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إشراف: لجنة من مركز المناهج التعليميّة والبحوث التربويّة

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Introduction

21st Century English for Libya is a modern, engaging course, which integrates a general English syllabus with an element of 21st century skills, such as study skills, teamwork, critical thinking and problem-solving – the essential skills for students of English to thrive in the 21st century.

This level of 21st Century English for Libya has been developed for teaching English to children in the first year of primary. The course is a colourful, engaging way to introduce children to English. It follows an integrated approach to skills development and initiates children in literacy in English through a systematic programme of motivating activities for pre-writing, initial letter and sound recognition, blending letters together, and ultimately whole word recognition, as well as games, songs and stories.

The Primary grades of 21st Century English for Libya follow a very specific approach for teaching young learners about phonics, reading and writing. In Unit 1, pupils learn the English alphabet, to understand the alphabetical order of the letters, the letter sounds and also, though less importantly at this stage, the name of each letter. Both capital (upper case) letters and small (lower case) letters are presented, so pupils are exposed to both forms at the same time. By the end of Unit 1, pupils should be able to recognize all the English letters. However, from Unit 2 onwards, lessons look at the individual English letters in a lot more depth, following a phonics approach that will help pupils to develop skills in reading and writing English letters. The focus is on forming, sounding and blending the letters to make words. The letters are presented in a different order (i.e., not alphabetically), so pupils can start to blend letters and form words as quickly as possible.

Throughout the 21st Century English for Libya course, there is inclusion of 21st century skills – the skills that will enable young people to live and work effectively in modern society. Skills such as collaboration, communication, critical thinking and creativity are developed and recycled all the way through the course.

In the primary levels of the course, 21st century skills are featured in the lessons through activities like pairwork, puzzles, stories, 'find the difference' activities, dialogue practice and games. Specific 21st century skills are not individually flagged in the primary levels, but the four basic skills of communication, collaboration (working effectively with others), critical thinking and creativity are regularly built in to lessons.

The course provides integrated speaking activities that give opportunities to repeat language, practise pronunciation and develop fluency in a meaningful context. The recorded materials also provide a model for speaking activities and a pronunciation reference for both children and teachers.

Key features

- Lively pupil-centred activities
- A range of communicative speaking activities
- Core language is presented by friendly, visually appealing characters in familiar contexts
- Gradual introduction to 21st century skills through level-appropriate activities
- Audio files (including songs and rhymes, look, listen and repeat activities, dialogues and stories)
- Teacher's reference audio (with all key material for modelling, pronunciation and lesson preparation)
- Systematic initial sound recognition practised through fun activities
- Lots of pre-writing and tracing practice
- Picture/word flashcards for all target vocabulary
- Posters: alphabet posters (lower case and lower with upper case), colours and numbers, house and family scene
- The Teacher's Book contains comprehensive teaching notes with ideas for both extension and support activities.

Components

- Pupil's Book (PB)
- Activity Book (AB)

- Pupil's picture/word cards
- Teacher's Book
- Teacher's Resources (including pronunciation audio)
- Website with a range of resources for teacher support: www.englishforlibya.com

Pupil's Book (PB)

This book presents the core activities and language through its large, colourful pictures, songs, rhymes, listening to stories, and speaking activities.

Stories

The Pupil's Book includes five stories [Sarah's Little Fish, In The Toy Shop, At The Zoo, At The Circus and Sami's Rocket]. See pages 184–185 for ideas about how you can use stories with your pupils.

Picture/word cards

These are provided at the end of the Activity Book for pupils to cut out and keep. They are a very useful resource for teachers and pupils, especially in big classes. The teaching notes provide suggestions as to how these can be used in the lesson. You will need to explain to pupils (and parents) what these cards are for and how they can cut them up and keep them safe. They should bring them to their English lessons together with their Pupil's Book and Activity Book.

Book map

At the beginning of the PB there is a Book map which provides a summary of the aims of each unit, together with a summary of the letters, digraphs, words and language covered in each lesson. The Book map is not intended for pupils to use but it will be helpful for parents, giving them a clear picture of what their children are learning throughout the academic year.

Activity Book (AB)

In the Activity Book, children develop and practise their pre-writing and literacy skills: first of all learning to recognize the letters of the alphabet, then forming the letters and numbers properly; learning the left-to-right direction of written English; developing early writing, spelling, word-recognition and pre-reading skills.

Teacher's Book

This book has been written in order to give teachers as much support as possible. It includes detailed lesson notes, listening scripts, additional activities (extension and support), homework ideas and language games.

There is also an audio file which provides model pronunciation of the letter and digraph sounds, as well as the key vocabulary and language covered in the course.

The lesson notes clearly explain the procedure for teaching the sound and form of the letters or digraphs to be introduced in each lesson.

There is a traffic light system to help pupils learn how to form the letter shapes. Pupils start on the green dot and follow the arrows; they pause at the orange dot, and stop at the red dot.

Teacher's Resources

Teacher's Book Audio (rhymes, songs, texts, stories, pronunciation) Picture/word cards Number cards Colour cards Poster 1: alphabet, lower case Poster 2: colours and numbers Poster 3: alphabet, lower and upper case Poster 4: house, furniture and family scene

Audio

The audio provides a rich variety of recorded materials, such as songs, dialogues, stories, look, listen and say activities, rhymes, instructions and descriptions. Children are encouraged to show their understanding non-verbally by matching, circling, ticking, pointing and doing actions. The recorded materials give children an opportunity to listen to the natural stress and rhythm of English. The audio tracks provide an accurate model for speaking activities and serve as a useful reference for pronunciation.

The course

Course structure

This course has nine units per PB for the first four levels, and in *Primary 1*, there are ten lessons in each unit. All lesson material is introduced in the full-colour Pupil's Book and is supported by a variety of activities in the Activity Book.

Topics

Each unit is centred on a topic. The topics create a context for vocabulary sets and reflect the fact that children of this age are interested in themselves and the immediate world around them. Topics include My Family, My House and My Classroom.

However, there are three strands to most units: together with the unit topic, which is reflected in vocabulary sets, pupils are also presented with high-frequency words and phrases which will build up their lexical knowledge and provide a good foundation for functional language. In addition to the topic vocabulary and the high-frequency phrases, there is also the presentation of letter sounds and word formation. By the end of *Primary 1*, pupils will have learned all the basic English letter sounds and will know how to blend those sounds to form words, and they will have a wide range of vocabulary and a knowledge of some high-frequency functional language.

Characters

Children readily associate with characters as friends who can help them learn. The characters in the course can also be used to initiate citizenship discussions, add humour, and bring a sense of security and familiarity to learning.

There are six characters: Ahmed and his sister Nadia (two young Libyan children), their friends Hani and Sarah, and the children's friends, Adam the Astronaut and Rosie the Robot. Adam the Astronaut is designed to be an aspirational character for children. His inclusion is there to help to initiate discussions relating to aspirations and dreams of the children, and what they want to be in the future.

Lesson structure

Lessons in *Primary 1* are heavily based on receptive skills (listening and pre-reading), but some productive skills (speaking and pre-writing) are included.

It is very important to note that there is **no pressure on the children to start writing any sooner than they are ready to**, though every encouragement is given to them developing their pre-writing skills. Children are encouraged from early in the course to be active participants in their own learning and to develop age-appropriate learning skills. The Activity Book, whilst included as part of the lesson throughout these teaching notes, can be used as extended learning for pupils to do in their own time. This would help to encourage independent learning and encourage pupils to start to take responsibility for their own learning.

Listening

It is important to remember that, in addition to the audio material, you also provide listening practice: your greetings, explanations, requests, instructions, and praise are all meaningful examples of listening for children. They also help the pupils to become more familiar with the sound of English. Remember to check your intonation and pronunciation with the materials recorded on the audio, and with your colleagues, because your pupils will listen to you and copy you.

