'o'

**Structures** Prepositions: *in, on, under*

**Functions** Describing position

**Topic** Place and Possessions

**Vocabulary** *ball, bag, house, car, doll, chair, key, box, boat, table*

**Writing** Tracing letters 'i' and 'o'

**Resources** Pupil's Book, page 54, Exercise 3  
Items from the previous lesson for display  
Activity Book, page 54, Exercises 3 and 4  
Audio CD

### Revision

- Set up a small display at the front of the classroom as you did in the previous lesson. Ask, 'Where's the (doll)?' etc. Ask the class and individuals to respond, 'It's (in) the desk,' etc.

### Pupil's Book, Exercise 3

- Ask pupils to look at the picture of Bill and Jill in the toy shop on page 54 of the Pupil's Book. Ask pupils what they can see in the picture.
- Explain that Bill and Jill are saying, 'The ball is in the bag.' Tell pupils that you want them to say where things are in the same way. Divide the class into small groups and ask pupils in the groups to work together to make sentences describing where things are.
- Ask each group in turn to give you a sentence describing where something is in the picture.

### Answers

The ball is in the bag.

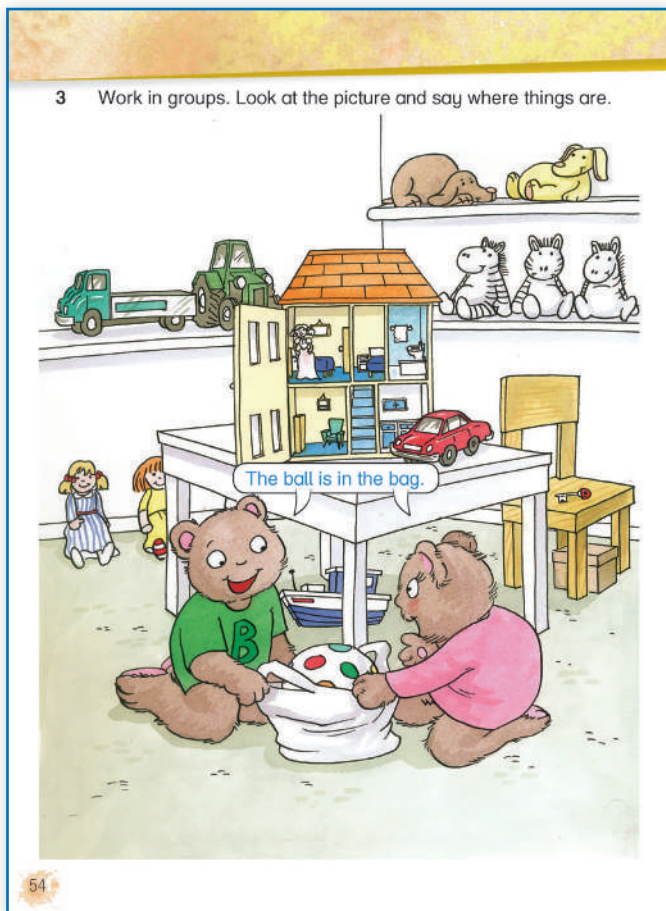
The house/car is on the table.

The doll/chair/bed/door is in the house.

The key is on the chair.

The box is under the chair.

The boat is under the table.



### Activity Book, Exercise 3

- Tell pupils to look at the picture of Bill and Jill driving a train. Explain that pupils are going to trace the letter i's on the windows and the letter o's coming out of the funnel of the train.
- Pupils can colour the picture in class if there is time.

### Activity Book, Exercise 4

- Tell pupils that they are going to listen to sentences and colour the correct picture according to what they hear.
- Play the audio all the way through once and ask pupils to listen carefully. Then play the audio a second time pausing after each sentence for pupils to check which is the correct picture and colour it.
- Walk round the classroom, helping any pupils who are having any difficulties.

#### Audioscript

- 1 The doll is on the table.
- 2 The umbrella is in the box.
- 3 The ball is under the chair.

## Lesson 3

### Aims

- To revise the *wh*-question: *Where?*
- To revise the prepositions: *in, on, under*
- To carry out a project using craft skills
- To draw and colour objects according to instructions

**Structures** *Wh*-question: *Where?*  
Prepositions: *in, on, under*

**Functions** Asking about location  
Describing position

**Topic** Place and Possessions

**Vocabulary** *ball, book, box, lamp, table*

**Writing** Drawing and Colouring

**Resources** Pupil's Book, page 53, Exercise 1;  
page 55, Exercises 4, 5 and 6  
Activity Book, page 55, Exercises 5 and 6  
Audio CD  
Coloured strings of yarn

### Revision


- Ask the class to open their Pupil's Books at page 53 again. Play the audio for Exercise 1 again to revise prepositions.

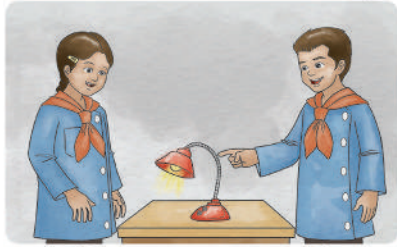
### Pupil's Book, Exercise 4

- Ask the class to open their Pupil's Books on page 55. Tell pupils that they are going to listen to a conversation.
- Play the audio all the way through and ask pupils to listen carefully.
- Play the audio again, then ask, 'Where is the lamp?' for pupils to answer, 'It's on the table.'

#### Audioscript



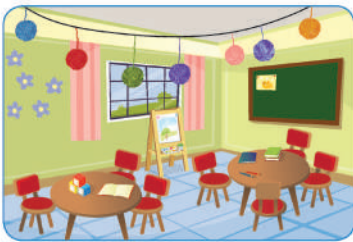
BOY: *Look, it's a lamp.*  
GIRL: *Where is it?*  
BOY: *It's on the table.*

4  Listen to the conversation. Where is the lamp?



5 Choose an object in your classroom, hide it **in**, **on** or **under** other objects, and let the class ask questions about the object and where it is.

6 **Project:** Make a ball of yarn. Hang it in the classroom.  
You need:

55

### Pupil's Book, Exercise 5

- This activity works better in groups. Tell pupils that they are going to play a hiding game. Divide them into groups. One pupil chooses an object from the classroom and hides it in, on or under another object. Another pupil helps the first pupil and makes sure the other members aren't looking. The first pupil asks, 'Where's the (red) (book)?' The other members look for the (red) (book). When they find it, they say whether it's in, on or under another object.
- Pupils take turns to hide objects and to be the helper until they have all had a turn.
- Walk round the class, making sure pupils aren't making too much noise and that they're using the correct language.

### Pupil's Book, Exercise 6

- Tell pupils 'It's project time!' and tell them that they are going to make a ball of yarn.
- Provide pupils with coloured strings of yarn.
- Ask pupils to watch while you demonstrate how to roll the yarn into the shape of a ball.

- Go round and help as needed, making sure that pupils work carefully.
- Walk round the classroom, helping any pupils having difficulties.
- After their balls of yarn are finished, praise the pupils for their work.
- Hang the balls of yarn on a string in the classroom to display your pupils' work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 55. Tell them that they are going to listen to sentences and that they have to draw and colour according to the instructions.
- Play the audio all the way through and ask them to listen carefully.
- Then play the audio again, pausing after each sentence allowing them to draw and colour.
- The last sentence is the most challenging one because it includes instructions for both the object and its colour. If less able pupils weren't able to follow the instructions, play the last sentence again and ask them which object they need to draw (book), then play it another time and ask them which colour this object should be (black).
- Go round the class, making sure all pupils have the same drawings of the same colours and in the same places.

### Audioscript

NARRATOR: *The table is white.  
The ball is on the table.  
The ball is yellow and green.  
The box is under the table.  
The box is red.  
The black book is in the box.*

### Activity Book, Exercise 6

- Ask pupils to look back at the picture they have completed in Exercise 5. Tell them that now they're going to draw and colour additional objects in, on or under other objects.
- Give them a few minutes to complete this activity. Then, ask them to work in pairs and tell each other about these objects (e.g. 'The blue lamp is on the table' or 'The lamp is on the table. It's blue.')
- Walk round the class, making sure pupils are using the correct language.



# 18 I like ice cream.

## Lesson 1

### Aims

To teach the new vocabulary: *salad, egg, chicken, rice, (jug of) water, ice cream*

To teach present simple verb: *to like*

To use polite language: *please, thank you*

To trace and copy letters 'e' and 'w' and learn their sound

**Structures** Verb: *to like*

**Functions** Offering and accepting offers  
Expressing likes

**Topic** Food

**Vocabulary** *salad, egg, chicken, rice, (jug of) water, ice cream*

**Phonics** /e/ egg  
/w/ water

**Writing** Tracing and copying letters 'e' and 'w'

**Resources** Pupil's Book, page 56, Exercises 1 and 2  
Object flash cards: 9-12, 47-52  
Food wall chart  
Activity Book, page 56, Exercises 1 and 2  
Audio CD

### Revision

- Use the Food wall chart to revise food items that pupils have already learnt: sandwich, biscuit, apple, tomato and banana. Ask individuals to come to the wall chart. Point to a food item and ask, 'What's this?' The pupil answers, 'It's a (banana),' etc. The class clap if the answer is right or shake their heads and give the answer if it is wrong. Try to make the activity fun by giving a turn to as many individuals as possible, and by working quickly.

### Presentation 1

- Use the flash cards or real food to present the new food vocabulary to the class. Hold up the flash card of salad and say, 'Salad.' Ask the class to repeat. Now do the same with 'egg', 'chicken', 'rice', '(jug of) water' and 'ice cream'. Ask the class and then individuals to repeat the words after you.
- Now hold up various food flash cards, including the previously learnt food items, and ask, 'What's this?' Ask the class and individuals to respond.

### Presentation 2

- Teach the verb 'to like'. Translate the word 'like'. Hold up the salad flash card and say, 'I like salad.' Gesture, by placing your hand on your stomach and smiling, to show you like salad. Ask the class to repeat the sentence after you.
- Repeat with each food item pupils know. Say, 'I like ...,' hold up the flash card for that item and ask the class to repeat the sentence after you. Pupils may have some difficulty with this as the food items in this unit, except for 'egg', are uncountable nouns and so do not require a plural ending, whereas the food items learnt in Unit 7 are all countable nouns, requiring an es or an s plural ending, for example, 'I like biscuits.' Do not try to explain about countable and uncountable nouns at this stage, but make sure that pupils hear quite clearly that with some foods we say, 'I like (ice cream),' with no plural ending while with others we say, 'I like (biscuits),' with a plural ending.

### Pupil's Book, Exercise 1

The page features a large illustration of a family dining table with various food items. The scene is divided into three panels. In the top panel, a woman asks 'Water?' and a boy replies 'Yes, please.' In the middle panel, a woman says 'I like eggs.', a boy says 'I like rice.', a girl says 'I like chicken.', and another boy says 'I like salad.' In the bottom panel, a woman says 'Thank you, Mum.' and a boy asks 'Ice cream?' with the reply 'Yes, please.'

**1** Listen to the conversation and repeat.

**2** Listen to the sounds and the words. Repeat them.

The phonics section shows the letter 'e' next to an illustration of an egg, and the letter 'w' next to an illustration of water being poured into a glass.

- Tell the class to open their Pupil's Books at page 56 and to look at the pictures of Salma, Hassan and their parents having dinner.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

#### **Audioscript**

MOTHER: *I like eggs.*  
 SALMA: *I like rice.*  
 HASSAN: *I like salad.*  
 FATHER: *I like chicken.*

MOTHER: *Water?*  
 SALMA/HASSAN: *Yes, please.*

SALMA/HASSAN: *Thank you, Mum.*

MOTHER: *Ice cream?*  
 SALMA/HASSAN: *Yes, please.*

#### **Follow up**

- Explain that you are going to hold up various food flash cards and pupils have to say, 'I like ...,' inserting the name of the food you are holding up. Hold up the flash cards for all the uncountable nouns first (chicken, water, rice, salad, ice cream), and then the countable nouns (egg, biscuit, sandwich, tomato, banana).
- Ask the class and then individuals to respond, 'I like ... .'

#### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 56. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (an egg, water).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /e/ and /w/ several times. Pupils repeat the sounds, point to the pictures and say the words.

#### **Audioscript**

/e/ egg

/e/ egg

/w/ water

/w/ water

#### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 56. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'water' and 'egg'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/w/, /e/).
- Tell pupils to look at the letters 'w' and 'e' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'w' and 'e' then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.

#### **Activity Book, Exercise 2**

- Tell the class to open their Activity Books at page 56. Explain that they have to circle the letter 'e' and cross out the letter 'w' in every word.
- Read the first word and show them how the first letter 'w' is crossed out. Ask pupils if they see more of the letters 'w' or 'e' in this word (w). Ask them if they should circle it or cross it out (cross it out).
- Follow the same procedure for the other words.
- Walk round the classroom, making sure all pupils are doing the activity correctly.

## Lesson 2

### Aims

- To sing a song
- To revise numbers 1-10
- To revise plurals
- To teach the full *wh-* question: *How many (apples) are there? There are ...*

To write a food word

**Structures** Plurals  
*Wh-* question: *How many (apples) are there? There are ...*

**Functions** Counting

**Topic** Food

**Vocabulary** *chicken, rice, salad, water, ice cream, biscuit, sandwich, tomato, banana, apple, egg*

**Writing** Writing a food word

**Resources** Pupil's Book, page 56, Exercise 1; page 57, Exercises 3 and 4  
Food and Numbers wall charts  
Activity Book, page 57, Exercises 3 and 4  
Audio CD

### Revision 1

- Ask the class to look at the pictures on page 56 of their Pupil's Books and explain that they are going to listen to the audio again. Play the audio through once and then a second time, pausing at the end of each line and asking the class to repeat the sentences. Make sure they are following the pictures as they listen.
- Now play the audio a third time all the way through.

### Revision 2

- Revise food items by pointing to different foods on the wall chart and asking, 'What's this?' Pupils respond with the name of the food, for example 'Chicken,' 'Biscuit,' etc.

### Revision 3

- Quickly revise the numbers 1 to 10 by asking pupils to count with you from one to ten.
- Point to different numbers on the Numbers wall chart and ask pupils to say which number you are pointing to.


### Presentation


- Quickly revise the question 'How many ...?' using classroom objects. Hold up two books and ask,

'How many books?' Wait for pupils to respond, 'Two books.' Repeat with other objects such as pencils, bags and chairs.


- Now explain that, in English, the question 'How many?' is usually asked and answered in a slightly different way. Hold up two books again and ask, 'How many books are there?' Speak slowly so that pupils can hear the words clearly. Ask the class to repeat the question in two parts: 'How many books' and then 'are there?' When pupils have done this several times, ask the full question and get the class to repeat. Now walk around asking small groups and then individuals to repeat the whole question.
- Model the answer, 'There are two books.' Ask the class to repeat several times. Translate 'there' into Arabic (fi).
- Explain that when we answer the question 'How many ... are there?', the answer is 'There is one ...,' when there is only one object and 'There are (six) ...,' when there are two or more objects.
- Use the Numbers wall chart to practise asking and answering the new question.

### Pupil's Book, Exercise 3

3  Listen and sing.

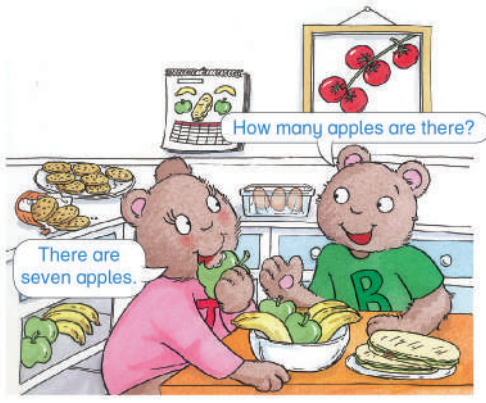


One apple, two apples, three apples, four.



Five apples, six apples, seven apples, more.

4 Work in pairs. Ask and answer questions about the number of the food items in the picture.



How many apples are there?

There are seven apples.

- Tell the class that they are going to learn a new song and ask them to open their Pupil's Books at page 57. Point to each of the eight pictures of Bill and Jill at the top of the page and ask pupils to count the number of apples in each picture.
- Play the song all the way through once or twice.
- Play the song again but this time pause at the end of each line. Repeat the words slowly to the class and ask them to repeat after you.
- Finally, play the audio all the way through and let pupils sing along.