Aims of 21st Century English for Libya, Primary 1

Aims designed to create the right kind of learning atmosphere:

Pupils will be curious and enthusiastic about starting to learn English, and it is important that they remain enthusiastic if they are to make progress in the language. Overall, lessons should be fun. The aims are to:

- engage pupils in learning the language so that they enjoy it and want to continue learning it;
- 2 give pupils the confidence to participate;
- 3 provide pupils with opportunities to communicate in English.
- 4 make pupils aware of situations that the English language is used in.

Aims connected to specific learning objectives: For pupils in their first year of English, these aims must be limited and realistic. The aims are to:

- 1 introduce pupils to the English alphabet;
- 2 introduce the pupils to the sound of English through recorded material, and take advantage of their ability to imitate spoken language;
- 3 enable pupils to identify and name people and objects in English;
- 4 expose pupils to simple high-frequency phrases, sentences and utterances, allowing them to acquire these at their own pace;
- 5 introduce basic reading skills using a synthetic phonics approach, which involves blending letter sounds and moving towards whole word recognition;
- 6 develop the first steps in handwriting by introducing the letters and digraphs individually and in the context of words and simple sentences;
- 7 apply taught skills through the medium of 21st Century practice that encourage critical thinking, problem solving, research skills, team work, collaboration and other skills, at a very young age.

Teaching English to very young children

There are some important characteristics of young learners which affect teaching and learning and which have been taken into account in the design of the course. These are:

- Emotional characteristics:
- likes talking about self and is more interested in self than in others;
- needs to be taught to co-operate with others;
- likes school and teachers;
- needs whole-group activities;
- learns during play as well as formal teaching;
- responds well to praise.

• Physical characteristics:

- can only concentrate on a particular activity for a short time;
- is active and energetic;
- gets overexcited very quickly;
- gets tired easily;
- learns at own individual pace.
- Educational characteristics:
- needs realistic objectives suited to cognitive level;
- needs challenge;

- needs to learn by doing;
- needs activities that interest and make sense to him/her;
- needs constant recycling of language.

• Linguistic characteristics:

- is good at pronunciation;
- has few inhibitions;
- needs to speak;
- needs to make mistakes;
- needs clarity;
- needs to use own language;
- may need a period of time before being ready to produce language independently.

These characteristics have important implications for the teacher:

- 1 Children learn through doing things that they enjoy. *Try to make the learning experience fun.*
- 2 Lessons need to have a variety of activities. Follow the advice in the lesson notes. Vary the pace of the lesson when possible.
- 3 Children learn best in a stress-free environment and some of them are often nervous and timid and need more time than others to feel at ease. Don't expect instant production from every child; don't put pressure on the children to respond or co-operate immediately. Give them time. Do not over correct or make correct utterance the only goal.
- 4 It is important to have realistic objectives in terms of language goals for very young learners. They are interested in identifying, naming and counting things, and are not yet able to learn and understand structures in a formal way. Therefore, 21st Century English for Libya, Primary 1 concentrates on sounds, vocabulary and a limited range of language which the children can use in the classroom and outside. Don't try to go beyond the limits of the syllabus. Don't worry about explaining grammar rules. A good grounding in the basics in the early years of learning English will mean that the children can make good progress later.
- 5 Because children need whole-group activities, the teaching notes recommend whole-group teaching for the most part. However, the standard procedures recommend dividing the class into groups and pairs for controlled practice and for games. Group and pairwork activities encourage

cooperation, comparing and sharing, for example, when finding and counting objects hidden in a picture, looking at one another's work, and such like.

Using 21st Century English for Libya, Primary 1

The activities in the course are designed to promote understanding and enjoyment and the following specific language-learning aims:

- imitating the rhythm and sounds of the language;
- carrying out spoken instructions and commands within the syllabus;
- naming people and objects and using a limited number of structures within the syllabus;
- recognizing the lower and upper-case letters of the alphabet and their sounds and names;
- recognizing a limited number of words, phrases and sentences;
- understanding that English is written from left to right;
- taking the first steps in writing in the English script.

Teaching the four skills – listening, reading, speaking and writing

There are four types of listening text in 21st Century English for Libya, Primary 1.

- 1 Look, listen and say or Trace and say: These are pronunciation models for pronouncing letters, digraphs, words and whole utterances.
- 2 Instructions: These include the instructions in the audio, the teacher's classroom instructions, and recorded instructions to carry out certain actions. These also occur in language games, such as *Salman Says*.
- 3 Longer texts, such as songs and stories.
- 4 Very simple task-listening texts, e.g., *Listen and circle, Listen and tick, Listen and point* and *Listen and do.*

General advice for listening activities

Be sure to use all the listening activities in the Pupil's Book, as they will significantly support pupils' learning as well as providing an alternative method of presentation. It is extremely useful for pupils to hear native English speakers and the audio tracks provide good models of pronunciation and intonation. Children have to *learn* to listen to the recorded material. You should therefore try to make the pupils feel comfortable with this activity. The pupils should never come to a listening activity without preparation. In the real world, listeners usually have visual clues to help them, e.g., setting, gestures and the attitude of the speaker. This is why the teaching notes include suggestions for introducing the listening, except where the same type of text is repeated frequently. The Pupil's Book illustrations should be used as much as possible to help understanding.

Classroom instructions

Listening to and following instructions is a basic requirement in the classroom. This can be exploited in the English classroom to give the pupils the opportunity to listen and respond to authentic language. There are four simple requirements:

- 1 Instructions should be given when the pupils are quiet and paying attention.
- 2 They should be supported by clear gestures.
- 3 They should be accompanied by demonstration, if appropriate.
- 4 The language should be clear and simple. The same language for the same instruction should be used every time.

There are also instructions in the recordings that pupils that will hear over and over again. For example, many sections begin: *Listen and look at the board/ the picture*. Where this first occurs, you are advised to explain each instruction and this should always be done with new instructions.

Note: It is not essential that all the pupils understand what to do immediately after an instruction is given. What happens next is equally important; for example, sometimes the pupils will understand through the actions of others in the class, sometimes by you going around the class to check individual pupils, pairs or groups and providing additional support. It is vital that you monitor at all times, to be aware of those pupils, pairs or groups that need additional support.

Total Physical Response (TPR)

Total Physical Response or TPR activities are particularly useful with young learners. TPR involves associating a physical action or movement with particular words, language, instructions or situations. It can be especially helpful in teaching vocabulary, classroom language, instructions or reading stories. TPR is also a good tool for varying the pace of the lesson or for giving excited young learners the chance to move around and get rid of some of their 'energy' before they settle down to work. TPR is a fun tool, it's memorable and so aids learning, and it is also good for kinaesthetic learners. TPR works well in both small and large classes and is also effective in mixedability groups. Children can understand information they hear much more easily than they can produce it. So TPR enables the learner to focus on listening to an instruction or a command and respond with a physical movement without having to make a spoken response. A good example of this is the game Salman Says. As TPR activities are so appealing to energetic young children, you may wish to add some of your own throughout the year.

Songs and rhymes

Songs and rhymes are an important feature of 21st *Century English for Libya, Primary 1.* They have a very useful role to play in the early years of learning. Young children enjoy songs and rhymes, so they find them motivating. Songs and rhymes also provide excellent practice in the rhythm and stress of the language. The pupils are not expected to learn all the words immediately, but they can join in the repeated lines as they listen. The focus should be on enjoyment, with an emphasis on rhythm and rhyme. Some are action songs, which always appeal to young children.

A basic procedure for songs and rhymes is as follows:

- 1 Discuss any pictures on the page, using them to present some of the new language.
- 2 Play the song or rhyme and get the pupils to do a simple task, for example, mime with you or point to pictures in their books.
- 3 Play the first verse line by line for repetition.
- 4 Play the whole song or rhyme and encourage the pupils to join in where they can. Focus particularly on repeated words and phrases.
- 5 Get the pupils to sing the song or say the rhyme in different lessons, sometimes along with the recording and sometimes with you.
- 6 When possible, allow pupils to join in with some form of TPR.

The songs are based around known words and themes. However, they also sometimes contain new

words, phrases or grammatical features that the pupils have not yet studied. It is not necessary to teach such items; pupils can enjoy songs and rhymes without knowing the meaning of every word.

Stories

The picture stories in *Primary 1* are intended to encourage the habit of listening to stories extensively and for pleasure. Pupils will not be familiar with much of the language when they first listen, but they will begin to develop a feeling for the rhythm of English and will be able to understand by associating the pictures with the words they hear.

The stories provide good listening practice, as well as the opportunity to contextualize language that has been presented. The recommended procedure suggests inviting the pupils to join in with the words in the stories after hearing them several times. This also provides good speaking practice.

If possible, you can build up a 'book corner' in the classroom. If possible, set aside a regular half lesson each week for 'story time'. This is a special time for you to sit with the class (or smaller groups, if you can organize this) and tell them the story, or talk about the pictures with them. You can also use selected flashcards and other drawings to help you tell a story to the whole class.

Suggestions for using the stories:

- 1 Talk about the pictures. Get the pupils to identify people and objects they are familiar with. Take this opportunity to present key words.
- 2 Play the audio while the pupils listen and look at the pictures. A simple task is suggested in the teaching notes so that they have something to listen for. *or* Read the story, using gestures and mime to make the meaning clearer. (If you choose this method, remember to listen to the recording several times yourself when planning your lesson.)
- 3 If you have set a question, elicit the answer, but don't confirm it. Play the recording again, with pauses if necessary, so that everyone can find the answer.
- 4 Encourage pupils to help you tell the story. If it is appropriate, agree with them a mime or a sound effect to cue the words and phrases they know.
 Note: As pupils become familiar with the story, pauses without cues may be enough for the

pupils to say the next bit of the story – either the next word, or the next few words. If they can, they will do this automatically. If they are not yet ready to respond in English during the pauses, don't be discouraged. Let them produce the target language in their own time.

5 Recycle the stories in other lessons. Tell the story yourself, but make intentional mistakes. The pupils should listen and put up their hands when they hear a mistake. They can tell you what the correct version of the story is.

Speaking

There are many activities to encourage speaking in the course. Details are given in the relevant lessons. It is important to remember, however, that some children may take longer than others before they feel ready to produce language, especially individually. They can be encouraged, but should not be put under pressure to perform until they are ready to do so.

Pronunciation

Pronunciation is a key feature of *Primary 1*, as pupils start to learn the sounds for all the English letters. From Unit 2 onwards, most lessons include an element of pronunciation, and in a number of cases, pronunciation forms the basis of entire lessons. Pronunciation practice should be made as entertaining as possible. It is easy to use humour in such activities, by exaggerating the mouth shape required to produce a particular sound, by using TPR to prompt pupils to mime when they are learning and practising letter sounds, or by using different tones of voice or different emotions when providing an example sentence. In many cases, there are suggestions for making the letter sounds more fun for the pupils.

The focus on letter sounds, words and phrases is designed to build up a solid foundation of pronunciation. The pupils have a natural gift for imitating sound and it is important to exploit this ability. Although you have a big part to play in teaching pronunciation, the pupils need a lot of additional exposure to recorded sounds, words and phrases. Make full use of the audio material at every opportunity.

Vocabulary practice

Vocabulary needs frequent recycling and this is built into the course. However, it is assumed you will take every opportunity to do this, too. Vocabulary is recycled in activities throughout the course, as well as through games and using the picture/word cards. It is essential that you use games from time to time; the pupils will enjoy them and they are an excellent learning tool.

Talking about pictures

Pupils often want to comment on or ask about pictures and you should actively encourage them to do this to maintain their interest. The discussion will provide opportunities for you to present new vocabulary and also correct language, without presenting it formally. For example: Teacher: What can you see in the picture? Pupil 1: (An) apple. Teacher: Yes, who has an apple? Pupil 1: Teacher. Teacher: Yes, the teacher has a green apple. Class: No, red! Teacher: Oh, yes! Sorry! The teacher has a <u>red</u> apple.

You should not feel you are restricted to the language of the syllabus when talking to your pupils. You can go beyond it, but you must make sure that the pupils understand and you must not expect pupils to produce the language. It's fine for them to receive the language and become familiar with how it sounds.

Reading activities

Reading activities progress from recognition of letters and their sounds, to recognition of a limited number of words, phrases and sentences. Language presented is high-frequency and functional, so even though pupils may not be able to read all the words, they will become familiar with them and this will help towards their overall language development.

Presentation of the sounds of the letters of the alphabet on a 'board'

Recognition of the letters is presented in the following way:

- A 'board' at the top of the page, held by Adam and Rosie, has one letter or digraph and two objects beginning with that letter.
- The sound of the letter in focus and its key words are recorded, e.g.:

Listen and look at the board.

s sister son s sister son

Now listen and say.

s s s sister sister sister son son son

Listen and say again.

s s s sister sister sister son son son

Note: The procedure for introducing the sound of each letter is given in full in the teaching notes. In addition, the names of the letters of the alphabet are presented gradually throughout Unit 1, using *The Alphabet Song* and Posters 1 and 3.

Note: It is recommended that you keep Posters 1 and 3 on the classroom wall at all times.

Recognition of key words

Following presentation of the alphabet, recognition of initial sounds and the linked key words begins from Unit 2. All letter and digraph sounds are introduced in *Primary 1*, meaning that pupils are very well prepared to move on to fully developing their reading and writing skills in the next grade. The lesson notes contain suggestions for recognition, familiarization, presentation and practice.

Pre-writing activities

In 21st Century English for Libya, Primary 1, from Unit 2 onwards the letters are introduced in accordance with a synthetic phonics approach. This means that after a few lessons, pupils can start to blend the letter sounds and form words. There is also a focus on left-to-right orientation. Numbers 1 to 10 and colours are also introduced, as well as high-frequency language.

Letter formation is first introduced in the Pupil's Book. Pupils should be encouraged to use these tracing activities as much and as often as possible until the movements become natural. There are many tracing activities for further practice in the Activity Book. Note that handwriting should not use up lesson time that is needed for language-learning. As with word recognition, you need to have very realistic expectations where writing is concerned. It is not a natural skill and it is difficult for young children. You should not look for perfect handwriting at this stage. It is important to go very much at the pace of the pupils. The tracing, colouring, drawing and copying activities help children develop fine motor-skill control and give you time to ensure that children are sitting correctly, holding their pencils correctly, and positioning their books correctly.

Note: Some children will develop pen control before others. For these children, you may like to use the free-practice copying activities; for pupils who take longer to develop pen control, you may keep them on tracing activities until they are ready for copying.

Individual learning

Children naturally develop and learn at different rates. The teaching notes provide ideas for some **Extro!** activities, which can be used in whatever way you feel is most suitable to meet the needs of your pupils. In some cases, fast finishers may be able to do an extra activity while the other pupils catch up, for example.

Whatever the children are doing, and however quickly or slowly they are progressing, do praise them at every possible opportunity, and keep corrections to a minimum. At this stage in their English language learning, your pupils need plenty of support and encouragement, and they need to know it is OK for them to make some mistakes. Remember that all types of participation in the classroom activities offer learning opportunities, not just completing formal tasks.