#### **Audioscript**

BILL/JILL:      *One apple,  
two apples,  
three apples,  
four.  
Five apples,  
six apples,  
seven apples,  
more.*

#### **Pupil's Book, Exercise 4**

- Now tell the class to look at the picture of Bill and Jill in the kitchen at the bottom of page 57 of their Pupil's Books. Ask pupils to tell you which food items they can see (apples, sandwiches, biscuits, tomatoes, bananas, eggs).
- Explain that Bill and Jill are counting the different foods. Tell pupils that Bill is asking, 'How many apples are there?' and Jill is replying 'There are seven apples.' Tell pupils that they are going to work in pairs to ask and count the food items in the same way.
- Pupil A asks, 'How many (apples) are there?' Pupil B counts and answers, 'There are (seven) (apples).' Pupils then swap so that Pupil B is asking and Pupil A is counting and answering.
- Walk round listening to the pairs and helping any pupils who are having difficulties by modelling the question and answer for them.

#### **Answers**

7 apples, 3 sandwiches, 10 biscuits, 5 tomatoes,  
9 bananas, 3 eggs

#### **Activity Book, Exercise 3**

- Ask pupils to open their Activity Books on page 57. Explain that they are going to cross out the picture that is not related to food from each list.
- Point to the first set of pictures. Ask them what they can see (a banana, a bag, a salad). Ask them which picture is not that of food (bag). Show them how the picture is crossed out. Tell them that they're going to do the same with the other sets of pictures.
- Follow the same procedure for the other sets of pictures.
- Walk round the classroom, helping any pupils who are having difficulties.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

#### **Activity Book, Exercise 4**

- Tell pupils that they are going to choose one food they like from the blue box. Explain that they have to write it to complete the sentence.
- Read the words in the box with the class. Tell them about yourself, e.g. 'I like salad.'
- Write the four food words on the board in four columns. Ask pupils to take turns to come to the board and write their name under the food that they like.
- When they are done, give them a few minutes to look under which food they have written their name and write the food word on the blank space in their Activity Books.
- Go round the class, checking that pupils have written the words correctly.

## Lesson 3

### Aims

To revise *wh*- question: *How many (apples) are there? There are ...*

To revise plurals

To carry out a project using craft skills

To draw

**Structures** *Wh*- question: *How many (apples) are there? There are ...*

Plurals

**Functions** Offering and accepting offers  
Expressing likes

**Topic** Food

**Vocabulary** *chicken, rice, salad, water, ice cream, biscuit, sandwich, tomato, banana, apple, egg*


**Writing** Drawing

**Resources** Pupil's Book, page 58, Exercises 5, 6 and 7  
Activity Book, page 58, Exercises 5 and 6  
Audio CD  
Modelling clay, bowl

### Revision

- Ask the class to look at the pictures on page 56 of their Pupil's Books and explain that they are going to listen to the audio again. Play the audio through once and then a second time, pausing at the end of each line and asking the class to repeat the sentences. Make sure they are following the pictures as they listen.
- Now play the audio a third time all the way through.

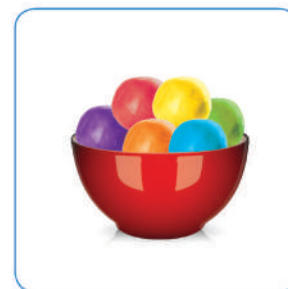
## Pupil's Book, Exercise 5

- 5  Listen to the conversation and repeat it. Then, point to the food items you hear.



- 6 Work in pairs. Look at the picture in Exercise 5. Ask and answer questions about the food items. What do you like? How many are there?
- 7 **Project:** Make a bowl of ice cream. Offer your partner some ice cream.

You need:



- Ask the class to open their Pupil's Books on page 58. Ask pupils to look at the picture and tell you what food they can see (biscuits, tomatoes, bananas, apples, chicken, rice, salad, ice cream, sandwiches, (jug of) water, eggs). Tell them that they are going to listen to a conversation.
- Play the audio all the way through and ask them to listen carefully. Explain that the boy is offering food to the girl. Tell pupils that it's polite to respond with 'please'.
- Then play the audio a second time, pausing after each sentence for pupils to repeat.
- Play the conversation a final time and ask pupils to point to the food items they hear (eggs).

### Audioscript

BOY: Eggs?  
GIRL: Yes, please. I like eggs.  
BOY: How many eggs are there?  
GIRL: There are six eggs.

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in pairs. Ask them to look again at the picture from Exercise 5. Explain that they are going to ask and answer questions about the food items. Their conversations should be similar to the one they have listened to in Exercise 5.
- Walk round the class, making sure pupils are using the correct language.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' and tell them that they are going to make a bowl of ice cream from modelling clay.
- Provide pupils with modelling clay in different colours and a bowl to put them in.
- Ask pupils to watch while you demonstrate how to shape the modelling clay into balls.
- Go round and help as needed, making sure that pupils work carefully.
- After they finish making their balls of ice cream, ask pupils to place them in a bowl and offer some to their partner.
- Praise pupils for their work.

### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 58. Tell them that they are going to listen to a conversation and that they have to draw food items according to what they hear.
- Play the audio all the way through and ask them to listen carefully.
- Then play the audio again, pausing after 'I like chicken' allowing pupils to draw chicken.
- Continue playing the audio, pausing after 'There are two salads' allowing pupils to draw two salads.
- Finally, play the rest of the audio and allow time for pupils to draw rice.
- Go round the class, making sure all pupils have followed the instructions.

### **Audioscript**

- GIRL: *Is this chicken?*  
BOY: *Yes, it is.*  
GIRL: *I like chicken.*  
BOY: *I like salad.*  
GIRL: *How many salads are there?*  
BOY: *There are two salads. What's that?*  
GIRL: *It's rice.*  
BOY: *I like rice.*

### Activity Book, Exercise 6

- Ask pupils to look back at the picture they have completed in Exercise 5. Tell them that now they're going to draw more food items on the table.
- Give them a few minutes to complete this activity. Then, ask them to work in pairs and to ask and answer questions about them. Their conversations should be similar to the one they have listened to in Exercise 5.
- Walk round the class, making sure pupils are using the correct language.

# 19 Animals

## Lesson 1

### Aims

To teach the new vocabulary: *bird, cat, dog, horse, rabbit*

To teach Yes/No question: *Is that a (dog)?*

*Yes, it is./No it isn't.*

To revise *wh-* question: *What's that? It's a (dog).*

To trace and copy letters 'c' and 'r' and learn their sound

**Structures** *Wh-* question: *What's that? It's a (dog).*

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

**Functions** Asking questions

**Topic** Animals

**Vocabulary** *bird, cat, dog, horse, rabbit*

**Phonics** /k/ cat

/r/ rabbit

**Writing** Tracing and copying letters 'c' and 'r'

**Resources** Pupil's Book, page 59, Exercises 1 and 2  
Object flash cards 54-58  
Animal wall chart  
Activity Book, page 59, Exercises 1 and 2  
Audio CD

### Revision

- Revise the question, 'What's that?' by pointing to objects in the classroom. Ask the class and then individuals to answer.

### Presentation 1

- Teach the new animal vocabulary using the flash cards. As you hold up each flash card, ask the class to repeat the name of the animal after you. Do this several times, asking the class and then individuals to repeat after you.

### Presentation 2

- Teach the question, 'Is that a (cat)?' by pointing to animals on the Animal wall chart. Point to each animal you have just taught and ask the question. Get pupils to respond, 'Yes, it is.'
- Now point to the dog and ask, 'Is that a cat?' Encourage pupils to respond, 'No, it isn't. It's a dog.' Do this with all the animals several times, asking the class and then individuals to respond.

## Pupil's Book, Exercise 1

**1** Listen to the conversation and repeat.

What's that? It's a bird.

Is that a cat? Yes, it is.

What's that? It's a horse.

Is that a dog? Yes, it is.

It's a rabbit.

**2** Listen to the sounds and the words. Repeat them.

c cat r rabbit

- Tell the class to open their Pupil's Books at page 59 and to look at the pictures. Ask which characters (Walid, Hassan, Zeina, Salma, Bill, Jill) and then which animals (bird, cat, horse, dog, rabbit) they can see on the page. Explain that the children are in the school library, looking at a book about animals.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through once.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

### **Audioscript**

HASSAN: *What's that?*

SALMA: *It's a bird.*

SALMA: *Is that a cat?*

WALID: *Yes, it is.*

SALMA: *What's that?*

WALID: *It's a horse.*

ZEINA: *Is that a dog?*

SALMA: *Yes, it is.*

HASSAN: *What's that?*

JILL/BILL: *It's a rabbit.*

### **Follow up**

- Walk round the class holding up the animal flash cards to ask the questions, 'What's that?' 'Is that a (rabbit)?' Do the activity quickly to make it fun and ask the class and then individuals to respond. Make sure to ask questions, 'Is that a ...?' requiring both responses, 'Yes, it is./No, it isn't.'

### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 59. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (a cat, a rabbit).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /k/ and /r/ several times. Pupils repeat the sounds, point to the pictures and say the words.

### **Audioscript**

/k/ cat

/k/ cat

/r/ rabbit

/r/ rabbit

### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 59. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'rabbit' and 'cat'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/r/, /k/).
- Tell pupils to look at the letters 'r' and 'c' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.

- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'r' and 'c' then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

### **Activity Book, Exercise 2**

- Write the first set of letters on the board. Ask pupils where they can see the letter 'r' and circle it. Ask them to try to read the circled word in their books (rice). Tell them that they are going to find another word beginning with the letter 'r'. Ask them to circle it.
- Then ask pupils to write the words in the blank spaces. Tell them that the first letter is already written.
- Follow the same procedure for the other set of letters.
- **If less able pupils find it difficult to find the words, point to the target letter (e.g. the second 'r') and say 'Redm' for pupils to tell you whether it's a word or not, then say 'Re' and finally 'Red' for pupils to decide that the word is 'red'.**
- Walk round the class, making sure pupils are doing the activity correctly.



## Lesson 2

### Aims

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

To revise numbers 1-10

To revise plurals

To sing a song

To trace letters and words

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

**Functions** Plurals  
Counting  
Asking questions

**Topic** Animals

**Vocabulary** *bird, cat, dog, horse, rabbit*

**Writing** Tracing letters and words

**Resources** Pupil's Book, page 60, Exercises 3 and 4  
Object flash cards 54-58; Number flash cards: 1-10  
Activity Book, page 60, Exercises 3 and 4  
Audio CD

### Revision 1

- Quickly revise numbers 1 to 10 with pupils. Choose ten pupils and give each a flash card from 1 to 10. Get them to form a line at the front of the class, standing in number order.
- The first pupil holds up his/her flash card and the class says, 'One.' Now hold up one of the animal flash cards, for example the rabbit, to prompt the class to say, 'One rabbit.'
- Remind pupils that when they are counting objects (or animals), they add an s to the word to make it plural. Now the second pupil in the line holds up his/her flash card and the class say, 'Two.' Hold up the flash card of, for example the cat. The class say, 'Two cats.' Repeat with numbers 3 to 10, each time holding up an animal flash card.

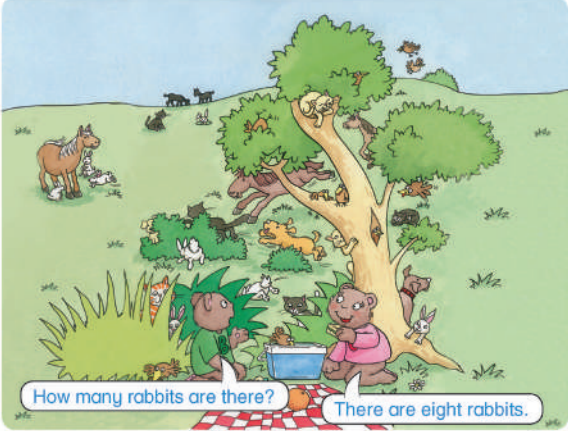
### Revision 2

- Revise the question and answer introduced in Unit 18 Lesson 2: 'How many ... are there?' 'There is/ There are ... .' Remind pupils that when they answer, they use 'There is one ...' if there is only one object, but 'There are ...' if there are two or more objects.

- Walk round the room and pick up a pupil's bag. Ask, 'How many bags are there?' and get the class to repeat. Now ask the question again and wait for pupils to answer, 'There is one bag.' Praise pupils who give the correct answer.
- Now walk round the room picking up different numbers of various objects and asking, 'How many ... are there?' Pupils reply, 'There is/are ... .' (Note: The following exercise revises numbers 3 to 10 and so only requires the answer, 'There are ... .')

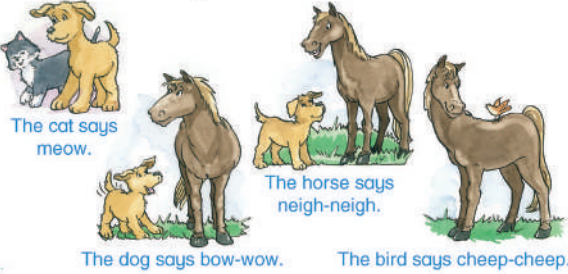
### Pupil's Book, Exercise 3

3 Work in pairs. Ask and answer questions about the number of animals in the picture.



How many rabbits are there? There are eight rabbits.

4 Listen and sing.



The cat says meow.  
The dog says bow-wow.  
The horse says neigh-neigh.  
The bird says cheep-cheep.

- Tell pupils to open their Pupil's Books at page 60. Ask them to tell you which animals they can see in the picture at the top of the page. It is quite difficult to count each animal because there are so many, so do this exercise with the class.

- Ask pupils to look at the picture and count the rabbits first. Ask, 'How many rabbits are there?' Tell pupils to start at the top of the picture and to point to each rabbit as they count. Praise any pupils who answer, 'There are eight rabbits.' If pupils are struggling, count with the class pointing to each rabbit as you do so and getting the class to point and count with you before answering the question.
- Repeat with horses, cats, birds and dogs, each time asking the class to point to and count each animal with you before answering the question.

### **Answers**

There are: 8 rabbits, 5 horses, 7 cats, 10 birds, 3 dogs

### **Follow up**

- Now ask pupils to work in pairs, taking turns to ask and answer, 'How many ... are there?' 'There are ...,' as they count the number of each animal in the picture.
- Walk round helping pupils who are having difficulties by pointing to the animals with them and counting before modelling the question and answer for them.

### **Pupil's Book, Exercise 4**

- Tell the class that they are going to learn a new song and ask them to open their Pupil's Books at page 60. Ask pupils to tell you which animals they can see (cat, dog, horse, bird). Translate the word 'says' for pupils.
- Play the song all the way through once or twice.
- Play the song again, pausing at the end of each line for the class to repeat the words. Make this activity fun. Tell pupils to point to the animals as they make the animal noises. (As animal noises vary from country to country, check that these sounds are fine.)
- Finally, play the audio all the way through and let pupils sing along.

### **Audioscript**

*The cat says meow.*

*The dog says bow-wow.*

*The horse says neigh-neigh.*

*The bird says cheep-cheep.*

### **Activity Book, Exercise 3**

- Tell the class to look at the picture of the rabbit jumping hurdles on page 60 of their Activity Books. Ask pupils to look at the letters that form the hurdles and ask if they can tell you the sounds of these letters.
- Tell pupils to trace the shapes of the letters 'r' and 'c'. They can colour the picture in class if there is time.

### **Activity Book, Exercise 4**

- Ask the class to open their Activity Books at page 60. Point to the words in grey. Tell pupils that they're going to trace these words over the grey lines. Give them a few minutes to do the tracing.
- Then ask pupils what they can see in the pictures (cat, rabbit, dog, horse, bird). Tell them that they are going to match the words they have traced to the pictures.
- Point to the first word and ask pupils to try to read it. Help them if necessary. When they have read the word, ask them to match it to its picture.
- Follow the same procedure with the other words.
- Walk round the classroom, helping any pupils who are having difficulties.

## Lesson 3

### Aims

To revise *wh*- questions: *How many (rabbits) are there?*

*What's that?*

To revise *Yes/No* question: *Is that a (horse)?*

*Yes, it is./No, it isn't.*

To carry out a project using craft skills

To colour

**Structures** *Wh*- questions: *How many (rabbits) are there?*  
*What's that?*

*Yes/No* question: *Is that a (horse)?*

*Yes, it is./No, it isn't.*

**Functions** Asking questions

Counting

**Topic** Animals

**Vocabulary** *bird, cat, dog, horse, rabbit*

**Writing** Colouring

**Resources** Pupil's Book, page 61, Exercises 5, 6 and 7

Activity Book, page 61, Exercises 5 and 6

Audio CD

One sheet of paper per pupil

### Revision

- Ask pupils to look at the pictures on page 59 of their Pupil's Books and tell them that they are going to listen to the audio again.
- Play the audio for Exercise 1 all the way through while pupils listen.
- Play the audio a second time, pausing at the end of each sentence and asking the class to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to the audio.
- Now play the audio a third time all the way through.

## Pupil's Book, Exercise 5

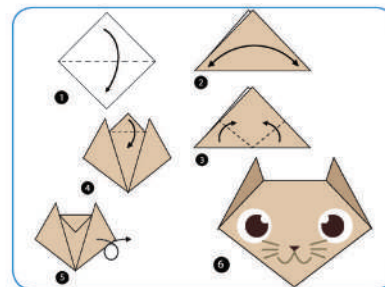
- 5  Listen to the conversations and repeat them. Then, point to the animals you hear.



- 6 Work in pairs. Look at the picture in Exercise 5. Ask and answer questions about what you see in the picture.

- 7 **Project:** Make a paper cat face.

You need:



- Ask pupils to open their Pupil's Books at page 61. Tell them that they are going to listen to two conversations.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time pausing after each sentence. Ask pupils to repeat and point to the animals when they hear their names.

### Audioscript

- 1 BOY: *What's that?*  
GIRL: *It's a bird.*
- 2 GIRL: *Is that a cat?*  
BOY: *No, it isn't. It's a rabbit.*

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in pairs. Ask them to look again at the picture in Exercise 5.
- Explain that they are going to ask and answer questions about the animals they see in the picture. Their conversations should be similar to those they have listened to in Exercise 5.
- Go round the classroom, making sure pupils are using the correct language. Also, make sure they are using both structures, 'What's that?' and 'Is that a (cat)?'

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' and tell them that they are going to make a paper cat face.
- Provide pupils with a square-shaped sheet of paper each and make sure they all have a pencil.
- Ask pupils to watch while you demonstrate how to fold the paper step by step and tell them to do the same.
- Go round and help as needed, making sure that pupils work carefully.
- Walk round the classroom, helping any pupil having difficulties.
- Then give pupils the freedom to draw the cat's face using their own creativity. However, suggest that they add whiskers as shown in the sample so that it looks more like a cat.
- Praise the pupils for their work and display their work in the classroom.

### Activity Book, Exercise 5

- Ask the class to open their Activity Books at page 61. Ask them what they can see in the picture. Tell them that they are going to listen to a conversation. Pupils have to colour the animals that the boy can see (one dog, one rabbit and three birds).
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time pausing after each question and answer. Give pupils some time to colour the animals.
- Go round the classroom, making sure pupils are colouring the correct animals.

### Audioscript

- NARRATOR: *Is that a dog?*  
BOY: *Yes, it is.*  
NARRATOR: *What's that?*  
BOY: *It's a rabbit.*  
NARRATOR: *How many birds are there?*  
BOY: *There are three birds.*

### Activity Book, Exercise 6

- Ask pupils to look back at the picture in Exercise 5. Tell them that they are going to work in pairs, asking and answering questions about the other uncoloured animals (the two horses and the four cats). Their conversations should be similar to the one they have listened to in Exercise 5.
- Walk round the class, making sure pupils are using the correct language. Also, make sure they are using all three structures, 'Is that a (horse)?' 'What's that?' 'How many (cats) are there?'
- **For the fast finishers, ask them to finish colouring the picture. Less able pupils can take it home to colour.**

# 20 Revision 4

## Lesson 1

### Aims

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

To revise prepositions: *in, on, under*

To write letters and draw

**Structures** *Wh*- question: *Where is it?*  
Prepositions: *in, on, under*

**Functions** Asking questions

**Topic** Place and Possessions

**Vocabulary** Revision of previous vocabulary

**Phonics** /d/ dress  
/j/ yellow  
/ɪ/ in  
/ɒ/ on  
/w/ window  
/e/ egg  
/k/ car  
/ɪ/ rice

**Writing** Writing letters  
Drawing

**Resources** Pupil's Book, page 62, Exercises 1 and 2  
Activity Book, page 62, Exercises 1 and 2  
Audio CD

### Revision 2

- Continue using the book and the bag to revise, 'Where is it?'
- Place the book on the bag and say, 'Where's the book?' Then model the answer, 'It's on the bag.' Ask pupils to repeat the question first and then the answer.
- Now place the book in the bag and ask, 'Where's the book?' Model the answer, 'It's in the bag.' Again ask pupils to repeat both the question and the answer. Finally, place the book under the bag and ask, 'Where's the book?' Model the answer, 'It's under the bag,' and get pupils to repeat.
- Put the book back on the bag and ask pupils, 'Where's the book?' for pupils to answer, 'It's on the bag,' or, 'The book is on the bag.' Praise pupils who can give you the answer. Repeat with 'in' and 'under'.
- Now tell pupils that they are going to ask and answer the questions. Put various objects in different places for pupils to ask and answer, 'Where's the (bag)? It's under the (chair).'
- Do this with lots of different objects and ask the class, small groups and individuals to ask and answer the questions.

### Revision 1

- Revise prepositions by putting a book on a bag and saying, 'The book is on the bag.' Ask the class to repeat, then say the sentence again stressing the preposition 'on'. Ask individuals to repeat.
- Now place the book in the bag and say, 'The book is in the bag.' Ask the class and individuals to repeat, stressing the preposition 'in'.
- Now take the book out of the bag and place it under the bag, making sure all pupils can see. Say, 'The book is under the bag,' and ask the class and individuals to repeat, stressing the preposition 'under'.
- Now tell pupils that they are going to play a game. Explain that you are going to walk around placing various objects in different places and they say, 'In,' 'On,' or, 'Under,' for each object. You can use any objects, even if pupils do not know the names, as they only need to say the correct preposition. Make the activity fun and let pupils shout out the answers.
- After doing the activity with pupils answering randomly, ask individuals to respond.

Pupil's Book, Exercise 1

**20 Revision 4**

1 Listen to the conversation and repeat.

2 Listen to the sounds and the words. Repeat them.

d		y		i		o	
	dress		yellow		in		on
w		e		c		r	
	window		egg		car		rice

62

- Tell the class to open their Pupil's Books at page 62 and look at the pictures. Explain that Bill is trying to remember where he left his book. He thinks he left it on the table but it isn't there, then he thinks he left it under the chair but it isn't there. Finally, Jill finds Bill's book in the fridge and Bill remembers that he put it there by accident.
- Tell the class that they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a final time all the way through.

**Audioscript**

BILL: *I have a book.*

JILL: *Where is it?*

BILL: *It's on the table.*

BILL: *Where is it?*

BILL: *It's under the chair.*

JILL: *It's in the fridge!*

**Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 62. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures.
- Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /d/, /j/, /ɪ/, /ɒ/, /w/, /e/, /k/ and /r/ several times. Pupils repeat the sounds, point to the pictures and say the words.

**Audioscript**

/d/ *dress*

/j/ *yellow*

/ɪ/ *in*

/ɒ/ *on*

/w/ *window*

/e/ *egg*

/k/ *car*

/r/ *rice*

**Activity Book, Exercise 1**

- Ask pupils to open their Activity Books on page 62. Ask them to tell you what letters there are in the blue box (r, o, d, w, y, e). Tell them that they are going to write these letters in their correct places in the words below them.
- Tell pupils to try different options to guess what the words are so that they know which letter is missing in each. Give them a few minutes to complete the words.
- Walk round the classroom, helping pupils who are having difficulties.
- For the less able pupils, help them with the words they are having difficulty with. Ask them, 'Do you say "fwidge", "feidge" or "fridge"?' for pupils to give you the correct answer. They should know the answers because they have already come across all the words.
- Then ask pupils to choose two words and draw their picture in the boxes.
- Walk round the classroom, giving praise for effort and accurate work.

### Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 62. Tell them that on each row, one word does not have the sound presented on the left. They have to cross this word out.
- Ask pupils what the sound of the first letter is (/w/). Read the first row of words with the pupils. Ask them if the words have the /w/ sound, one by one. Show them how the word 'umbrella' is crossed out. Tell them that they have to do the same with the other sets of words.
- Follow the same procedure with the other words.
- Walk round the classroom, making sure pupils are crossing out the correct words.

## Lesson 2

### Aims

To revise Yes/No question: *Is that a horse? Yes, it is./No, it isn't.*

To revise wh- questions: *Where's the (jacket)?  
How many (biscuits) are there?  
Who's that?*

To match words with pictures

**Structures** Yes/No question: *Is that a horse?  
Yes, it is./No, it isn't.*

Wh- questions: *Where's the (jacket)?  
How many (biscuits) are there?  
Who's that?*

**Functions** Asking questions

**Topic** Animals, Food and Clothes

**Vocabulary** Revision of previous vocabulary

**Writing** Matching words with pictures

**Resources** Pupil's Book, page 63, Exercises 3 and 4

All object flash cards

All wall charts

Activity Book, page 63, Exercises 3 and 4

### Revision 1

- Revise the animal names by holding up animal flash cards and asking, 'Is that a (bird)?' etc. Pupils reply, 'Yes, it is,' or, 'No, it isn't. It's a (horse).'

- Play the song again from Unit 19, Lesson 2. Play the audio once while pupils listen. Then play the song a second time, pausing at the end of each line and asking pupils to repeat the sentences. Play the audio a final time all the way through.

### Pupil's Book, Exercise 3

3 Work in pairs. Ask and answer questions about the animals and things in the pictures.

Is that a horse?  
Yes, it is.

4 Read the questions and match them to the pictures. Then, answer the questions.

1 How many biscuits are there?

2 Where is the jacket?

3 Who's that?

63

- Tell the class to open their Pupil's Books at page 63. Ask pupils what they can see on the flash cards (a horse, a cat, a jacket, a (jug of) water, a bird, a rabbit, a shirt, a dog). Tell pupils that Miss Reem is asking, 'Is that a horse?' and Salma and Hassan are answering, 'Yes, it is.'
- Point to the cat flash card and ask, 'Is that a (cat)?' Pupils respond, 'Yes, it is.'
- Now point to the rabbit flash card and ask, 'Is that a (shirt)?' Pupils respond, 'No, it isn't. It's a (rabbit).' Ask the class and then individuals to respond.
- Now ask pupils to work in pairs, asking and answering questions about the different flash cards. Go round the classroom, making sure pupils are using the correct language.

### Pupil's Book, Exercise 4

- Ask pupils to open their Pupil's Books on page 63. Help pupils to read the first question. Ask them which picture the question is referring to (the biscuits picture). Tell them to match the question to its picture. Then, ask them to answer the question. Repeat it, if possible, for pupils to count the biscuits and give you the answer (There are eight biscuits.)
- Follow the same procedure for the other questions and pictures.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 63. Ask them to look at the pictures and tell you what kind of pictures they can see (animals, food, clothes).
- Explain that they have to match each word to the correct picture of animals, food or clothes. Explain that each picture can have many words matched to it.
- Help pupils read the words if they find difficulty in reading.

## Lesson 3

### Aims

To revise all the structures from Units 16-19  
To revise vocabulary from Units 16-19  
To carry out a project using craft skills

**Structures** Revision of previous structures

**Topic** CLIL: Art

**Vocabulary** Revision of previous vocabulary


**Writing** Circling pictures

**Resources** Pupil's Book, page 64, Exercises 5, 6 and 7  
Activity Book, page 64, Exercises 4 and 5  
Audio CD  
One sheet of paper per pupil, paint or colouring crayons

### Revision

- Put all the flash cards that you have used in Units 16–19 face down on your desk. Ask pupils to take turns to come to the front, pick a card and say something about it. It could even be a question. If it's a question, tell them to address it to a specific pupil for them to answer. Make sure pupils use the structures they have learnt in the previous four units.

### Pupil's Book, Exercise 5

- 5  Listen to the conversation. Correct what is wrong. Then, have the same conversation in pairs using the correct information.



### CLIL: Art

- 6 Label the clothes that the girl is wearing. What colour are they?



- 7 **Project:** Choose items of clothes that you like and draw them. Decorate them with nice patterns and colours. Who has the best clothes in class?

You need:



64

- Ask pupils to open their Pupil's Book on page 64. Point to the picture of the boy in the bedroom and ask pupils what they can see (books, balls, car, bed, toy box, rabbit etc.)
- Play the audio all the way through once and ask pupils to listen carefully. Then play the audio a second time pausing after 'He has red and yellow shoes.' Ask pupils to look carefully at Hassan's shoes. Are they red and yellow? (No, they're blue.)
- Continue playing the audio, pausing after 'It's under the toy box.' Tell pupils to point to the car and ask them, 'Where is it?' for pupils to respond 'It's in the toy box.'
- Follow the same procedure for the other details in the picture. Then play the audio one last time all the way through for pupils to check whether they have spotted all the mistakes.
- Finally, ask pupils to work in pairs and have the same conversation, this time using the correct information. If it's difficult for pupils to memorise the whole conversation, play it in four batches and pause for pupils to role play it using the correct information.



### **Audioscript**

- GIRL: *Who's that?*  
BOY: *Hassan. He has red and yellow shoes.*
- GIRL: *Look, it's a car.*  
BOY: *Where is it?*  
GIRL: *It's under the toy box.*
- BOY: *How many books are there?*  
GIRL: *There are four books.*
- BOY: *Look, it's a bird in the box.*  
GIRL: *I like birds.*

### **Answers**

Hassan has blue shoes.  
The car is in the toy box.  
There are seven books.  
It's a rabbit in the box.

### **Pupil's Book, Exercise 6**

- Ask pupils to look at the picture of the girl. Help them to read the example. Tell them that they are going to label the clothes of the girl, following the example.
- Point to the jacket and ask, 'What's this?' for pupils to respond, 'It's a jacket.' Then ask, 'What colour is it?' for them to answer, 'It's blue.' Elicit 'a blue jacket'.
- Follow the same procedure for the other items. Give pupils a chance to guess without you asking any questions. **Less able pupils might still need guidance.**

### **Pupil's Book, Exercise 7**

- Tell pupils 'It's project time!' Tell them that they are going to draw and decorate a clothing item.
- Provide each pupil with one sheet of paper and paint or colouring crayons. Make sure they all have a pencil.
- Ask pupils to choose a clothing item and go round the classroom asking individuals what they have chosen.
- Give pupils a few minutes to do their drawing. Then ask them to decorate their drawing. Tell them to be as creative as possible, using different colours and patterns.
- Walk round the class looking at each pupil's progress and praising them for their work.
- When they are done, have a class vote for which drawings are the best.

### **Activity Book, Exercise 4**

- Ask pupils to open their Activity Books on page 64. Tell them that they are going to listen to four conversations and circle the correct answer. Play

the audio all the way through once and ask pupils to listen carefully.

- Then read the first question and answer of the first conversation, and ask pupils which picture could be the answer (a or c). Then continue playing the first conversation and pause for pupils to choose the correct answer.
- Follow the same procedure for the other conversations.
- Go round the classroom, making sure pupils are circling the correct answers.

### **Audioscript**

- 1 BOY: *What's that?*  
GIRL: *It's a dog.*  
BOY: *How many dogs are there?*  
GIRL: *There are five dogs.*
- 2 GIRL: *What's this?*  
BOY: *It's a black skirt.*  
GIRL: *Where is it?*  
BOY: *It's on the bed.*
- 3 BOY: *Who's that?*  
GIRL: *Samira. She has a white skirt and a blue shirt.*
- 4 GIRL: *Chicken and rice?*  
BOY: *Yes, please. I like chicken and rice.*

### **Answers**

1 c 2 a 3 b 4 a

### **Activity Book, Exercise 5**

- Ask pupils to look back at the pictures in Exercise 4. Tell them that they are going to choose pictures, but not the circled ones, and have conversations in pairs about them. Their conversations should be similar to the ones they have listened to in Exercise 4.
- Go round the classroom listening to pupils' conversations. Make sure they are using the correct language.

### **Ending**

- Tell pupils that they have learnt to say a lot of things in English and they should be very pleased with themselves. Encourage them to practise their English together when they are outside the classroom or at home.
- Ask pupils which have been their favourite activities and why. Encourage them to tell you what they like best in their English lessons and anything they don't like. Encourage shy pupils to talk more. Tell them it is more important to talk in English and make mistakes than not to talk at all because the best way to learn a language is to use it and speak it whenever possible.