The classroom

Atmosphere and aids

- Try to create a bright and cheerful environment for learners by having pictures and posters on the walls. Pupils' drawings can also be displayed to encourage them, as well as to decorate the room. Putting up pupils' work shows them that you value what they do. They will also enjoy seeing what their classmates have done.
- Teachers of young learners need to be very active and having teaching aids permanently fixed to walls will save time and keep lessons moving at a good pace.
- Playing a song when the class are doing a colouring or drawing activity helps to promote a relaxed atmosphere. This also helps to

ensure that the pupils continue hearing English throughout the lesson and they can sing or hum along quietly as they work, if they wish.

- If the pupils do not have their own colouring pencils or crayons, sets will be needed in the class.
- Blu-tack[®] or magnets are useful to fix picture cards to the board.

Classroom organization

Because language is a social activity, pupils need to be able to communicate and interact with each other in the classroom. Many classrooms have fixed desks and seating which will restrict how easily pupils can move around. Teachers have to make the best of the physical space and limitations of their classrooms. However, if desks are fixed or too heavy to move and space is limited, try to keep an area where children can stand up and move around for games and activities. Even with very limited, desk-only space, children can still stand up and do TPR-type activities next to their desks.

Classroom discipline

Though young children are active and energetic, they expect and respect rules and enjoy clear classroom routines. You need to establish firm and fair classroom rules from the beginning, within a secure atmosphere. Young children appreciate routine and like repetition. Therefore, from the start of the school year, set routines and expectations (e.g., how children come into the classroom, where they sit, what they do with their bags and other things, whether they take their books out straightaway, etc.).

The teaching notes encourage you to establish lesson routines (e.g., begin every lesson by greeting the children and getting their response, end the lesson in a similar way, use standard classroom instructions (*Open your book at page 8, please.*). You will have your own preferences and routines, but taking time to establish class rules and routines has long-term advantages. Your pupils will probably like to be involved in discussing what rules and routines they think are best!

Note: If a whole class is participating in a language activity, the room cannot be totally silent. Some activities will be quite noisy. However, this is different from uncontrolled noise, which should not be encouraged.

Tip 1: Use gestures to support your English instructions. Say *Ssh*! when you want quiet, and put your finger to your lips; say *Go*! when you want the pupils to begin, and wave your arm as if starting a race, and say *Tiptoe*! when you want pupils to move from one place to another quietly, and mime tiptoeing in front of your desk.

Tip 2: Make use of a small bell, squeaky toy or other 'friendly' device to signal that you want the pupils to stop an activity.

Classroom language

Try to avoid using Arabic in the lessons. There will be times when it is tempting to explain something in the pupils' first language, but there are other ways to convey meaning and Arabic should only be used as a last resort. If you can use mime or board drawings to aid understanding, do so. You can provide pupils with a great deal of real language by frequently using classroom instructions in English, supported by mime and gesture. Gradually, the pupils will understand the English, and some will even be able to produce it. Instructions on the audio are intended to work in the same way.

The list of essential classroom language below is included in the pronunciation audio material. It is not an exhaustive list, but is a good starting point. *Sit down, please.; Stand up, please.; Ssh! Quietly, please.; Hands up!; Come here, please.; Listen.; Listen again.; Listen and say.; Look at the board.; Look at me.; Look at the picture.; Look at page 8.; Open your book at page 8, please.; Close your book.; Altogether.; Point to the picture.; You need your colouring pencils.; Let's sing a song.; Let's play a game.; Good!; Well done!; Excellent!; Yes, that's right.; Can I have a pencil, please?; Thank you.*

Assessment

There is no formal assessment in the early primary grades. This occurs for the first time in *Primary 4*. However, you should evaluate your pupils' progress on a regular basis, starting in *Primary 1*.

Evaluating pupils' progress

In order to keep track of every child in a class, it is useful to keep a progress chart. You should note progress in the following areas for each pupil:

- 1 Degree of confidence
 - a) to join in choral activities;
 - b) to produce language individually.
- 2 Degree of interest and enthusiasm for learning English.
- 3 Interaction with others.
- 4 Behaviour.

Monitoring progress regularly is very important and will allow you to be aware of children who are having problems, and to provide help for those who need it.

Try to make sure you get opportunities to observe each pupil individually, to assess their progress in general. In addition, look regularly at each pupils' work (drawing, colouring, tracing) to see how well their motor skills are developing.

When you are assessing progress, focus on:

Listening

- ability to concentrate on what is being heard;
- ability to imitate pronunciation models;
- ability to carry out TPR tasks;
- degree of understanding of what is heard.

Speaking

- ability to name people, colours and objects presented in the course;
- ability to respond to questions presented in the course;
- ability to initiate as well as respond in English;
- pronunciation;
- performance in 'ask and answer' pairwork activities.

Pre-reading and pre-writing

- recognition of letters and digraphs, numbers and the words and phrases that are presented;
- understanding of the sounds of letters;
- ability to blend letter sounds to make words;
- motor skill development;
- understanding of left-to-right direction for reading and writing.

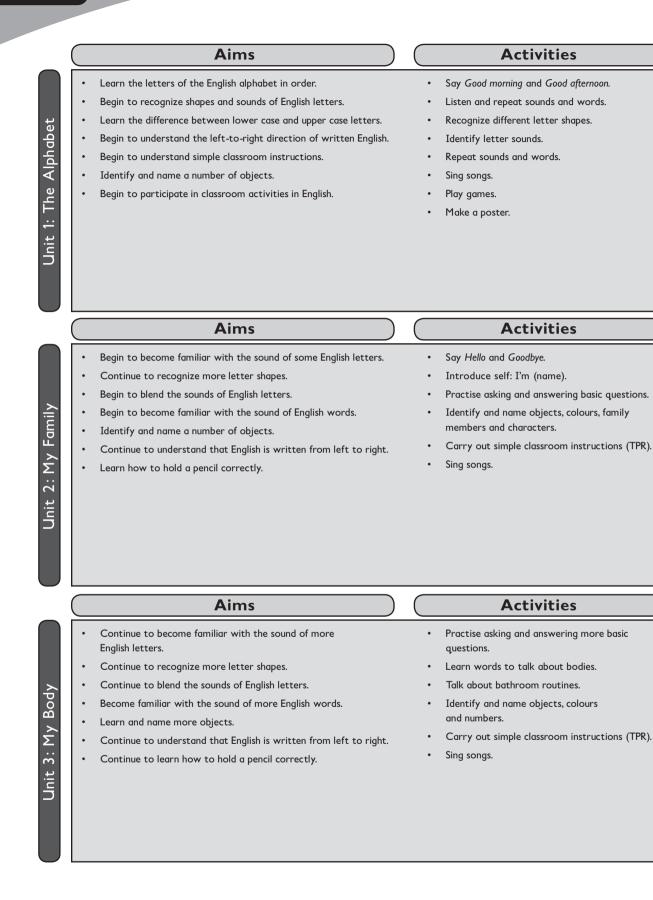
Now I can ...

At the end of every unit, there is a set of **Now I can** ... statements, that are there to highlight what the pupils have learned in the unit. As well as being both useful and motivating in showing pupils how they are progressing, these statements serve as a good reference for parents wanting to follow their children's progress. The **Now I can** ... statements are also useful for teachers as they can highlight areas where pupils are having difficulty, and/or areas that need a bit more work. Teachers should work through the statements with pupils as a class, at the end of every unit.