# 21 Is that Zeina's vase?

## Lesson 1

### Aims

To teach the new vocabulary: *vase*  
 To revise Yes/No question: *Is that (Hassan)'s (sandwich)? Yes, it is./ No, it isn't.*

To revise possessive *s*  
 To trace and copy letters 'v' and 'z' and learn their sound

**Structures** Yes/No question: *Is that (Hassan)'s (sandwich)? Yes, it is./ No, it isn't.*

**Functions** Possessive *s*  
 Expressing possession

**Topic** Possessions

**Vocabulary** sandwich, vase

**Phonics** /v/ vase  
 /z/ Zeina

**Writing** Tracing and copying letters 'v' and 'z'

**Resources** Pupil's Book, page 65, Exercises 1 and 2  
 Object flash cards: 9-16, 37-40, 47-53  
 Food wall chart  
 Activity Book, page 65, Exercises 1 and 2  
 Audio CD

### Revision 1

- Quickly revise food items with pupils using the flash cards or the Food wall chart.
- Hold up the tomato flash card and ask, 'Is that a tomato?' Pupils answer, 'Yes, it is.' Repeat with several flash cards getting pupils to answer, 'Yes, it is,' each time.
- Now hold up the banana flash card and ask, 'Is that an apple?' Wait for pupils to respond, 'No, it isn't. It's a banana.' Repeat with several different flash cards.
- Choose individuals to come to the Food wall chart to point at a food item and ask the class, 'Is that an ice cream?' The class respond, 'Yes, it is,' or, 'No, it isn't. It's a ... .'

### Revision 2

- Revise the use of the possessive *s* from Unit 11, Lesson 1. Pick up a pupil's pencil and ask, 'Is this my pencil?' Wait for pupils to answer, 'No,' or, 'No, it isn't.' Now ask, 'Is it (Huda)'s pencil?' The class respond, 'Yes, it is.'
- Ask all pupils to put their book or pencil on the desk in front of them.

- Tell pupils that you are going to walk round and when you choose a pupil, he/she has to pick up their partner's book or pencil and ask, 'Is this ...'s (book/ pencil)?' The class respond, 'Yes, it is.' Try to give all pupils in the class the chance to ask the question.

### Pupil's Book, Exercise 1

- Tell the class to open their Pupil's Books at page 65 and to look at the pictures of Salma, Hassan, Zeina, Walid, Bill and Jill on a picnic. Discuss the pictures with them.
- Tell the class they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio one more time all the way through.

### **Audioscript**

BILL: *Is that Zeina's sandwich?*

SALMA: *Yes, it is.*

BILL: *Is that Hassan's sandwich?*

SALMA: *Yes, it is.*

BILL: *Is this my sandwich?*

HASSAN: *No, it isn't.*

HASSAN: *Is this Bill's sandwich?*

SALMA/ZEINA: *Yes, it is.*

### **Follow up**

- Give out ten flash cards of different objects to ten pupils and ask the pupils to stand at their desks holding up their flash cards so that everyone can see them.
- Point to a flash card and ask, 'Is that ...'s (house)?' etc, using the pupil's name. Ask the class to repeat your question and then get them to answer, 'Yes, it is.' Repeat with all ten flash cards.
- Now walk round the class putting your hand on a flash card as though to take it back, and ask, 'Is this my (house)?' Wait for pupils to respond, 'No, it isn't' and then expand their answer to, 'No, it isn't. It's ...'s (car).' Repeat with each of the ten flash cards.

### **Presentation**

- Put up the vase flash card and introduce this word to the pupils. Ask them where they can find a vase on page 65 of their Pupil's Book. Tell them to point to the vase that they see.

### **Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 65. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (a vase, Zeina).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /v/ and /z/ several times. Pupils repeat the sounds, point to the pictures and say the words.

### **Audioscript**

/v/ vase

/v/ vase

/z/ Zeina

/z/ Zeina

### **Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 65. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'vase' and 'Zeina'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/v/, /z/).
- Tell pupils to look at the letters 'v' and 'z' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'v' and 'z' then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

### **Activity Book, Exercise 2**

- Tell pupils that they are going to complete the words using either the letter 'v' or the letter 'z'.
- Explain that they must take care not to write below the line. Walk around helping any pupils who are having difficulties.
- When they are done, ask them to try to read the words. Help them if necessary. Then ask them to choose two words and draw their picture in the frames.
- **For the less able pupils, help them with the words they are having difficulty with. Ask them, 'Do you say "five" or "fize"?' for pupils to give you the correct answer. They should know the answers because they have already come across all the words.**

## Lesson 2

### Aims

To revise possessive *s*  
 To revise verb: *to have*  
 To revise *Yes/No* question: *Is that (Hassan)'s (sandwich)?*  
 Left to right pre-writing practice (Matching words with pictures)

**Structures** Demonstrative pronoun: *this*  
 Possessive *s*: *This is Salma's bag.*  
*Yes/No* question: *Is that (Hassan)'s (sandwich)?*

**Functions** Expressing possession

**Topic** Possessions

**Vocabulary** *ball, bag, banana, book, doll, jacket, sandwich, vase*

**Writing** Matching

**Resources** Pupil's Book, page 66, Exercises 3 and 4  
 Activity Book, page 66, Exercise 3

### Revision

- Tell the class that they are going to play the game from the last lesson but instead of asking, 'Is this ...'s (pencil)?' they are going to say, 'This is ...'s (pencil).' Ask pupils to put one object that belongs to them on their desk in front of them. It must be a word that all pupils know in English, such as a book, pencil, bag, sandwich, biscuit, key, apple, banana or ball. Make sure all pupils have an object on their desk and that there is a variety of objects.
- Explain that as you walk round and choose pupils, they have to point to or pick up the object on their neighbour's desk and say, 'This is ...'s (key),' etc. giving their neighbour's name and the name of their object.
- Alternatively, you could play by choosing the first pupil in a row on one side of the classroom to start. That pupil says what his/her neighbour has, the neighbour then has a turn, then the next person, following on along the rows. In this way every pupil has a turn.

## Pupil's Book, Exercise 3

3 Work in pairs. Take turns to say what they have.

4 Work in pairs. Take turns to ask and answer questions about what they have.

66

- Ask pupils to look at page 66 in their Pupil's Books and tell you who they can see at the top of the page (Salma, Hassan, Zeina, Walid and Bill) and what objects they have (bag, vase, doll, jacket, sandwich).
- Tell pupils to look at Salma. Ask which object Salma has. Wait for pupils to respond, 'A bag.' Say, 'Yes, Salma has a bag.' Ask pupils to point to Salma's bag on the right side of the page. When they are all pointing to the bag, point to it and say, 'This is Salma's bag.' Ask the class and individuals to repeat.
- Tell pupils to look at Hassan. Ask which object Hassan is carrying. Wait for pupils to respond, 'A vase.' Say, 'Yes, Hassan has a vase.' Ask pupils to point to the vase on the right side of the page. Point to the vase and say, 'This is Hassan's vase.' Ask the class and individuals to repeat.
- Ask pupils to work in pairs, taking turns to say what Zeina, Walid and Bill have, saying, 'This is Zeina's doll.' 'This is Walid's jacket.' 'This is Bill's sandwich.'

### Pupil's Book, Exercise 4

- Tell the class to open their Pupil's Books at page 66. Ask pupils to tell you which characters they can see at the bottom of the page (Hassan, Salma, their father, their mother, Walid, Bill and Jill). Ask them to tell you which object each character has. Start by saying, 'Hassan has a sandwich.' Ask pupils to repeat this, then say, 'Father has a ...,' and wait for pupils to say, 'Book.' Do the same for the remaining three characters.
- Now point to the picture of Hassan with his sandwich and explain that Bill is asking, 'Is that Hassan's sandwich?' and Jill is replying, 'Yes, it is.' Get the class to repeat the question and answer after you.
- Ask pupils to work in pairs, taking turns to ask and answer questions about the other pictures.
- When they are done, point to an object a character is holding, but ask if it belongs to someone else. Point to Father's book and ask, 'Is that Mother's book?' Wait for the class to respond, 'No, it isn't.' Say, 'No, it isn't. It's Father's book.' Do this with all the pictures, changing the name every time and getting pupils to give you the answer, 'No, it isn't. It's ...'s (bag),' etc.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 66.
- Ask them to look at the pictures of Zeina and Hassan and the objects around them. Then read the words on the left side of the page with the class. Explain that pupils have to draw a line from 'Zeina's' to the pictures around her (key, book, rice). Then they have to draw a line from 'Is that' to 'Hassan's' and from 'Hassan's' to the pictures around him (boat, banana, shirt).
- Go round the classroom, making sure all pupils have drawn the lines correctly.
- Then ask pupils to work in pairs, asking and answering questions about Zeina and Hassan's possessions.

### Answers

Is that Zeina's key? No, it isn't.  
Is that Zeina's rice? Yes, it is.  
Is that Zeina's book? Yes, it is.  
Is that Hassan's banana? Yes, it is.  
Is that Hassan's boat? No, it isn't.  
Is that Hassan's shirt? No, it isn't.

## Lesson 3

### Aims

To revise *Yes/No* question: *Is that (Hassan)'s (sandwich)?*

To revise possessive *s*

To carry out a project using craft skills

Left to right pre-writing practice (Matching characters with objects)

**Structures** *Yes/No* question: *Is that (Hassan)'s (sandwich)?*

Possessive *s*

**Functions** Expressing possession

**Topic** Possessions

**Vocabulary** *apple, bag, book, car, chair, pencil*

**Writing** Matching

**Resources** Pupil's Book, page 67, Exercises 5, 6 and 7  
Activity Book, page 67, Exercises 4 and 5  
Audio CD

### Revision

- Tell pupils to open their Pupil's Books at page 65 and look at the pictures of the children having a picnic again. Tell them that they are going to listen to the audio again, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing the audio at the end of each sentence and asking pupils to repeat. Make sure that pupils are following the pictures as they listen to the audio.
- Play the audio a final time all the way through.

### Pupil's Book, Exercise 5

- Ask pupils to open their Pupil's Book on page 67.
- Tell pupils that they are going to listen to a conversation.
- Play the audio all the way through once and ask them to listen carefully. Then play the audio a second time pausing after each sentence for pupils to repeat and point to the items they hear.

### Audioscript

GIRL 1: *Is this Fadi's book?*

GIRL 2: *Yes, it is.*


BOY 1: *Is that Asma's chair?*


BOY 2: *Yes, it is. And this is Asma's bag.*

GIRL 3: *This is Bilal's car.*

BOY 1: *Is that Zeina's apple?*  
 GIRL 1: *No, it isn't. It's Leila's apple.*

GIRL 2: *Is that my pencil?*  
 BOY 2: *Yes, it is.*


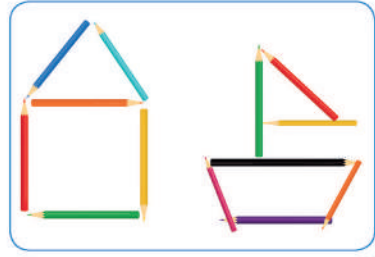
5  Listen to the conversation and repeat. Then, point to the items you hear.



6 Work in groups. Choose two objects that you have. Put them all on one desk. Take turns to ask and answer questions about the owner of each object.

7 **Project:** Collect pencils of different colours from your classmates. Make an object using the pencils. Then, ask about the owner of each pencil you have.

You need:

67

### Pupil's Book, Exercise 6

- Tell pupils that they are going to work in groups.
- Tell them that each pupil has to choose two objects that they have and put all the group members' possessions on one desk.
- Tell them that they are going to take turns to ask and answer questions about the owner of each object. Their conversation should be similar to the one they have listened to in Exercise 5.
- Go round the classroom, making sure pupils are using the correct language.

### Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to make objects using pencils.
- Ask them to collect pencils from their classmates. The pencils have to have different colours and/or shapes so that they know who each pencil belongs to.

- Tell them to make an object using the pencils (a house, a boat, a bus, a book, etc.) Demonstrate to them how they can use pencils to create the shape of an object.
- After they are done, tell them that they are going to ask about the owner of each pencil they have.
- Praise pupils for their work.

### Activity Book, Exercise 4

- Ask the class to open their Activity Books at page 67 and tell them that they are going to listen to six conversations and draw lines to match the characters with their possessions.
- Play the first conversation and pause, asking about Bill's possession (umbrella), and then tell the class to draw a line from Bill to the umbrella in their Activity Books.
- Follow the same procedure with the other conversations.

### Audioscript

NARRATOR: *Is that Bill's umbrella?*  
 BOY: *Yes, it is.*

NARRATOR: *Is that Jill's sandwich?*  
 GIRL: *Yes, it is.*

NARRATOR: *Is that Hassan's ball?*  
 BOY: *No, it isn't. It's Walid's ball.*

NARRATOR: *Is that Hassan's jacket?*  
 GIRL: *Yes, it is.*

NARRATOR: *Is that Salma's doll?*  
 BOY: *No, it isn't. It's Zeina's doll.*

NARRATOR: *Is that Salma's skirt?*  
 GIRL: *Yes, it is.*

### Activity Book, Exercise 5

- Tell pupils that they are going to work in groups of four.
- Ask them to draw three objects in the box. Then ask them to decide which object belongs to which member of their group and have the rest of the group guess, asking 'Is this ...'s (car)?' or saying 'This is ...'s (key).'
- Go round the classroom, making sure pupils are using the correct language.

## Lesson 1

### Aims

To teach the new vocabulary: *sitting room, kitchen, bedroom, garden*

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

To revise personal pronouns: *he, she*

To revise prepositions: *in, on, under*

To trace and copy letters 'k' and 'x' and learn their sound

**Structures** *Wh-* question: *Where?*  
Prepositions: *in, on, under*  
Personal pronouns: *he, she*

**Functions** Asking about location

**Topic** Family/Home

**Vocabulary** *sitting room, kitchen, bedroom, garden, Mother, Father*

**Phonics** /k/ kitchen  
/ks/ box

**Writing** Tracing and copying letters 'k' and 'x'

**Resources** Pupil's Book, page 68, Exercises 1 and 2  
Home wall chart  
Activity Book, page 68, Exercises 1 and 2  
Audio CD

### Revision 1

- Tell pupils that they are going to revise the question, 'Where?'
- Use a pencil and a desk to practise the question. Put the pencil on the desk and ask, 'Where's the pencil?' Wait for the answer, 'It's on the desk.' Praise any pupils who give the answer. Now ask the class to repeat the question and then the answer.
- Put the pencil in the desk and ask, 'Where's the pencil?' Wait for the answer, 'It's in the desk.' Ask all pupils to repeat both the question and the answer. Finally, put the pencil under the desk and ask, 'Where's the pencil?' Wait for the answer, 'It's under the desk.' Again ask the class to repeat both the question and answer.
- Now tell pupils that they are going to ask and answer the question. Put different objects in various places for pupils to ask and answer, 'Where's the (bag)?' 'It's under the (chair).'
- This is a good way to revise both vocabulary and prepositions as well as the question 'Where?' Use several different objects and ask the class and individuals to ask and answer the question.

### Revision 2

- Remind pupils that instead of using a name when we are talking about people, we can say, 'he' for a boy and 'she' for a girl.
- Point to a male pupil and say, '(Ahmed)'s a boy. He's a boy.' Ask the class to repeat these sentences. Then point to a female pupil and say, '(Zara)'s a girl. She's a girl.' Again, ask the class to repeat the sentences.
- Repeat with several different pupils, each time asking the class and individuals to repeat the sentences and ensuring that they replace the pupil's name with the correct pronoun.

### Presentation

- Use the Home wall chart to present the new vocabulary 'sitting room', 'bedroom', 'kitchen' and 'garden'.
- Point to the sitting room on the chart and explain that this room is called the sitting room. Ask the class to repeat the word. Ask pupils to tell you the words for some of the objects they can see in the sitting room (toy box, car, ball, table, window, food, sofa, [television]). Model, then ask the class to repeat such sentences as, 'The chair is in the sitting room,' 'The table is in the sitting room.'
- Now point to the bedroom and tell the class that this room is called the bedroom. Ask pupils to repeat the word and then to tell you the words for some of the objects in the bedroom (bed, window, door, computer, toy box). Ask them to repeat such sentences as, 'The bed is in the bedroom.'
- Do the same with the kitchen (fridge, food items) and the garden (ball, bird, cat, dog, car, table, chairs).
- Now point to rooms randomly and ask pupils to tell you the name of the room you are pointing to.

Pupil's Book, Exercise 1

## 22 Where's Mother?

1 Listen to the conversation and repeat.

2 Listen to the sounds and the words. Repeat them.

k

kitchen

x

box

68

- Tell the class to open their Pupil's Books at page 68 and look at the pictures. Point to each picture and ask pupils to say which room you are pointing to. Help pupils if they are unsure.
- Now tell pupils they are going to listen to the audio, then play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to the sentences.
- Play the audio a final time all the way through.