Evaluating your lessons

Questions for you to ask yourself, and to note at the end of lesson plans, are:

- 1 How well did the lesson achieve its learning aim? If the answer is 'not very well', ask yourself: *Was there too much or not enough material? Was there something wrong with the material? Was it the methodology? Was it my lesson plan?*
- 2 Were the pupils engaged throughout the lesson? Why (not)?
- 3 How do the pupils feel about the lesson? It is a very good idea to ask a few questions at the end of any lesson to try to find out. For example, *Did you enjoy the lesson today? Did you like the song/rhyme/game today? Will you tell Mum and Dad about your lesson today?* Wherever possible, use the language presented in lessons to ask questions relating to the pupils themselves.
- 4 Good lesson planning often takes time at the beginning, but pays dividends later on and makes your daily teaching commitment easier; your pupils will enjoy their lessons more and they will learn more. Teachers will naturally feel more confident and more relaxed if they go into a lesson with a well-thought out lesson plan and that will help the pupils feel more confident and relaxed about the lesson, too.
- 5 Finally, remember that sharing ideas, successes and frustrations with other colleagues is really important and very beneficial.



Aims

- Continue to become familiar with the sound of more English letters.
- Continue to recognize more letter shapes.
- Continue to blend the sounds of English letters.
- Become familiar with the sound of more English words.
- Start to form simple sentences.
- Learn and name more objects.
- Continue to understand that English is written from left to right.
- Continue to learn how to hold a pencil correctly and develop pencil control.

Activities

- Start talking in simple sentences.
- Learn words connected with houses.
- Talk about houses.
- Say what things are.
- Ask and answer about what things are.
- Carry out simple classroom instructions (TPR).

Aims	Activities
 Continue to learn the sounds and shapes of more English letters. Become familiar with the form and sound of digraphs. Continue to blend letters and digraphs to form words. Carry out simple classroom instructions (TPR). Learn the numbers 1–10. Identify named objects. Continue developing pencil control and hand-eye coordination. 	 Continue talking in short phrases and simple sentences. Ask and answer questions about objects, numbers and colours. Talk about things around you. Continue to form simple sentences. Identify and name objects, saying <i>There's a/ There are</i> Join in songs.

Α	ims	

- Continue to learn the sounds and shapes of more English letters.
- Continue to become familiar with the form and sound of digraphs.
- Continue to blend letters and digraphs to form words.
- Recognize and respond to further classroom instructions (TPR).
- Move according to instructions.
- Identify named objects.

Activities

- Continue to blend letters and digraphs to form words.
- Continue talking in short phrases and simple sentences.
- Continue working with lower-case and capital letters.
- Practise talking about plurals.
- Ask and answer about people and objects.
- Identify and name classroom objects.
- Find and describe the differences between two pictures.
- Join in songs and rhymes.

Unit 5: Things Around Us

Unit 7: My Toys

Aims

- Begin to feel confident about the sound of English letters and words.
- Be able to repeat words, phrases and sentences confidently.
- Be more confident in reading and writing English from left to right.
- Recognize the shapes of almost all the letters of the alphabet.
- Develop confidence and skill in drawing and/or writing from left to right.
- Carry out classroom instructions (TPR).
- Listen and identify pictures. .

Activities

- Talk about toys. •
- Learn and say more new words.
- Ask and answer How many ...?
- Understand and use this, that, these, those.
- Identify and name objects.
- Join in songs.

\square	Aims	\square	Activities
•	Get further practice with the sound of English letters, words and sentences. Continue learning the names and sounds of letters. Continue practising alphabetical order. Begin working with adjectives. Carry out classroom instructions (TPR). Identify a variety of named objects.	•	Say the names of animals. Talk about animals. Ask and answer Where's the? Find the differences between two pictures. Ask and answer about where things are. Colour and trace according to instructions. Join in songs.
	Aims	\square	Activities

\square	Aims	Activities
•	Practise the sound of English letters, words and phrases. Practise blending letters/digraphs to make words. Recognize rhyming words. Carry out classroom instructions (TPR) confidently. Identify a variety of named objects.	 Rhyming words. Respond to questions about a story. Act out a story. Talk about differences between pictures. Talk about things you have. Ask and answer a number of questions. Talk about two pictures and find the differences. Listen to a story.

Phonetic Chart

Vowels			
ix	I	ರು	UX
s <u>ee</u>	s <u>i</u> t	b <u>oo</u> k	t <u>oo</u>
e	Ə	3X	Sort
_{men}	<u>a</u> merica	w <u>or</u> d	
æ	$oldsymbol{\Lambda}$ b <u>u</u> t	QX	D
_{cat}		p <u>ar</u> t	n <u>o</u> t

Diphthong	S	
IƏ h <u>ere</u>	ei d <u>ay</u>	
<mark>℧Ә</mark>	DI	Ә ℧
t <u>ou</u> r	b <u>oy</u>	₉₀
еә	ai	а び
_{w<u>ear</u>}	^{my}	_{h<u>ow</u>}

Consonant	ts						
p	b	t	d	tf	д	k	g _o
pink	bed	<u>t</u> ime	<u>d</u> o	<u>ch</u> urch	judge	<u>k</u> ilo	
f	V	b	ð	S	Z	f	3
<u>f</u> ive	very	<u>th</u> ink	<u>th</u> e	six	<u>z</u> oo	<u>sh</u> ort	ca <u>s</u> ual
m	n	Ŋ	h]	ľ	W	J
milk	<u>n</u> o	si <u>ng</u>	<u>h</u> ello	<u>l</u> ive	<u>r</u> ead	window	yes

Objectives

Listening

Unit 1

- Listen to and learn the letters of the English alphabet in order.
- Begin to become familiar with the sound of English letters.
- Begin to become familiar with the sound of English words.
- Listen to English songs and learn the names of English letters.
- Listen to and carry out simple classroom instructions.
- Listen and identify English letters.

Speaking

- Repeat English letters.
- Repeat English words.
- Point to letters and say the letter sounds.

Skills

- Understand that English is written from left to right.
- Learn the letters of the English alphabet in order.
- Begin to recognize the sounds of English letters.
- Begin to recognize the shapes of English letters.
- Learn a number of English words.

Word list

Lesson 1

apple – /'æpəl/ ball – /bɔːl/ car - /kaː/ $duck - /d\Lambda k/$ elephant - /'elɪfənt/ flower - /'flavə/ gate - /geɪt/ hand – /hænd/ insect - /'Insekt/ jam – /dʒæm/ kite – /kaɪt/ lemon – /'lemən/ monkey - /'mʌŋki/ nose – /nəʊz/ orange - /'prindʒ/ plane – /plein/ queen - /kwiːn/ rocket – /'røkīt/ sun – /sʌn/ tomato - /tə'maːtəʊ/ umbrella – /ʌm'brelə/ violin – / vaiə'lin/ watch – /wɒt∫/ x-ray - /'eksreı/ yo-yo – /jəʊ jəʊ/ zebra – /'zebrə/

Lesson 2

apple – /'æpəl/ ball – /bɔːl/ car – /kaː/ duck – /dʌk/ elephant – /'elɪfənt/ flower – /'flaʊə/ gate – /geɪt/

Lesson 3

hand – /hænd/ insect – /'ɪnsekt/ jam – /dʒæm/ kite – /kart/

Lesson 4

lemon – /'lemən/ monkey – /'mʌŋki/ nose – /nəʊz/ orange – /'ɒrɪndʒ/ plane – /pleɪn/

Lesson 5

queen – /kwiːn/ rocket – /'rɒkɪt/ sun – /sʌn/ tomato – /təˈmɑːtəʊ/ umbrella – /ʌmˈbrelə/ violin – /ˌvaɪəˈlɪn/

Lesson 6

watch – /wɒtʃ/ x-ray – /'eksreɪ/ yo-yo – /jəʊ jəʊ/ zebra – /'zebrə/

Unit 1 Lesson 1

the English alphabet in ord	er.
Become familiar with the se	ounds
of English letters.	
Become familiar with the se	ounds
of English words.	
Language: apple, ball, car, duck, eleph	oant,
flower, gate, hand, insect, j	am,
kite, lemon, monkey, nose,	orange,
plane, queen, rocket, sun, t	comato,
umbrella, violin, watch, x-1	ray,
yo-yo, zebra	
Materials: Pupil's Book page 8	
Activity Book page 4	
W Track 1	
Lower-case alphabet poster	<u>:</u>
Lower-case and capitals	
alphabet poster	
Alphabet cards	
Picture cards for all the	
alphabet words	

TIMINGS:

Timings for every lesson have been included throughout the teaching notes. They suggest timings for all the Pupil's Book and Activity Book activities, with a total of 45 minutes for each lesson. These timings are intended as a guide only. In some classes, different activities will take more or less time than suggested. Also, teachers might sometimes want to ask pupils to do one or more of the Activity Book activities outside the lesson as extended or independent learning. Similarly, there are **Extro!** activities suggested in some lessons. These are there to provide extra learning opportunities for fast finishers who complete the activities more quickly than expected.