**Audioscript**

BILL: *Where's Salma?*  
 JILL: *She's in the sitting room.*

BILL: *Where's Hassan?*  
 JILL: *He's in the kitchen.*

BILL: *Where's Mother?*  
 JILL: *She's in the bedroom.*

BILL: *Where's Father?*  
 JILL: *He's in the garden.*

**Follow up**

- Use the Home wall chart to practise the question, 'Where?' by pointing to the characters on the chart and asking, 'Where's Salma?' 'Where's Salma's mother?' etc. Pupils respond with, 'She's in the kitchen/bedroom.'

**Pupil's Book, Exercise 2**

- Tell the class to open their Pupil's Book at page 68. Tell pupils to look at the pictures in Exercise 2. Hold up your book and point to the pictures. Ask them what they can see in the pictures (a kitchen, a box).
- Tell pupils they are going to listen to the audio. Play the audio all the way through while they listen and point to the pictures.
- Play the audio again. This time pupils repeat the sounds and the words.
- Say the sounds /k/ and /ks/ several times. Pupils repeat the sounds, point to the pictures and say the words.

**Audioscript**

/k/ kitchen  
 /k/ kitchen

/ks/ box  
 /ks/ box

**Activity Book, Exercise 1**

- Tell the class to open their Activity Books at page 68. Ask pupils to look at the pictures at the top of the page. Tell them that the words say 'kitchen' and 'box'. Say the words again and get pupils to repeat them after you. Say the initial sound of each word and ask pupils to repeat it (/k/, /ks/).
- Tell pupils to look at the letters 'k' and 'x' at the top of the page. Explain that they are going to trace these letter shapes, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letters at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of each letter. As they trace each letter, they should say its sound.



- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace the letters 'k' and 'x' then copy them on the same line. Explain that they must take care to keep within the middle two blue lines of the grid.
- Ask pupils to look at the pictures at the top of the page again. Ask them to tell you what the words say then tell them to trace the first letter of each.

### Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 68. Ask pupils to try to read the words. Read them with them if necessary. Now read the first word again. Ask them which sound it has, /k/ or /ks/ (/k/). Ask pupils to write the word 'desk' under the /k/ column.
- Follow the same procedure for the other words.
- If less able pupils cannot distinguish the sounds, tell them to look at each word and see which letter it has, 'k' or 'x'.
- Walk round the classroom, checking if pupils have written the words neatly and in the correct columns.

## Lesson 2

### Aims

To revise *wh*- question: *Where?*  
 To revise prepositions: *in, on, under*  
 To revise personal pronouns: *he, she*  
 To revise possessive *s*

**Structures** *Wh*- question: *Where?*  
 Prepositions: *in, on, under*  
 Personal pronouns: *he, she*  
 Possessive *s*

**Functions** Asking about location

**Topic** Family/Home

**Vocabulary** *sitting room, kitchen, bedroom, garden, Mother, Father*

**Resources** Pupil's Book, page 69, Exercise 3  
 Activity Book, page 69, Exercise 3

### Revision

- Play the audio from Lesson 1 again to revise 'Where?' with the class and the vocabulary for rooms in a house.
- Play the audio all the way through once, letting pupils listen. Then play the audio a second time stopping at the end of each line and asking the class to repeat. Make sure that pupils are following the pictures as they listen to the audio.
- Finally, play the audio a third time all the way through.

### Pupil's Book, Exercise 3

3 Look at the picture. Work in pairs asking and answering questions about the location of the people and the objects you see.

Where's Hassan?  
 He's in the bedroom.

Where's Hassan's book?  
 It's under the bed.

- Ask the class to look at the first picture, below Bill, on page 69 of their Pupil's Books. Ask pupils to tell you the English words for some of the objects they can see (a bed, a desk, a book, a ball, a car). Tell pupils that Bill is asking, 'Where's Hassan?' Ask the class to repeat the question. Ask the question again and wait for pupils to reply, 'He's in the bedroom.' Tell pupils that this is what Jill is saying.

- Now explain that Hassan is looking for his book and tell them that Bill is asking, 'Where's Hassan's book?' Repeat the question to the class and wait for pupils to answer, 'It's under the bed.' Praise pupils who answer and tell them that this is what Jill is saying. Ask the class to repeat the questions and the answers.
- Ask pupils to work in pairs, taking turns to ask and answer the same questions about the other pictures of Salma, Mother and Father.

### Follow up

- Tell pupils that they are going to draw a picture. Ask them to choose one person from their family. Tell them to think about which room (or the garden) the person is in and the objects found in that place. They must know the English word for any objects they draw. So, for instance, if they choose their mother in the kitchen, they can draw a picture of their mother and an object found in the kitchen, such as a fridge, a table or some food items. If they choose their brother in the garden, they can draw their brother and a car, a ball, a bird or a pet cat/dog. Help pupils to decide what to draw by discussing all ideas.
- Tell pupils to draw their pictures and walk round helping any pupils who are unsure of what to draw.
- When all pupils have finished, walk round asking pupils the following questions to elicit answers as follows:  
'Who's this?' 'This is my (mother/father/sister/brother).'  
'What's this?' (pointing to the object the pupil has drawn) 'It's a (fridge).'  
'Where's your (mother)?' 'She's in the (kitchen).'

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 69.
- Point to the first row of pictures with tick boxes and ask pupils what they are (sitting room, kitchen, garden). Then point to the father's picture on the left. Ask them what he's doing (watching television). Tell them to read the question. Read it with them if necessary. Ask them the question again, 'Where's Father?' for them to tell you in which room the father should be watching television (in the sitting room). Tell them to tick the box under the picture of the sitting room.
- Follow the same procedure for the other sets of pictures.
- Go round the classroom, making sure pupils are doing the activity correctly.

## Lesson 3

### Aims

- To revise *wh*- question: *Where?*
- To revise prepositions: *in, on, under*
- To revise possessive *s*
- To carry out a project using craft skills
- To colour objects according to aural instructions

**Structures** *Wh*- question: *Where?*  
Prepositions: *in, on, under*  
Possessive *s*

**Functions** Asking about location

**Topic** Place

**Vocabulary** *sitting room, kitchen, bedroom, garden, Mother, Father*

**Writing** Colouring

**Resources** Pupil's Book, page 70, Exercises 4, 5 and 6  
Object flash cards 2-4, 6, 28, 43, 44  
Activity Book, page 70, Exercises 4 and 5  
Audio CD  
One sheet of paper per pupil, paint


### Revision 1


- Use the flash cards to revise the vocabulary with pupils. Hold up the cards in turn and ask, 'What's this?' Pupils respond, 'It's a dress,' etc.

### Revision 2

- Tell pupils that they are going to play the game that they played in Unit 17 to revise 'in', 'on' and 'under'. Explain that you are going to walk round, putting different objects in various places and they have to say, 'In,' 'On,' or 'Under.' You can use any objects, even if pupils do not know their English names as they only need to say the correct preposition. Make the activity fun and let pupils call out the answers.
- Practise at first with pupils answering randomly, then ask individuals to say if an object is 'in', 'on' or 'under'.

### Pupil's Book, Exercise 4

4  Listen to the conversation. Point to the correct room.





5 Look at the picture above. Choose words from the boxes below to ask and answer questions about the people and objects in the picture.

Mother Ali Father	kitchen bedroom garden	rabbit vase bed dog umbrella fridge box
----------------------	---------------------------	--

6 **Project:** Draw your favourite room in the house. What is there in this room? Tell the class.

You need:

70

- Ask pupils to open their Pupil's Books on page 70.
- Tell pupils that they are going to listen to a conversation.
- Play the audio all the way through and ask them to listen carefully.
- Then play the audio a second time and ask them to point to the correct room (sitting room). Ask them to point to Sana's ball, too.

#### Audioscript

BOY: *Where's Sana?*  
 GIRL: *She's in the sitting room.*  
 BOY: *Where's Sana's ball?*  
 GIRL: *It's under the books.*

### Pupil's Book, Exercise 5

- Ask pupils to look back at the picture in Exercise 4.
- Read the words in blue with the class. Tell them that they have to choose words from the boxes to ask and answer questions in pairs about the people and objects in the picture. Their conversations should be similar to the one they have listened to in Exercise 4.
- Go round the classroom, making sure pupils are using the correct language.

### Pupil's Book, Exercise 6

- Tell pupils 'It's project time!' Tell them that they are going to draw a picture of their favourite room in the house.
- Provide pupils with sheets of paper, paint in different colours and make sure they all have a pencil.
- After they are done drawing and colouring their pictures, ask them to tell the class what is in the room.
- Praise pupils for their work.

### Activity Book, Exercise 4

- Ask pupils to open their Activity Books on page 70.
- Tell them that they are going to listen to some sentences and colour the correct picture.
- Tell them to look at the first row of pictures and ask them what they can see (a cat under a chair, a cat on a chair, a cat under a desk).
- Play the audio, pausing after the first sentence and ask pupils to point to the correct picture (the first one). Give them a minute to colour it.
- Follow the same procedure for the other sets of pictures.

#### Audioscript

1 *The cat is under the chair.*  
 2 *The ball is on the table.*  
 3 *The shoes are in the box.*

### Activity Book, Exercise 5

- Tell pupils that they are going to work in pairs.
- Ask them to choose an uncoloured picture from Exercise 4 and describe it to their partner, who should guess which picture it is. Then both pupils colour the picture.
- Walk round the classroom, helping any pupils that are having difficulties.

# 23 I'm tall.

## Lesson 1

### Aims

To revise *wh*- questions: *Who's this/that?*  
*What's this?*

To teach the new vocabulary: *tall, short, duck, quack*

To revise adjectives: *big, small*

To trace and copy letter 'q' and learn its sound

**Structures** *Wh*- questions: *Who's this/that?*  
*What's this?*

**Functions** Adjectives: *big, small, tall, short*  
Describing people

**Vocabulary** *big, small, tall, short, duck, quack*

**Phonics** /kw/ quack

**Writing** Tracing and colouring letter 'q'

**Resources** Pupil's Book, page 71, Exercises 1 and 2  
Character flash cards  
Paper for making a tall and a short paper man  
Activity Book, page 71, Exercises 1 and 2  
Audio CD

### Revision 1

- Quickly revise, 'Who's this?' using the character flash cards. Hold up the Miss Reem flash card and ask, 'Who's this?' The class respond, 'Miss Reem,' or, 'It's Miss Reem.' Repeat with all the character flash cards.
- Now walk round, placing your hand on individuals' heads and asking the rest of the class, 'Who's this?' The class respond with the pupil's name.
- Point to various pupils on the other side of the room and ask, 'Who's that?' The class respond with 'It's (Ahmed/Samira).'

### Revision 2

- Ask pupils to look at page 47 of their Pupil's Books to revise the adjectives 'big' and 'small'. Go through this exercise with them, pointing to objects and asking, 'What's this?' Pupils answer, 'It's a big key. It's a small ball,' etc.
- Now ask pupils to open their Pupil's Books at page 71 and look at the clowns in the first picture. Explain that the clown on the left is called Bobby and gesture with your hands the height and width of the big clown. Say, 'Bobby is big,' and ask the class and individuals to repeat the sentence after you.

- Tell the class to look at the second picture. Ask them to look at the clown next to Bobby and tell them that his name is Willy and that he is small, gesturing with your hands the height and width of Willy. Say, 'Willy is small.' Ask the class and individuals to repeat the sentence after you.
- Model both sentences several times asking the class and individuals to repeat after you.

### Presentation 1

- Ask the class to look at the third picture of Exercise 1. Explain that the clown on the right is called Tippy and he is tall. Say, 'Tall,' and gesture with your hand held in the air to indicate height. Ask the class and individuals to repeat the word 'tall'. Say, 'Tippy is tall,' and ask the class and individuals to repeat the sentence after you.
- Tell pupils to look at the last picture. Explain that the clown on the left is called Colin and that he is short. Say, 'Short,' gesturing with your hand next to your side to indicate a short height. Ask the class and individuals to repeat the word 'short'. Say, 'Colin is short,' and ask the class and individuals to repeat the sentence after you.
- If you have the necessary resources, make a tall and a short paper man, drawing each on pieces of paper taped or glued together. Ask pupils to draw eyes, ears, a mouth, a nose, hands, feet, clothes, etc. on the paper men, to revise vocabulary for parts of the body and clothing. When the two paper men are finished, hold each one up in turn against the wall and draw a chalk line on the wall to show their height. When you hold up the tall man and mark his height on the wall, say, 'Tall,' and ask the class to repeat; when you hold up the short man and mark his height on the wall say, 'Short,' and ask the class to repeat.

### Presentation 2

- Point to the last picture of Exercise 1 again. Show pupils the duck and introduce this word to them. Ask them about the sound of a duck. Pupils will try to imitate the sound of a duck, and some of them might even say 'quack.' Teach the word 'quack' and say 'The duck says "quack, quack".'


## Pupil's Book, Exercise 1

# 23 I'm tall.

**1** Listen to the conversation and repeat.



**2** Listen to the sound and the word. Repeat them.

q


quack

71

- Ask the class to look again at the pictures on page 71. Tell pupils that they are going to listen to the audio. Play the audio for Exercise 1 all the way through.
- Play the audio a second time, pausing after each sentence and asking pupils to repeat after you. Make sure that pupils are following the pictures as they listen to each sentence.
- Play the audio a third time all the way through while pupils listen.

### **Audioscript**

BOBBY: *Hello. I'm Bobby. I'm big.*

WILLY: *Hello. I'm Willy. I'm small.*

TIPPY: *Hello. I'm Tippy. I'm tall.*

COLIN: *Hello. I'm Colin. I'm short.*

TIPPY: *This is a duck.*

DUCK: *Quack, quack!*

## Follow up

- Tell pupils that they are going to have fun playing a game. Divide the class into groups of about ten pupils. The game will be played by one group at a time as it involves pupils walking freely around the classroom.
- Tell the first group to stand at the front of the class. Explain that they have to walk around the room and you are going to say either 'tall' or 'short'. If you say, 'Tall,' pupils must walk round on tiptoe with arms stretched straight up above their heads; if you say, 'Short,' they must walk round making themselves as short as possible by hunching their shoulders and putting their heads down. Demonstrate for pupils and make sure that they understand what they have to do.
- Begin by asking the pupils to walk round the room normally. Then say an adjective: 'tall' or 'short'. Make sure that pupils respond in the correct way. Make the activity fun by changing the adjectives quickly. When you have used each adjective several times, ask this group to sit down.
- Explain to the second group that for their turn you are going to say either 'big' or 'small'. For 'big' they must walk round taking large strides, with their arms stretched out to the side, looking as big as possible; for 'small' they must walk around with their hands on their shoulders. Demonstrate for pupils and make sure that they understand what they have to do.
- Begin by asking the second group to walk round the room normally until you say 'big' or 'small'. Make sure that pupils respond in the correct way. Change the adjectives quickly to make the activity fun.
- Make sure that all pupils have a turn. Depending on the class size you may have to play the game with as many as five groups of pupils. Change the two adjectives you use with each new group of pupils and remind each group of the appropriate actions: 'Tall': walk on tiptoes with arms stretched straight above. 'Short': walk with hunched shoulders and bowed head. 'Big': walk with big strides and arms stretched out sideways. 'Small': walk with hands on shoulders.

## Pupil's Book, Exercise 2

- Ask the class to open their Pupil's Book at page 71. Tell pupils to look at the picture in Exercise 2. Hold up your book and point to the picture. Ask them what they can see in the picture (a duck). Remind them that the duck says 'quack'.

- Play the audio for pupils to listen and repeat the sound and the word.
- Say the sound /kw/ several times. Pupils repeat the sound, point to the picture and say the word.

### Audioscript

/kw/ quack

/kw/ quack

### Activity Book, Exercise 1

- Tell the class to open their Activity Books at page 71. Ask pupils to look at the picture of the duck at the top of the page, and tell them that the word says 'quack'. Say the word again and ask pupils to repeat. Say the initial sound of the word and ask pupils to repeat the sound /kw/.
- Tell the class to look at the letter 'q' at the top of the page. Tell pupils that they are going to trace this letter shape, but first you are going to show them how.
- Follow the usual procedure for teaching pupils to trace letters.
- Ask pupils to trace the letter at the top of the page following the direction of the arrows. Make sure that all pupils are sitting and holding their pencils correctly. Walk around the class helping pupils to find the starting point of the letter. As they trace the letter, they should say its sound.
- Walk round the classroom helping any pupils who are having difficulties and giving praise for effort and accurate work.
- Now ask pupils to trace and copy the lines of q's in the same way. Explain that they must take care to keep within the middle two blue lines of the grid and to follow the lines they are tracing as carefully as possible.
- Ask pupils to look at the picture at the top of the page again. Ask them to tell you what the word says then tell them to trace the first letter.
- **For the fast finishers, ask them to colour the picture. Less able pupils can take it home to colour.**

### Activity Book, Exercise 2

- Tell pupils that they are going to colour the spaces where they can see the letter 'q' only. Give them a few minutes to colour and walk round the classroom, making sure the pupils are colouring the correct places.
- When they are done, ask them to tell you what they can see in the drawing (a duck). Ask them what the duck says (quack). Tell them to complete the word with the correct letter.

### Ending

- Praise the class for all their efforts. Ask if they enjoyed playing the game in this lesson. Tell pupils that they are nearly at the end of the book and they have learnt to say a lot in English. Remind them how well they are doing and tell them it is a big achievement to learn to speak a foreign language.

## Lesson 2

### Aims

To teach the new structure: *Who has a (red) (jacket)?*

To revise verb: *to have*

To trace words

**Structures** *Wh-* question: *Who has a (red) (jacket)?*

Verb: *to have*

**Functions** Asking for information

**Topic** Colours and Clothes

**Vocabulary** *blue, green, red, yellow, black, white, shoes, jacket, trousers, shirt*

**Writing** Tracing words

**Resources** Pupil's Book, page 50, Exercise 1; page 72, Exercise 3  
Object flash cards: 2, 14-16, 36, 37, 39, 41-46  
Colour wall chart  
Activity Book, page 72, Exercise 3  
Audio CD

### Revision 1

- Ask pupils to look at the Colour wall chart. Point to the different colours and ask, 'What colour is this?' The class respond, 'It's blue/yellow/red,' etc.

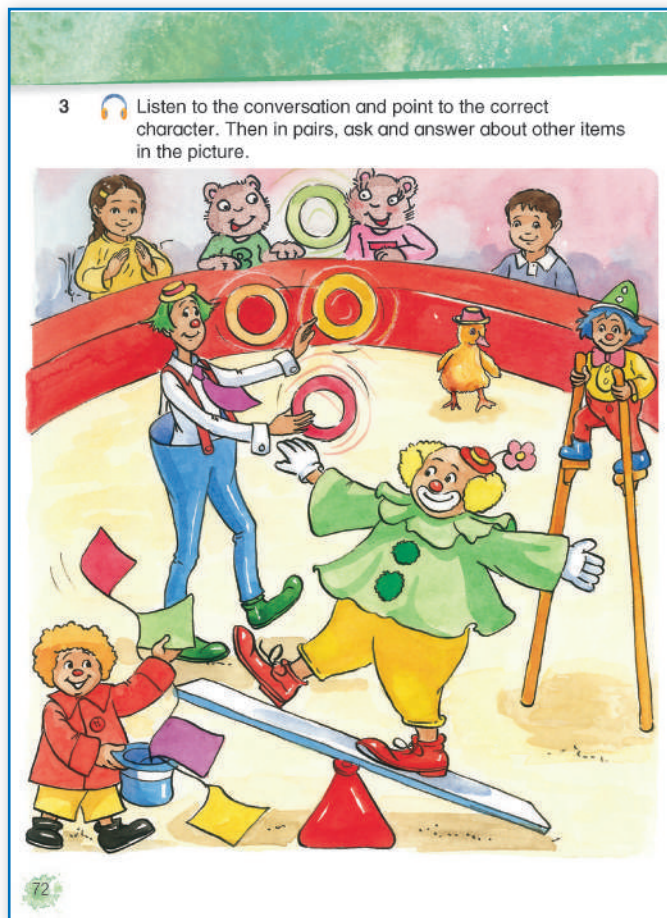
### Revision 2

- Ask pupils to open their Pupil's Books at page 50 and look at the picture of Salma and Zeina talking about people and what they are wearing. Tell pupils that they are going to listen to the audio again, then play the audio once all the way through.
- Play the audio again, pausing at the end of each line and asking pupils to repeat the sentences after you. Make sure that pupils are following the pictures as they listen to the audio. Then play the audio all the way through while pupils listen.

### Presentation

- Ask pupils to look at the first picture on page 50 in their Pupil's Books. Read out the dialogue in the speech bubbles. Repeat, 'Huda has a black skirt,' and ask pupils to point to Huda. Walk round, checking that pupils are pointing to the correct girl.
- Repeat again, 'Huda has a black skirt,' and ask, 'Who has a black skirt?' Wait for pupils to reply, 'Huda,' and praise any who give you the answer. Then expand the answer into, 'Huda has a black skirt.' Explain that to make the full answer, they should replace the word 'Who' in the question with the name of the correct pupil.
- Repeat the procedure with the next four pictures, making sure that pupils repeat the sentences: 'Huda has a black skirt.' 'Salah has a blue shirt.' 'Ali has a green jacket.' 'Enas has a yellow dress.' 'Dina has red shoes.'

### Pupil's Book, Exercise 3



- Ask pupils to open their Pupil's Books on page 72.
- Ask pupils to tell you the name of each clown as you point to him. Get pupils to talk in Arabic about what each clown is doing (they do not have the language to do this in English). Ask pupils if they have ever been to a circus, if they enjoyed it and what they saw.
- Tell pupils that they are going to listen to a conversation. Play the audio all the way through and ask them to listen carefully. Then play the audio a second time, pausing after each question and answer, and ask them to point to the correct character.
- Tell them that they are going to work in pairs, asking and answering questions about other items in the picture.

### Audioscript

GIRL: *Who has a red jacket?*  
BOY: *Colin has a red jacket.*  
GIRL: *What colour is Tippy's shirt?*  
BOY: *It's white.*

### Follow up

- Use the Object flash cards to practise the question and answer, 'Who has a ...?' '... has a ... .'
- Choose five pupils to come to the front. Give each of them a flash card. Ask them to hold their flash cards up so that all the class can see them.
- Now ask the class, 'Who has a yellow car?' and wait for pupils to give the full answer, '... has a yellow car.' Remind pupils that they can make the correct answer by replacing the word 'who' with the correct pupil's name and then repeating the rest of the question.
- Ask the class and individuals to answer the question, and give as many pupils as possible the chance to stand at the front with a flash card.

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 72.
- Give them a few minutes to trace the words in grey.
- When they are done, ask them to try to read the words. Help them if necessary. Then tell them to match the words to the pictures.
- Walk round the classroom, helping any pupils that are having difficulties.
- **For the fast finishers, ask them to colour the pictures. Less able pupils can take them home to colour.**

## Lesson 3

### Aims

To teach the new adjectives: *happy, sad*  
 To revise adjectives: *big, small, tall, short*  
 To sing a song  
 To carry out a project using craft skills  
 To colour pictures according to aural instructions

**Structures** Adjectives: *happy, sad, big, small, tall, short*

Imperative: *Look.*

Conjunction: *and*

### Topic

Size

**Vocabulary** *happy, sad, big, small, tall, short*

**Writing** Colouring

**Resources** Pupil's Book, page 73, Exercises 4 and 5  
 Activity Book, page 73, Exercises 4 and 5  
 Audio CD  
 A paper plate, scissors, cardboard, glue, craft pipe cleaners, paint

### Revision


- Play the audio from Lesson 1 again to revise the adjectives 'big', 'small', 'short' and 'tall'.
- Play the audio once all the way through and then play it a second time stopping at the end of each line and asking pupils to repeat the sentences.
- Finally, play the audio all the way through again, making sure that pupils are following the pictures in their books as they listen.

### Presentation

- Tell pupils that they are going to learn two more words like 'big', 'small', 'short' and 'tall' that can be used to describe people.
- Smile and say, 'Happy.' Look sad and say, 'Sad'.
- Tell pupils that you are going to draw a happy picture and a sad picture on the board and pupils must then describe each picture with the Arabic word for 'happy' or 'sad' to demonstrate that they understand the meanings of the English words.
- Draw two very simple faces on the board. Smile and say, 'Happy,' as you draw a smiley mouth on the first face, then ask pupils for the Arabic word. Get them to repeat 'happy' several times, encouraging them to smile and look happy as they say the word.


- Now, with a sad expression, draw a downturned sad mouth on the second face and say, 'Sad,' then ask pupils for the Arabic word. Get them to repeat 'sad' several times, encouraging them to make sad faces as they say the word.
- Now rub one of the faces off the board, then rub the mouth off the remaining face. Explain that you are going to draw a happy or a sad face and pupils have to tell you which it is. Do this several times, giving as many pupils as possible the opportunity to answer.
- Ask individuals to come to the front, whisper, 'Happy,' or, 'Sad,' to them. They must make a happy or a sad face to the class who have to guess the correct adjective. Make the activity fun, and encourage all pupils to join in with the answers.

### Pupil's Book, Exercise 4

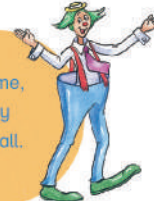
4  Listen and sing.




Look at me,  
I'm happy  
and I'm big.



Look at me,  
I'm happy  
and I'm small.



Look at me,  
I'm happy  
and I'm tall.



Look at me,  
I'm happy  
and I'm short.

5 **Project:** Make a mask of an animal you like.

You need:





73



- Tell pupils that they are going to learn a new song with the words they have just learnt and ask them to open their Pupil's Books at page 73. Ask them the names of the clowns: Bobby, Willy, Tippy and Colin.
- Model the sentence, 'Look at me,' ask pupils to repeat, and translate the sentence into Arabic. Also teach 'and'.
- Play the song all the way through once or twice.
- Play the song again but this time pause at the end of each line and ask the class to repeat the words. Tell pupils to point to each clown as they hear the words in the audio.
- Finally, play the audio all the way through and let pupils sing along.

#### **Audioscript**

BOBBY: *Look at me,  
I'm happy and I'm big.*

WILLY: *Look at me,  
I'm happy and I'm small.*

TIPPY: *Look at me,  
I'm happy and I'm tall.*

COLIN: *Look at me,  
I'm happy and I'm short.*

#### **Follow up**

- Tell the class that they are going to play a game using the adjectives 'big', 'small', 'tall', 'short', 'happy' and 'sad'. Explain that you will ask individuals to come to the front, then whisper one of the words to them. They must mime the word for the class to guess, using actions as for the game in Lesson 1:  
 'Tall': walk on tiptoes with arms stretched straight above.  
 'Short': walk with hunched shoulders and bowed head.  
 'Big': walk with big strides and arms stretched out sideways.  
 'Small': walk with hands on shoulders.  
 'Happy': smile broadly.  
 'Sad': sad expression.
- Give as many pupils a turn as possible and make the activity fun. Encourage all pupils in the class to answer freely.

#### **Pupil's Book, Exercise 5**

- Tell pupils 'It's project time!' Tell them that they are going to make an animal mask.
- Ask them to choose an animal they like.
- Provide pupils with a paper plate, scissors, cardboard, glue, craft pipe cleaners and paint in different colours.

- Demonstrate to the pupils how to make a duck mask as an example. Show them how to cut pieces of cardboard and colour them to make eyes and a beak. Then show them how to cut craft pipe cleaners to make legs.
- Take the pieces of body parts that you cut and demonstrate gluing them onto the plate. Make glue available. Pupils should take turns to stick their pictures onto the plate. Go round and help as needed, making sure that pupils work carefully.
- Tell pupils to show their animal masks to the class.
- Praise pupils for their work.

#### **Activity Book, Exercise 4**

- Ask pupils to open their Activity Books on page 73.
- Tell them that they are going to listen to a conversation and colour some items of clothing accordingly.
- Play the audio all the way through and ask pupils to listen carefully. Then play the audio again, pausing after the first question and answer. Ask pupils which clown is mentioned in the audio (Willy). Ask them what item of clothing they need to colour (Willy's shirt) and which colour it should be (blue). Give them a minute to colour Willy's shirt.
- Follow the same procedure for the remaining parts of the conversation.
- Go round the classroom, making sure pupils are using the correct colours and colouring the correct items.

#### **Audioscript**

NARRATOR: *Who has a blue shirt?*

BOY: *Willy has a blue shirt.*

NARRATOR: *Who has black shoes?*

GIRL: *Bobby has black shoes.*

NARRATOR: *Who has a green shirt?*

BOY: *Bobby has a green shirt.*

NARRATOR: *Who has yellow shoes?*

GIRL: *Willy has yellow shoes.*

#### **Activity Book, Exercise 5**

- Ask pupils to colour Tippy and Colin. Then tell them that they are going to work in pairs, taking turns to ask and answer questions about the colour of their clothes. Their conversations should be similar to the one they have listened to in Exercise 4.
- Go round the classroom, making sure pupils are using the correct language.

# 24 The alphabet

## Lesson 1

### Aims

To introduce the alphabet  
To sing the Alphabet Song  
To write the missing letters of the alphabet

**Topic** The alphabet

**Vocabulary** Letters of the alphabet

**Writing** Writing letters

**Resources** Pupil's Book, page 74, Exercise 1  
Alphabet flash cards  
Activity Book, page 74, Exercise 1  
Audio CD

### Presentation 1

- This unit presents the whole alphabet to pupils for the first time. The English alphabet has twenty-six letters, all of which have been introduced to pupils. Pupils are not expected to learn the alphabet at this stage (they will learn it in Grade 2). Unit 24 is intended simply as an introduction.
- If you do not have a set of alphabet flash cards, you will need to make your own. They are simple to make, with the lower case letter (for example, a) on one side and the upper case letter (for example, A) on the other. Make sure that the cards are large enough for all pupils to see easily. At this stage, you should present pupils with the lower case letters only. Upper case letters will be introduced in the next grade.

### Presentation 2

- At first, this song may be quite difficult for the class. Until now, pupils have been introduced only to the sounds of the letters, but they need the names of the letters to sing this song. However, the song is intended simply as an introduction to the whole alphabet. It is not important that pupils sing it perfectly, and they should be encouraged to enjoy the activity.
- Before you play the audio write the alphabet on the board and say the sound of each letter, asking pupils for any English words they know beginning with the same sound.
- Now say the name of each letter, asking pupils to repeat after you.

## Pupil's Book, Exercise 1

1 Listen and sing.

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 and  
z

- Tell the class that they are going to learn the Alphabet Song. Tell them to open their Pupil's Books at page 74 and look at the letters.
- Play the song all the way through once or twice.
- Play the song again, but this time pause at the end of each line. Repeat the letters slowly to the class and ask them to repeat the letters after you.
- Finally, play the song all the way through and let pupils sing along.

### Audioscript

BILL/JILL: 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 and z

### Follow up

- After pupils have sung the Alphabet Song, divide the class into six groups and explain that they are going to sing along to the audio again, but this time each group is going to sing a different part of the song.
- Tell each group the letters they will sing. Group 1: a, b, c, d, e, f, g; group 2: h, i, j, k; group 3: l, m, n, o, p; group 4: q, r, s; group 5: t, u, v; and group 6: w, x, y and z.
- Practise the letters they will sing with each group. Say the names of the letters and ask the group to repeat after you.
- Now tell the class that you are going to play the audio and that each group will sing along when it is their turn. Explain that you will point to each group when it is their turn to sing. Play the audio and let pupils sing but do not worry if they find the song difficult. Try to make the activity fun and sing along with them.

### Further activity

- Write the alphabet out on the board. Ask seven pupils to stand near the board and give each child an Alphabet flash card from a to g. Tell the pupils to look at their flash cards carefully and explain that when you point to a letter on the board and say the sound of that letter, they must look to see if they are holding the same letter flash card. If they are, they should give their flash card to you and then sit down. Make sure that you choose the letters in sequence from a to g for this activity.
- Repeat the procedure with seven different pupils and the next seven flash cards, h to n.
- Repeat the procedure with six different pupils and the next six flash cards, o to t.
- Repeat the procedure with six different pupils and the last six flash cards, u to z.

### Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 74. Tell them that they have to complete the house with the missing letters to complete the alphabet. The missing letters are scattered around the house in blue.
- Ask pupils to point to letter 'a'. Make sure they're all pointing to the correct letter. Tell them that they are going to read the letters in order so that they complete the alphabet.

- Have the class read the letters with you. Every time you get to a blank box, have pupils guess the missing letter. Give them a minute to write the letter. Then, restart reading from the beginning until you reach another blank box for pupils to guess the missing letter.
- Follow the same procedure for all the missing letters until the alphabet is complete. Then ask the class to read the complete alphabet with you.
- Walk round the classroom, making sure pupils are doing the activity correctly.