Note: This unit presents the English alphabet. Its purpose is to familiarize pupils with all 26 letters of the alphabet, presented in alphabetical order. The focus is on letter sounds and shapes, though the names of the letters will also be included through songs. It is important that teachers do not encourage pupils to start writing the letters in Unit 1. That process will begin in Unit 2, when the synthetic phonics approach starts and letters are presented in the best order to help pupils learn to blend sounds and form words as quickly as possible. The main purpose of Unit 1 is to establish letter recognition.

Note: Teachers are advised not to use Arabic during the English lessons. If Arabic is used, for example to clarify explanations or instructions it should only be as a last resort. On rare occasions, for example to comfort a distressed pupil, Arabic will be necessary. But in general, communication can be reinforced through the use of gestures, mime, drawing on the board, demonstration or the use of flashcards and/or realia.

Before the lesson, put both alphabet posters on a wall in the classroom in a place where all pupils can see them. It is suggested that you have these posters on the classroom wall for every English lesson, so pupils can refer to them at any time.

Warmer 5 mins

- Say *Hello* to the class. Say it clearly and smile. Move round the class and say *Hello* to different pupils. Ask *What's your name?* and say your own name. Encourage pupils to respond with their names.
- Encourage the pupils to respond in chorus when you say *Hello*. Then move round the class again saying *Hello* to individuals. Encourage them to respond.
- Find out if any of the pupils know any English words. It is likely they will know a few for example, they may have heard words like *stop*, *yes*, *no*, *computer*, *sport*, etc.
- Find out if any of the pupils know the letters of the English alphabet. They might have heard the alphabet song on the television. But if not, tell them that is not a problem as they are going to learn all the letters of the English alphabet in this unit.

Look and listen 30 mins

• Ask pupils to open their books at page 8. You could hold up eight fingers as you say *eight*, or

write the number 8 on the board to help them understand. Hold your book up, open at the correct page to check pupils are all looking at the correct page.

- Explain that the page shows all the letters of the English alphabet. Tell pupils that the letters of the alphabet are in order. Point out that the letters are the same as the letters on the posters on the classroom wall.
- Let the pupils look at the books for a short time. Introduce the main character, Adam the Astronaut. Tell pupils they will see Adam on a lot of the pages in their Pupil's Book as they work through the units.
- Ask the pupils to count the letters and tell you in Arabic how many there are (26). See if they know how many letters there are in their own alphabet (28).
- Find out if anyone knows the sounds or names of any of the letters or the words for any of the items in the pictures.
- Explain that they are going to learn the sounds and names of the letters in this unit, and that they will learn one word for each letter.
- Tell pupils they are going to hear the sound for each letter, and the word for each letter. Explain that they learn the complete alphabet and 26 alphabet words but point out this is simply for them to start familiarizing themselves with English sounds. In the following lessons they will hear a few words and letters at a time and will repeat them. But for now, pupils can just listen.
- Say Listen and look at your book or look at the alphabet poster. Explain listen and look using gestures to support the words, e.g., put your hand to your ear for Listen. Play Track 1. If you want to, you could point to the letters and pictures on the alphabet poster as each one is mentioned on the audio.
- The audio track is long, so pause it at any time if you feel pupils need a break.
- Play **•** Track 1 again. This time, encourage pupils to point to the letters in their books as they hear them.

😡 Track 1

Listen and look at your book or look at the alphabet poster.

a a apple apple

b b ball ball c c car car d d duck duck e e elephant elephant f f flower flower g g gate gate h h hand hand i i insect insect i i jam jam k k kite kite 11 lemon lemon m m monkey monkey n n nose nose o o orange orange p p plane plane q q queen queen r r rocket rocket s s sun sun t t tomato tomato u u umbrella umbrella v v violin violin w w watch watch x x x-ray x-ray у у уо-уо уо-уо z z zebra zebra

• There is no need for the pupils to remember the letter sounds or the words at this stage. This is simply an introduction. But if any of them can remember, encourage them to say the sounds/ words, and give them plenty of praise.

Activity Book 10 mins

Note: It is important to remember that pupils will NOT be doing any writing in this unit. The unit is an introduction to the letters of the English alphabet – their sounds and shapes and the order in which they occur within the alphabet. Pupils will start to learn how to form and write the letters from Unit 2 onwards and they will learn in a very specific way, which will help them to learn to blend sounds and make words very quickly. Please do NOT be tempted to start getting pupils to trace the letter shapes or try to copy them at this stage. They will start to learn the correct way to form letter shapes in the next unit. **Note:** Activity Book tasks are always included within the lesson plans. But there may be times when you want to ask pupils to do one or more of the Activity Book tasks outside the lesson, as extended learning. This will benefit pupils as it will help them to develop independent learning and also encourage them to take responsibility for their own learning. Every class is different, so teachers are advised to make a decision about this on a class-by-class basis.

- 1 Look and circle
- Ask pupils to open their Activity Books at page 4.
- Explain that there are only some of the letters of the alphabet on the page.
- Remind pupils that they have seen two letter shapes for every letter in their Pupil's Book. Tell them these are called capital or upper-case letters (A, B, C, etc.) and small or lower-case letters (a, b, c, etc.). It's not important that the pupils learn these words, but they do need to know that we usually see capital letters at the beginning of a word, and that they will use a capital letter at the beginning of their name.
- Explain that each line has a capital letter followed by four lower-case letters. Pupils need to add a circle round the lower-case letter that matches the capital letter. Point out the example.
- When pupils are ready, they can start circling the lower-case letters. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

- A a D d F f K k N n P p U u
- Yу
- Say *Goodbye* to the pupils as they leave the lesson. Encourage them to reply.

Unit 1 Lesson 2

Aims:	Learn the capital and lower-case
	letters a–g.
	Learn words for the letters a–g.
	Sing a song.
Language:	letters a–g
	apple, ball, car, duck, elephant,
	flower, gate
Materials:	Pupil's Book page 9
	Activity Book page 5
	Tracks 1, 2, 3 and 4
	Alphabet posters
	Picture cards: <i>apple, ball, car,</i>
	duck, elephant, flower, gate

Warmer 5 mins

- Greet the class. Say: *Hello, boys/girls*. Encourage them to say either *Hello* followed by your name or *Hello, teacher*. You could also introduce *Good morning* or *Good afternoon*, as an alternative greeting for your pupils to start becoming familiar with.
- Briefly revise what you did in the previous lesson. As pupils are settling themselves at the start of the lesson, you could replay
 Track 1, so they start to remember the sounds of the alphabet.
- Explain that in today's lesson pupils will be learning the first seven letters of the alphabet – *a*, *b*, *c*, *d*, *e*, *f* and *g*. Ask pupils to open their Pupil's Books at page 9.