## Lesson 2

### Aims

To sing the Alphabet Song  
To recognise words beginning with the same initial sounds

To trace letters

**Topic** The alphabet

**Vocabulary** *cat, doll, car, horse, house, boat, window, mouth, water, sandwich, chair, sofa*

**Writing** Tracing letters

**Resources** Pupil's Book, page 74, Exercise 1; page 75, Exercise 2  
All Object flash cards  
Wall charts  
Activity Book, page 75, Exercise 2

### Revision 1

- Ask the class to open their Pupil's Books at page 74 and to look at the letters of the alphabet again. Tell pupils that they are going to listen to the audio and sing the Alphabet Song again.
- Play the song once all the way through. Then play the song a second time, pausing at the end of each line, repeating the letters slowly and asking pupils to repeat them after you.
- Finally, play the song a third time all the way through and let pupils sing along.













### Revision 2

- Revise the vocabulary for the next exercise using Object flash cards 6, 8, 9, 13, 15, 16, 24, 27, 37, 51, 55 and 57.

## Pupil's Book, Exercise 2

2 Point to the pictures and say their names. Which words begin with the same sound in each row?

Cat, car ...

76

- Ask pupils to look at the rows of objects in their Pupil's Books on page 75. Point to each object, say its name, and get pupils to point and repeat the words after you.
- Now ask the class to look at the first row again. Say, 'Cat, doll, car,' and ask pupils to repeat. Now ask pupils if they can tell you which two words begin with the same sound. Praise any pupils who say, 'Cat, car.' Repeat, 'Cat, car,' and ask individuals to repeat.
- Repeat the procedure with the other three rows of pictures.
- If less able pupils cannot identify the words with the same beginning sound, write the three words for each row on the board for them to see which words begin with the same letter, but make sure they check that they have the same beginning sound because one letter might have different sounds.

## Follow up

- Give the twelve flash cards out to twelve pupils. Explain that you are going to ask one pupil to come to the front of the class, hold up his/her card and say the name of the object on it. Then, any pupil in the class who has a flash card of an object beginning with the same sound, stands up and says the name of the object. Remember that in the vocabulary for Exercise 2, there is no matching card for four of the pictures (doll, house, mouth, chair).
- When pupils have successfully matched cards with objects beginning with the same sound, take their cards and ask them to sit down. Praise pupils for correct matches.
- The game can be continued using flash cards for all vocabulary that pupils have learnt.

## Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 75. Tell them to read the letters in blue. Give them a few minutes to trace the letters in grey. Then, ask them to match each letter to the word that has the same initial sound.
- When they are done, ask them to try to read each word and match it to its corresponding picture.
- Walk round the classroom, helping any pupils who are having difficulties.

## Lesson 3

### Aims

- To mime actions and words
- To carry out a project using craft skills
- To colour pictures according to aural instructions

**Topic** The alphabet

**Vocabulary** Revision of all vocabulary

**Writing** Colouring

**Resources** Pupil's Book, page 76, Exercises 3 and 4

All object flash cards

All wall charts

Activity Book, page 76, Exercise 3

Audio CD

A sheet of paper per pupil, scissors, paint, thread

### Revision

- Tell the class that they are going to play a miming game to revise some of the English words they have learnt so far. Explain that each pupil will take a turn to come to the front. You will whisper a word to him/her to mime for the class to guess.
- Make the activity enjoyable and make sure that all pupils have a turn at miming a word.

### Possible mimes

open, close, door, window, happy, sad, tall, short, big, small, book, pencil, chair, food items, water, car, house, colours (by pointing to colours in the classroom/on the wall chart), numbers (by holding up fingers)

## Pupil's Book, Exercise 3

- 3 Work in groups. Choose a letter and say a word that begins with the matching sound.



- 4 **Project:** Choose one letter and make a card for it. Then, with all the class, make a chain of the alphabet and its words.

You need:



- Ask the class to open their Pupil's Books at page 76 and look at the letters of the alphabet. Point to each letter, or write them on the board, and say the sound of each letter, asking the class to repeat after you.
- Explain that pupils are going to play a game. Tell them that you are going to say each letter, and they have to think of at least one word that begins with the sound of that letter. So you will start with, 'A is for ...,' (translate 'is for' into Arabic) and pupils will say a word that begins with the 'a' sound. Ask pupils to put their hands up to answer.
- Wait for several pupils to put up their hands. If pupils are struggling to think of a word with the correct sound, help them by pointing to real objects or objects on the wall charts, or by holding up flash cards. *Note:* pupils have not yet learnt any words with the initial sounds of the letter 'x', so do not use this letter for this activity.
- Now put the pupils in groups and ask them to do the same activity in their group. Walk round the classroom, making sure pupils are doing the activity correctly.

### Answers

apple, bag, ball, banana, bed, bedroom, big, Bill, bird, biscuit, black, blue, boat, book, box, bread, bus, car, cat, computer, desk, dog, doll, door, dress, duck, egg, family, father, five, foot, four, fridge, garden, girl, green, hand, happy, head, horse, house, in, jacket, Jill, key, kitchen, lamp, leg, mother, mouth, nine, nose, on, pencil, quack, rabbit, red, sad, salad, Salma, sandwich, seven, six, skirt, small, sofa, table, tall, ten, tomato, toy, trousers, two, umbrella, vase, Walid, water, white, window, yellow, Zeina

### Pupil's Book, Exercise 4

- Tell pupils 'It's project time!' Tell them that they are going to make a letter card.
- Write the alphabet letters on the board and ask all pupils one by one which letter they want. Write their names under the letter they have chosen. If your class exceeds 26 pupils, the remaining can choose the same letters already chosen, but make sure all the alphabet letters are picked.
- Provide pupils with a sheet of paper each, scissors, paint in different colours and make sure they all have a pencil. Tell them to think of a word that begins with the sound that represents the letter they have chosen. Explain that their card should include the letter, a word that has its initial sound and a picture representing this word. Refer them to the example cards shown in their Pupil's Books on page 76.
- When they are done making their letter cards, hang a thread inside the classroom and display on it the alphabet cards in a chain. If there are letters that are repeated, pupils can glue the matching letter cards to each other. This way they will have two sides of the same letter card.
- Praise pupils for their work.

### Activity Book, Exercise 3

- Ask pupils to open the Activity Books on page 76.
- Tell them that they are going to listen to five conversations and colour accordingly.
- Play the audio all the way through and ask pupils to listen carefully. Then play the audio again, pausing after each conversation for pupils to tell you which picture should be coloured and what colour it is.
- Walk round the classroom, making sure pupils are doing the activity correctly.

### Audioscript

1 NARRATOR: *How old is Walid?*

GIRL: *Walid is six.*

NARRATOR: *Colour number six green.*

2 NARRATOR: *Who's this?*

BOY: *Zeina. She has a red shirt.*

3 NARRATOR: *Is the key white?*

GIRL: *No, it isn't. It's black.*

4 NARRATOR: *What's that?*

BOY: *It's a vase.*

NARRATOR: *What colour is the vase?*

BOY: *It's blue.*

5 GIRL: *I like ducks. Ducks say "quack".*

BOY: *What colour is the duck?*

GIRL: *It's yellow.*

### Ending

- You could end this lesson by playing the Alphabet Song from Lesson 1 again, and asking pupils to sing along.

# 25 Revision 5

## Lesson 1

### Aims

To revise prepositions: *in, on, under*

To revise the questions: *Who's this/that?*

*How many (boats)?*

*What colour is this?*

*What's this?*

To trace letters

**Structures** *Wh-* questions: *Who's this/that?*

*How many (boats)?*

*What colour is this?*

*What's this?*

**Functions** Asking about location

Asking questions

**Vocabulary** *cat, chair, umbrella, box, ball, chicken, table, bed, shoes, car, foot, bird, red, yellow, boat(s), key(s)*

**Writing** Tracing letters

**Resources** Pupil's Book, page 77, Exercise 1;  
page 78, Exercise 2  
All Object and Character flash cards  
Activity Book, page 77, Exercise 1;  
page 78, Exercise 2  
Audio CD

### Revision 1

- Revise the vocabulary and some of the questions needed for this lesson by using the flash cards. Hold up a flash card, for example the box, and ask, 'What's this?' Pupils answer, 'It's a box.' Do this with all the flash cards, asking the class and individuals to respond.
- Now use flash cards of objects with one known colour only. Hold up, for example the ball flash card and ask, 'What colour is this?' Wait for the response, 'Green.' Repeat with other cards.
- Now use the character flash cards and ask, 'Who's this?' Remember that you can practise the possessive s structure by holding up the flash cards of Salma's mother, father and family, and Zeina's mother, father, brother, sister and family.

### Revision 2

- Tell the class that they are going to revise the words 'in', 'on' and 'under' by playing a game that they played in Units 17 and 22. Explain that you are going to walk around the classroom putting different objects in various places and they have to say, 'In,' 'On,' or, 'Under,' to describe where you put each object. You can use any objects, even if pupils do

not know their names as they only need to say the correct preposition. Make the activity fun and let pupils call out the answers.

- After allowing pupils to answer randomly at first, ask individuals to answer.

### Pupil's Book, Exercise 1

25 Revision 5

1 Work in groups. Take turns to say where things are.

The cat is on the chair.

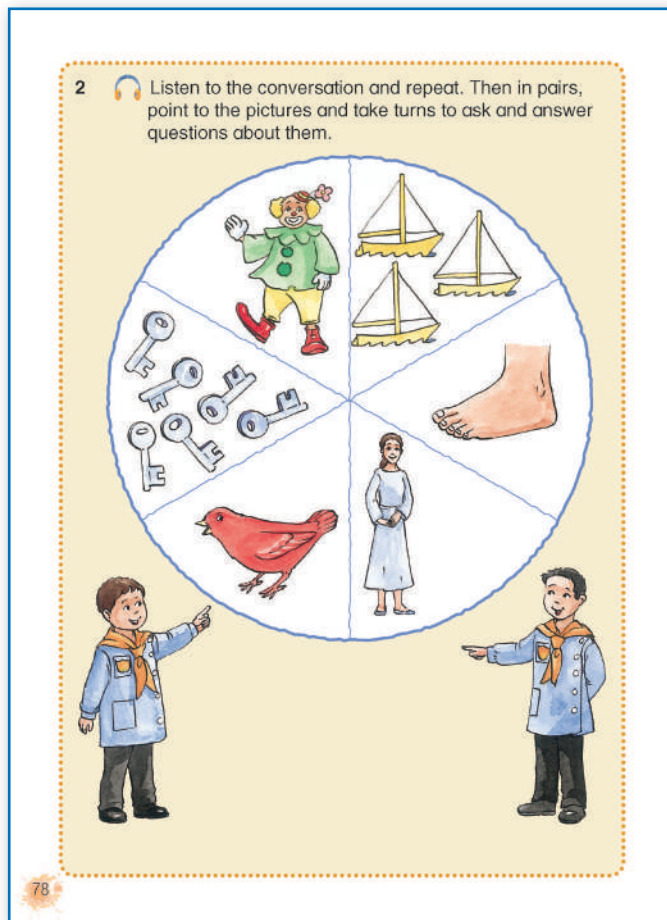
- Ask the class to open their Pupil's Books at page 77 and say which objects and characters they can see (Bill and Jill, chair, cat, umbrella, Bill, ball, box, chicken, table, bed, shoes, Zeina, car).
- Tell pupils to look at the picture of Jill, Bill and the cat on the top right-hand side of the page. Ask, 'Where's the cat?' and wait for the response, 'The cat is on the chair,' or 'It's on the chair.' Help pupils if they are unsure of this sentence. Ask the class to repeat the question and the answer.
- Now ask pupils to look at the second picture, of Bill and the umbrella. Ask, 'Where's Bill?' Wait for pupils to reply, 'He's under the umbrella,' and then ask the class to repeat both the question and the answer.

- Pupils continue this activity in groups. Make sure all pupils have a turn at asking and answering questions about the remaining pictures.

### Activity Book, Exercise 1

- Ask pupils to open their Activity Books on page 77.
- Ask them to trace the letters in grey. When they are done, ask them to try to read the sentences. Read them with the pupils if they find it hard to read sentences. After reading each sentence, ask them to match it to its corresponding picture.
- Walk round the classroom, helping any pupils who are having difficulties.

### Pupil's Book, Exercise 2



- Tell the class to look at the pictures in the wheel on page 78 of their Pupil's Books. Ask pupils to tell you some of the things they can see (Bobby the clown, three boats, a foot, Miss Reem, a bird, six keys). Explain that pupils are going to choose a picture and ask a question about it. Remind them of the questions they have just revised: Who's this/that? What's this? What colour is the (car)? How many?

- Now tell pupils that they are going to listen to a conversation. Play the audio all the way through and ask pupils to listen carefully. Then play the audio a second time, pausing after each sentence for pupils to repeat.
- Then ask pupils to work in pairs, taking turns to ask and answer questions about the pictures in the wheel.

### Audioscript

HASSAN: *What colour is the bird?*  
WALID: *It's red.*

### Activity Book, Exercise 2

- Ask pupils to open their Activity Books on page 78. Tell them to look at the first row of pictures and ask them what they can see (a blue bus, a boat, a white bus).
- Play the audio, pausing after the first question and answer of the first conversation, and ask pupils which picture could be the answer (a or c). Then continue playing the first conversation and pause for pupils to choose the correct answer (c). Ask them to circle the picture.
- Follow the same procedure for the other conversations.
- Go round the classroom, making sure pupils are circling the correct answers.

### Audioscript

1 NARRATOR: *What's this?*

GIRL: *It's a bus.*

NARRATOR: *Is the bus blue?*

GIRL: *No, it isn't. It's white.*

2 NARRATOR: *Where's the ball?*

BOY: *It's in the garden.*

NARRATOR: *Who has the ball?*

BOY: *Father has the ball.*

3 GIRL: *Sami's books are big.*

NARRATOR: *How many books are there?*

GIRL: *There are four books.*

4 NARRATOR: *Who has black shoes?*

BOY: *Sara has black shoes.*

NARRATOR: *Is Sara short?*

BOY: *No, she isn't. She's tall.*

5 NARRATOR: *Who's that?*

GIRL: *He's my brother.*

NARRATOR: *How old is your brother?*

GIRL: *He's five.*



## Lesson 2

### Aims

To revise *wh-* question: *How many (birds) are there? What's this/that?*

To revise numbers 1-10

To revise plurals

To draw and colour

**Structures** *Wh-* questions: *How many (birds) are there? What's this/that?*

**Functions** Asking questions  
Counting

**Vocabulary** Revision of previous vocabulary

**Writing** Drawing and colouring

**Resources** Pupil's Book, page 79, Exercise 3;  
page 80, Exercise 4  
Different numbers of classroom  
objects (pencils, books, bags, chairs,  
desks)  
Activity Book, page 79, Exercise 3;  
page 80, Exercise 4  
Coloured pencils (red, blue, yellow,  
green, black, white)  
Audio CD

### Revision

- Revise the question, 'How many ... are there?' by setting up different numbers of different classroom objects at the front of the class. For instance, put eight pencils and three books on a desk, place two chairs near the desk and six bags on the floor around the chairs.
- Ask, 'How many (bags) are there?' and wait for the answer, 'There are six bags.' If pupils answer, 'Six,' or, 'Six bags,' say, 'Yes,' and expand their answer into, 'There are six bags.' Do the same with the remaining objects.
- Now choose pairs of pupils to come to the front to ask and answer the question, 'How many ... are there?' 'There are ... .' This gives pupils a turn at both asking and answering the question.

## Pupil's Book, Exercise 3

3 Work in pairs. Take turns to ask and answer questions about the number of animals in the picture.

79

- Ask the class to open their Pupil's Books at page 79 and say which animals they can see (cats, birds, rabbits, dogs, horses).
- Ask, 'How many horses are there?' Tell pupils to count the horses quietly and put up their hands when they know the answer. Choose a pupil to answer, 'There are two horses.' Do the same with the other animals.
- Now ask pupils to work in pairs, asking and answering the question, 'How many (rabbits) are there?' 'There are seven (rabbits).' Walk round listening to the pairs and helping any pupils who are having difficulties.

### Answers

ten cats, seven rabbits, five dogs, eight birds, two horses

### Activity Book, Exercise 3

- Ask pupils to open their Activity Books on page 79.
- Tell them that they are going to listen to instructions and colour the numbers accordingly.
- Play the audio all the way through and ask them to listen carefully. Then play the audio again, pausing after each sentence and ask them to colour the numbers according to the sentence.

#### Audioscript

NARRATOR:

Colour numbers 1 and 5 blue.

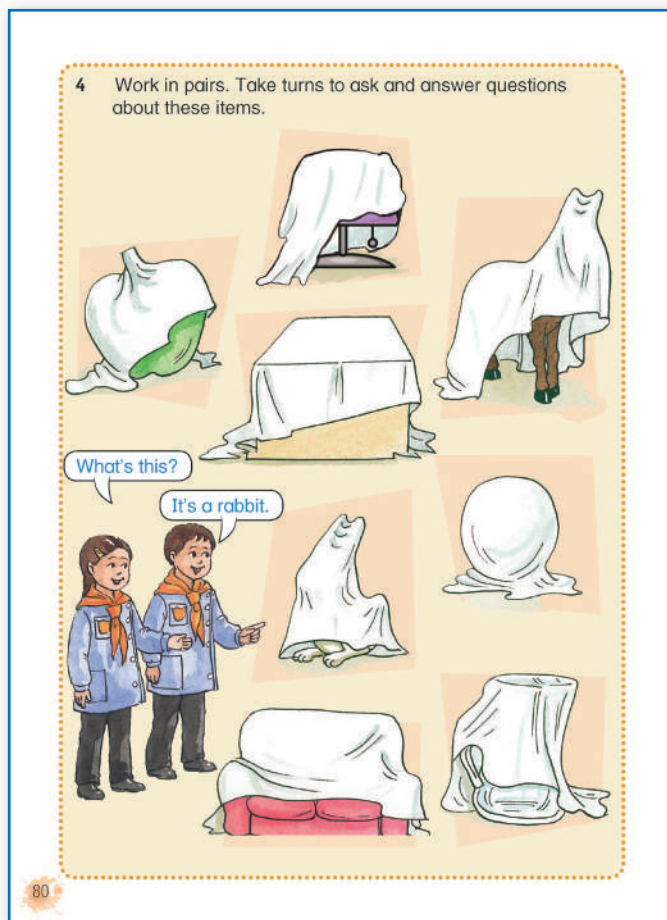
Colour numbers 3 and 7 yellow.

Colour numbers 2 and 10 green.

Colour numbers 4 and 6 red.

Colour numbers 8 and 9 black.

### Pupil's Book, Exercise 4



- Tell pupils to work in pairs. Pupil A asks, 'What's this?' and points to one of the objects covered in fabric. Pupil B guesses what is underneath and answers, 'It's a (rabbit).' Then pupils swap so that pupil B asks and pupil A answers.
- Walk round checking that pupils are asking and answering the questions correctly.

#### Answers

a lamp, an apple, a box, a horse, a rabbit, a ball, a sofa, (a jug of) water

### Activity Book, Exercise 4

- Ask pupils to look at the five items at the top of page 80 of their Activity Books and tell you what they are (tomato, bedroom, pencil, skirt, dog). Tell them that they are going to draw these objects in the blank boxes.
- Point to the first row of pictures and ask pupils what they are (book, computer, bag). Explain that these are classroom objects. Ask them which of the pictures in the box is also a classroom object (the pencil). Tell them to draw a pencil in the first box.
- Repeat the same procedure for the other sets of pictures.
- Walk round the classroom, helping any pupils who are having difficulties. **The fast finishers can colour the pictures on the page until the other pupils have finished.**

- Ask the class to open their Pupil's Books at page 80. Explain that the objects on the page are covered in fabric and that the pupils must guess what is underneath. (Pupils did a similar exercise in Unit 4.)

## Lesson 3

### Aims

- To recognise words with the same initial sound
- To sing a song
- To carry out a project
- To match letters with words and objects
- To complete a maze

**Topic** CLIL: Music

**Vocabulary** Revision of previous vocabulary

**Writing** Matching  
Completing a maze

**Resources** Pupil's Book, page 81, Exercise 5;  
page 82, Exercises 6 and 7  
All Number and Object flash cards  
Activity Book, page 81, Exercise 5;  
page 82, Exercise 6  
Audio CD  
A sheet of paper per pupil

### Revision













- Revise the vocabulary for the next exercise using the related flash cards. Hold up a card and ask, 'What's this?' Ask the class and individuals to respond for each card.

### Pupil's Book, Exercise 5

- Ask the class to open their Pupil's Books at page 81 and to look at the objects in rows. Name each picture and ask pupils to repeat the words after you.
- Now ask pupils to look at the first row again and say, 'Window, jacket, white.' Ask pupils to repeat, then ask which two words begin with the same sound. Praise any pupils who can tell you. Repeat the answer, 'Window, white,' and ask individuals to repeat.
- Repeat the procedure with the other three rows.

5 Point to the pictures and say their names. Which words begin with the same sound in each row?

Window, white ....

81

### Follow up


- Give out the twelve flash cards from the previous exercise to twelve pupils. Explain that you are going to ask one pupil to come to the front, hold his/her card up to the class and say the name of the object. Then, any pupil who has a flash card beginning with the same sound should stand up and say the name of their object. Remember, there is no matching card in Exercise 5 for four of the pictures (jacket, 6, yellow and vase).
- When pupils match objects beginning with the same sound, take their cards in and ask them to sit down. Praise pupils for correct matches. The game can be continued using flash cards for all the vocabulary that pupils have learnt.

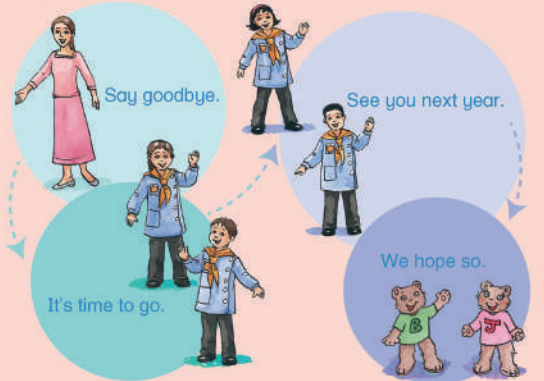
### Activity Book, Exercise 5

- Ask pupils to open their Activity Books on page 81. Tell them to read the letters in blue. Give them a few minutes to trace the letters in grey. Then, ask them to match each letter to the word that has the same initial sound.
- When they are done, ask them to try to read each word and match it to its corresponding picture.
- Walk round the classroom, helping any pupils who are having difficulties.

## Pupil's Book, Exercise 6



CLIL: Music

6  Listen and sing.



7 **Project:** Write down words and sentences that you learned. Make a song from these words and sentences. Sing it to the class.

You need:

82

- Tell pupils that they are going to learn the goodbye song 'Say Goodbye'. Ask the class to look at their Pupil's Books and tell you which characters they can see waving goodbye. Teach and translate into Arabic the words of the song before you play the audio.
- Play the song all the way through once, letting the class listen.
- Next, play the song through line by line. Repeat the words yourself at the end of each line and ask pupils to repeat after you.
- Play the song all the way through and let pupils sing along.

### Audioscript

Say goodbye.

It's time to go.

See you next year.

We hope so.

## Pupil's Book, Exercise 7

- Tell pupils 'It's project time!' Tell them that they are going to make a song.
- Provide pupils with sheets of paper and make sure they all have a pencil.
- Ask pupils to write down words and sentences they have learned. Then tell them that they are going to make a song from these words and sentences.
- You can help them by reminding them of the themes they have come across in the book (e.g. family, body parts, animals, food, etc.) Tell them that they have to choose a theme and use the words and structures they have learnt to make the song.
- After they are done writing their songs, ask each pupil to sing their song to the class.
- Praise pupils for their work and effort.

## Activity Book, Exercise 6

- Tell the class to open their Activity Books at page 82. Pupils have completed several mazes in this course. Give the usual instructions for drawing a line through a maze to get from the start to the finish. Remind pupils that accuracy is more important than speed, so they should take their time and be careful not to touch the clouds. Tell pupils that the word on the hot air balloon says 'goodbye'.
- When pupils have drawn their lines from Bill and Jill in the hot air balloon to the bottom of the page and out of the maze of clouds, they can colour the picture if there is time, or take it home to colour.

## Ending

- Tell pupils to bring to the following lesson a picture of an animal that they like.

# The Pet Shop

## Aims

To follow a picture story  
To enjoy reading a story  
To demonstrate comprehension of a story

**Topic** The pet shop

**Vocabulary** *pet shop, fish, lizard, snake, mouse, spider, parrot, lion*

**Resources** Pupil's Book, pages 83-87; page 88, Exercises 1-4  
Pictures of a pet shop, fish, lizard, snake, mouse, spider, parrot and lion  
Children's stories if available

## Presentation 1

- Ask pupils if they read stories at home with their parents. If you have children's stories available, show them to the pupils and tell them that it is fun reading stories. For those who do not read at home, encourage them to read every day.
- Tell pupils that they are now going to read a story about Tim who wants to buy an animal.

## Presentation 2

- Introduce the word 'pet shop' to the pupils. Show them a picture of a pet shop and tell them that it's the place where we buy animals, and when we buy animals for ourselves, we call them pets.
- Introduce the animals that pupils will come across in the story using the pictures that you have brought with you. Put up the pictures on the board and keep them throughout the lesson for pupils' reference.

## Before reading

- Ask pupils to open their Pupil's Book on page 83 and ask them what they can see (a boy looking at a pet shop). Then introduce the setting of the story. Ask pupils where the story is taking place (in a pet shop). Ask them what they think is happening in other pictures on the pages that follow.
- Introduce the characters of the story. Ask pupils who is speaking in all the scenes (a boy and a pet shop owner).

## During reading

- Hold up your book to page 84 and read the lines for pupils. Then ask pupils to try to read them silently. Walk round the classroom, making sure pupils are trying to read and that they are following the correct order of scenes (they can follow the orange arrows). Help them where necessary.

- Follow the same procedure for pages 85, 86 and 87.
- Finally, read the whole story for the class to listen. Make it interesting and fun for pupils to enjoy listening.


## After reading

- Make sure pupils have understood the story by pointing at different pictures and asking them what happened in each.

## Pupil's Book, Exercise 1

### Comprehension

1 Circle the animals that Tim likes.



2 Label the lion with the words below.

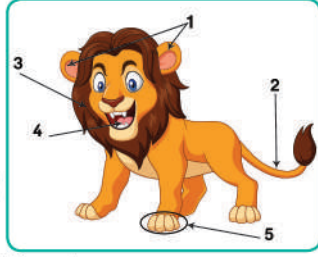
four big paws

a long tail


a big mouth

two yellow ears

brown hair



3 Tick (✓) the animal that Tim gets.



4 Bring a picture of an animal you like and show it to the class.

88

- Ask pupils to open their Pupil's Book on page 88. Point to each picture and ask pupils what the animals are (lizard, lion, spider, mouse, fish).
- Tell pupils that they are going to circle the animals that Tim likes. Ask pupils to explain how they knew that Tim liked these animals.

## Answers

lizard (Tim says 'I like lizards'.)

mouse (When he thinks there's a mouse, he looks happy.)

fish (At first he doesn't like fish, but then he buys a fish because he likes it more than any other animal he found in the shop.)

### **Pupil's Book, Exercise 2**

- Ask pupils what they can see in the picture (a lion). Tell them that they are going to label the body parts of the lion using the words in blue by writing the numbers 1 to 5 next to each option.
- The options 'a big mouth' and 'two yellow ears' will be easier than other options because pupils are more familiar with the words than in other options.
- If less able pupils find it difficult to label the body parts, refer them to page 87 of their Pupil's Books. This is where they can find all the options with pictures representing them.
- Walk round the classroom, making sure pupils are doing the activity correctly.

### **Answers**

1 two yellow ears 2 a long tail 3 brown hair  
4 a big mouth 5 four big paws

### **Pupil's Book, Exercise 3**

- Point to each picture and ask pupils what the animals are (bird, fish, lizard).
- Ask pupils what Tim buys at the end of the story (fish). Tell them to tick the correct picture.
- Refer them back to page 87 and ask them to point to the scene where Tim decides to buy a fish (the bottom left picture).

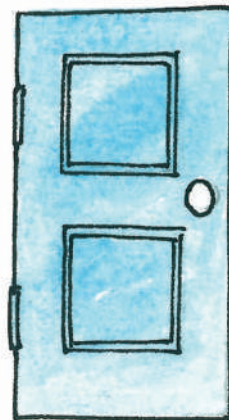
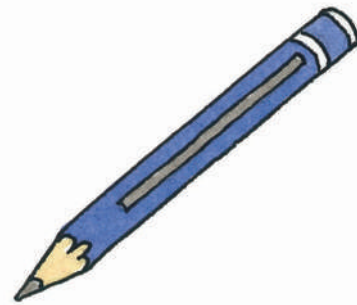
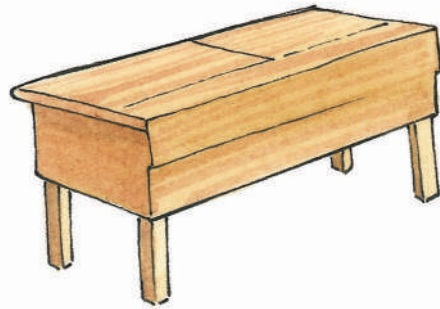
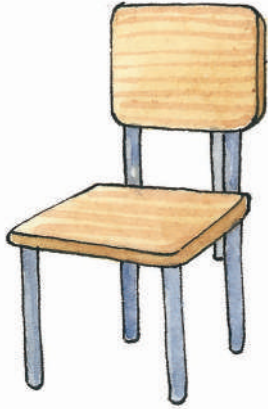
### **Pupil's Book, Exercise 4**

- Ask pupils to take out the picture of the animal that they have brought with them. Tell them to hold their picture up for you to see.
- Ask individual pupils what their animal is and elicit from them the structure 'I like (birds)'.

### **Ending**

- Praise pupils for all the English they have learnt this year. Tell them that you hope they have enjoyed their English lessons and that they will keep practising with each other whenever they have the chance. Tell them that they can look forward to learning more English at school next year, and to enjoying a lot more fun in their English lessons. Wish the pupils a happy holiday and say goodbye.

# Appendix



# Glossary

	<b>Unit</b>
<b>A</b>	
apple.....	6
arm .....	13
<b>B</b>	
bag.....	3
ball.....	14
banana.....	6
bed.....	12
bedroom .....	22
big.....	14
bird .....	19
biscuit .....	6
black.....	12
blue.....	7
boat.....	7
book.....	4
box.....	14
boy.....	4
brother .....	9
bus.....	7
<b>C</b>	
car.....	7
cat.....	19
chair.....	3
chicken .....	18
clap.....	13
close .....	4
computer .....	3
count.....	4
<b>D</b>	
desk.....	3
dog.....	19
doll.....	14
door .....	4
dress.....	16
duck.....	23
<b>E</b>	
ear .....	8
egg.....	18
eight.....	11
eye.....	8
<b>F</b>	
family.....	9
father .....	9
fine.....	1
five.....	2
foot.....	13
four .....	2
fridge .....	12



**Unit**

<b>G</b>	
garden .....	22
girl.....	4
goodbye.....	1
green .....	7
<b>H</b>	
hand.....	13
happy.....	23
head.....	13
hello.....	1
horse .....	19
house.....	7
<b>I</b>	
ice cream.....	18
<b>J</b>	
jacket .....	16
jug.....	18
jump.....	13
<b>K</b>	
key.....	14
kitchen .....	22
<b>L</b>	
lamp.....	12
leg.....	13
like .....	18
look.....	17
love.....	9
<b>M</b>	
mother .....	9
mouth.....	8
<b>N</b>	
name.....	1
nine.....	11
nose.....	8
number .....	2
<b>O</b>	
one.....	2
open.....	4
<b>P</b>	
pencil .....	3
please.....	4
<b>Q</b>	
quack .....	23
<b>R</b>	
rabbit.....	19
red .....	12
rice.....	18

	<b>Unit</b>
<b>S</b>	
sad.....	23
salad.....	18
sandwich.....	6
seven.....	11
shake.....	13
shirt.....	16
shoes.....	16
short.....	23
skirt.....	16
sing.....	9
sister.....	9
sit down.....	2
sitting room.....	22
six.....	11
small.....	14
sofa.....	12
stamp.....	13
stand up.....	2
<b>T</b>	
tall.....	23
ten.....	11
thank you.....	1
three.....	2
tomato.....	6
touch.....	8
toy.....	14
trousers.....	16
T-shirt.....	16
two.....	2
<b>U</b>	
umbrella.....	14
<b>V</b>	
vase.....	21
<b>W</b>	
water.....	18
white.....	12
window.....	4
<b>Y</b>	
yellow.....	7

# Teacher's notes

A series of horizontal dotted lines for writing notes.

# Teacher's notes

A series of horizontal dotted lines for writing notes.