Listen and say 20 mins

- Introduce the letters. You could use the alphabet cards or point to them on the alphabet posters. If you feel pupils are confident enough, you could write each of the letters (both upper case and lower-case) on the board and each time invite a pupil to come up and point to the letter on one of the alphabet posters.
- Hold up the alphabet card for *a*. Say the sound /æ/ as in *apple*. Say the word *apple*. Say the sound and the word again. Don't ask pupils to repeat at this stage, as they will hear all the letters and words on the audio.

- Repeat the process for /b/ and *ball*, /k/ and *car*, /d/ and *duck*, /e/ and *elephant*, /f/ and *flower*, and /g/ and *gate*.
- If you feel pupils need it, repeat this process with the alphabet cards once more.
- Say Now listen and look at your book or look at the poster. Explain say using gestures to support the word, e.g., put your hand to your mouth. Then play the first part of **?** Track 2. Pupils listen.
- Say Now listen and say. Play the next part of
 Track 2. Pause after each section, repeat the letter and word, and ask pupils to say them after you.
- Say Listen and say again. Play the third part of
 Track 2. Pause after each section and ask pupils to repeat.

😡 Track 2

Listen and look at your book or look at the alphabet poster.

a a a apple apple apple b b b ball ball ball c c c car car car d d d duck duck duck e e e elephant elephant elephant f f flower flower flower g g g gate gate gate

Now listen and say.

a a a apple apple apple b b b ball ball ball c c c car car car d d d duck duck duck e e e elephant elephant elephant f f flower flower flower g g g gate gate gate

Listen and say again.

a a a apple apple apple b b b ball ball ball c c c car car car d d d duck duck duck e e e elephant elephant elephant f f flower flower flower g g gate gate gate

Sing 7 mins

- Tell pupils they are going to sing an English song. If they want to stand by their desks and move along to the song, they can.
- Explain that pupils are going to hear the letter **sounds** and words for each sound. Tell them that at the end of the song, they will also hear the **names** for the letters. They need to know the letter names but shouldn't worry about them too much at this stage, as it is the sounds of the letters which are most important.
- Say *Listen to the song*. Play **W** Track 3.
- Say *Listen again*. Play **•** Track 3 again.
- Say *Listen and sing*. Play Track 3 again. Encourage pupils to join in with the song wherever they can. Don't worry if some of them can't. Some of your pupils will learn more quickly than others, and some will be more confident than others, too.

😡 Track 3

Listen to the song.

a for apple, a for apple. b for ball, b for ball. c for car, c for car. brrrm, brrrm, brrrm!

d for duck, d for duck. e for elephant, e for elephant. f for flower, f for flower. g for gate, g for gate. A, B, C, D, E, F, G. [letter names] Letters and words, letters and words. Great, great, great!

Listen and say 6 mins

- Ask pupils to look at their books. See if they remember the names of the characters (Adam and Rosie). Draw a clock face on the board, with the hands showing 9 o'clock, as in the book. Say *Good morning* and ask pupils to repeat. Do the same with a clock face showing 1 o'clock and say *Good afternoon* for pupils to repeat.
- Say *Listen and say* and play Track 4. Ask pupils to listen. Play the track again and ask pupils to listen and repeat each phrase. Then go around the class saying *Good morning* or *Good afternoon* to individual pupils. Encourage them to reply using the same phrase.

Frack 4

Listen and say.

Good morning. Good morning. Good morning.

Good afternoon. Good afternoon. Good afternoon.

Activity Book 7 mins

- 1 Tick (√)
- Ask pupils to look at Activity Book page 5. Remind pupils which letters they looked at in their Pupil's Book (a, b, c, d, e, f, g).
- Explain that there are seven pictures on the page. The pupils have seen the pictures before, and each one matched a letter of the alphabet they learned in the Pupil's Book lesson. They are going to tick the correct letter sound for each picture. Draw their attention to the example tick in the 'b' box and remind pupils that *ball* starts with the /b/ sound.
- When pupils are ready, they can start matching the pictures and letters. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

- [ball] b [elephant] e [gate] g [apple] a [flower] f [car] c [duck] d
- Praise pupils for their hard work. Say goodbye to them as they leave the lesson.

Unit 1 Lesson 3

Aims:	Learn the capital and lower-case	
	letters h–k.	
	Learn words for the letters h-k.	
	Sing a song.	
	Identify capital letters.	
Language:	letters h–k	
	hand, insect, jam, kite	
Materials:	Pupil's Book page 10	
	Activity Book page 6	
	Tracks 5 and 6	
	Alphabet posters	
	Picture cards: hand, insect, jam, kite	

Warmer 3 mins

- Greet the class. Say *Good morning* or *Good afternoon* and encourage the pupils to reply in the same way.
- Briefly revise what you did in the previous lesson. As pupils are settling themselves at the start of the lesson, you could replay Track 2 to review letters a-f.
- Explain that in today's lesson pupils will be learning the next four letters of the alphabet – h, *i*, *j* and k. Ask pupils to open their Pupil's Books at page 10.

Listen and say 15 mins

• Introduce the letters. You could use the alphabet cards or point to them on the alphabet posters. If you feel pupils are confident enough, you could

write each of the letters (both upper case and lower-case) on the board and each time invite a pupil to come up and point to the letter on one of the alphabet posters.

- Hold up the alphabet card for *h*. Say the sound /h/ as in *hand*. Say the word *hand*. Say *Hold up your hand* and put your hand in the air to demonstrate. Get pupils to hold up their hand. Say the sound and the word again. Don't ask pupils to repeat at this stage, as they will hear all the letters and words on the audio.
- Repeat the process for /i/ and *insect*, /dʒ/ and *jam*, and /k/ and *kite*.
- If you feel pupils need it, repeat this process with the alphabet cards once more.
- Say Now listen and look at your book or look at the poster. See if pupils are starting to understand these instructions now without you using gestures to support them. Then play the first part of Track 5. Pupils listen.
- Say Now listen and say. Play the next part of Track 5. Pause after each section, repeat the letter and word, and ask pupils to say them after you.
- Say *Listen and say again*. Play the third part of
 Track 5. Pause after each section and ask pupils to repeat.

Track 5

Listen and look at your book or look at the alphabet poster.

h h h hand hand hand i i i insect insect insect j j j jam jam jam k k k kite kite kite

Now listen and say.

h h h hand hand hand i i i insect insect insect j j j jam jam jam k k k kite kite kite

Listen and say again.

h h h hand hand hand i i i insect insect insect j j j jam jam jam k k k kite kite kite

Sing 10 mins

- Tell pupils they are going to sing an English song. If they want to join in with the rhythm, they can. Say *Clap your hands*. Demonstrate by clapping your hands. Repeat and invite children to join in. Tell children they will have plenty of chances to clap their hands as they listen to the song.
- Explain that pupils are going to hear the letter sounds and words for each sound. Tell them that at the end of the song, they will also hear the names for the letters. Remind them that they need to know the letter names but shouldn't worry about them too much at this stage, as it is the sounds of the letters which are most important.
- Say Listen to the song. Play **\$** Track 6.
- Say *Listen again*. Play **T**rack 6 again.
- Say *Listen and sing*. Play Track 6 again. Encourage pupils to join in with the song wherever they can. Don't worry if some of them can't. Some of your pupils will learn more quickly than others, and some will be more confident than others, too.

😡 Track 6

Listen to the song.

h for hand, h for hand. Clap your hands! Clap your hands!

i for insect, i for insect. Clap your hands! Clap your hands!

j for jam, j for jam. Clap your hands! Clap your hands! k for kite, k for kite. Clap your hands! Clap your hands!

A, B, C, D, E, F G, H, I, J, K. Letters and words, letters and words. Hooray, hooray, hooray!

Look and find 5 mins

• Write the capital letters *A*, *B*, *C*, *D*, *E*, *F*, *G*, *H*, *I*, *J* and *K* on the board. Point to the letters one at a time in random order, saying the sound of the letter at the same time. Each time, ask pupils to find the letter in their books, point to it and repeat the sound.

Activity Book 7 mins

- 1 Tick (\checkmark) or cross (X)
- Ask pupils to look at Activity Book page 6. Remind pupils which letters they looked at in their Pupil's Book (h, i, j, k).
- Explain that the letters pupils have learned in the lesson are on the page, both capital letters and lower-case. But in each row, the capital letter is matched with the correct lower-case letter and also with the wrong lower-case letter. Pupils tick the correct pair of letters and put a cross next to the incorrect pair. Draw their attention to the example tick in the 'Hh' box. Explain that they should put a cross in the Hb box. Remind pupils that they can look at the alphabet posters for help if they need to.
- When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

Hh Ii

Jj

Kk

Activity Book 5 mins

2 Match

- Ask pupils to look at Activity Book page 6 again.
- Explain that pupils will match the letters they have learned in the lesson with the picture that goes with each letter. Remind pupils that they can look at the alphabet posters for help if they need to. Draw their attention to the example matching line.
- When pupils are ready, they can start to match the letters and pictures. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

- h [hand]
- i [insect]
- j [jam]
- k [kite]

Unit 1 Lesson 4

Aims:	Learn the capital and lower-case	
	letters l–p.	
	Learn words for the letters l-p.	
	Sing a song.	
	Play a game.	
Language:	letters l–p	
	lemon, monkey, nose,	
	orange, plane	
Materials:	Pupil's Book page 11	
	Activity Book page 7	
	Fracks 7 and 8	
	Alphabet posters	
	Picture cards: <i>lemon</i> , <i>monkey</i> ,	
	nose, orange, plane	

Warmer 3 mins

- Greet the class. Say *Good morning* or *Good afternoon* and encourage the pupils to reply in the same way.
- Briefly revise what you did in the previous lesson. As pupils are settling themselves at the

start of the lesson, you could replay **W** Track 5 to review letters h–k.

Explain that in today's lesson pupils will be learning the next five letters of the alphabet – *l*, *m*, *n*, *o* and *p*. Ask pupils to open their Pupil's Books at page 11.

Listen and say 20 mins

- Introduce the letters. You could use the alphabet cards or point to them on the alphabet posters. See if any pupils feel confident enough now to come up and point to the letters on one of the alphabet posters.
- Hold up the alphabet card for *l*. Say the sound /l/ as in *lemon*. Say the word *lemon*. You could mime eating a lemon and pull a 'sour' face. Encourage pupils to copy you. Say the sound and the word again. Don't ask pupils to repeat at this stage, as they will hear all the letters and words on the audio.
- Repeat the process for /m/ and *monkey*, /n/ and *nose*, /p/ and *orange*, and /p/ and *plane*.
- If you feel pupils need it, repeat this process with the alphabet cards once more.
- Say Now listen and look at your book or look at the poster. See if pupils are starting to understand these instructions now without you using gestures to support them. Then play the first part of Track 7. Pupils listen.
- Say Now listen and say. Play the next part of
 Track 7. Pause after each section, repeat the letter and word, and ask pupils to say them after you.
- Say *Listen and say the words again*. Play the third part of **③** Track 7. Pause after each section and ask pupils to repeat.

😡 Track 7

Listen and look at your book or look at the alphabet poster.

111
lemon lemon lemon
m m m
monkey monkey monkey
n n n
nose nose nose
o o o

orange orange orange p p p plane plane plane

Now listen and say.

lemon lemon lemon m m m monkey monkey monkey n n n nose nose nose o o o orange orange orange p p p plane plane plane

Listen and say again.

111
lemon lemon lemon
m m m
monkey monkey monkey
n n n
nose nose nose
o o o
orange orange orange
p p p
plane plane plane

Sing 8 mins

- Tell pupils they are going to sing an English song. If they want to join in by tapping their feet, they can.
- Explain that pupils are going to hear the letter sounds and words for each sound. Tell them that at the end of the song, they will also hear the names for the letters. Remind them that they need to know the letter names but shouldn't worry about them too much at this stage, as it is the sounds of the letters which are most important.
- Say Listen to the song. Play Track 8.
- Say Listen again. Play 🚱 Track 8 again.
- Say *Listen and sing*. Play Track 8 again. Encourage pupils to join in with the song wherever they can. Don't worry if some of them can't. Some of your pupils will learn more quickly than others, and some will be more confident than others, too.

🕼 Track 8

Listen to the song.

l for lemon, l for lemon. m for monkey, m for monkey. n for nose, n for nose. Say it again! N for nose!

o for orange, o for orange. p for plane, p for plane. Say it again! P for plane!

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P. Letters and words, letters and words. For you and me. For you and me!

Play a game 6 mins

- Explain what pupils are going to do: you will draw letters on the board any letter that pupils have already learned (Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo or Pp). The pupils will put their hands up if they know the word associated with that letter. For example, if you write *L*, the pupil will say *lemon*.
- Play the game. Praise pupils when they get the word right and be very gentle with any that make a mistake. This is a game for fun, to reinforce letter sounds, so make sure your pupils enjoy themselves.
- If any pupils can already write letters, they can write a letter on a piece of paper and play the game with a partner.

Activity Book 4 mins

- 1 Circle
- Ask pupils to look at Activity Book page 7. Remind pupils which letters they looked at in their Pupil's Book (l, m, n, o, p).
- Explain that in each line, there is a picture from the lesson and five letters. Pupils will look at each picture and will circle the letter that the word for the thing in the picture starts with. Draw their attention to the example circle round the letter *m* and explain that *monkey* starts with the sound *m*.

• When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

[monkey] m [plane] p [orange] o [lemon] l [nose] n

Activity Book 4 mins

2 Circle the odd one out

- Ask pupils to look at Activity Book page 7 again.
- Explain they will look at each line of letters in turn and will find the 'odd letter' the one that is not the same as all the others in the line. Draw their attention to the example circle and explain that *B* is circled because all the other letters in the line are *A*.
- When pupils are ready, they can start to look at the letters and circle the odd one out in each line. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

- В
- b
- e
- k
- F
- Praise pupils for their hard work. Say goodbye to them as they leave the lesson.

Unit 1 Lesson 5

Aims:	Learn the capital and lower-case
	letters q–v.
	Learn words for the letters q–v.
	Sing a song.
	Play a game.
Language:	letters q–v
	queen, rocket, sun, tomato,
	umbrella, violin
Materials:	Pupil's Book page 12
	Activity Book page 8
	Tracks 9 and 10
	Alphabet posters
	Picture cards: queen, rocket, sun,
	tomato, umbrella, violin

Warmer 3 mins

- Greet the class. Say *Hello* to the class and encourage them to reply and also to say *Hello* to each other.
- Briefly revise what you did in the previous lesson. As pupils are settling themselves at the start of the lesson, you could replay Track 7 to review letters l-p.
- Explain that in today's lesson pupils will be learning the next six letters of the alphabet q, r, s, t, u and v. Ask pupils to open their Pupil's Books at page 12.

Listen and say 20 mins

- Introduce the letters. You could use the alphabet cards or point to them on the alphabet posters. See if any pupils feel confident enough now to come up and point to the letters on one of the alphabet posters.
- Hold up the alphabet card for *q*. Say the sound /kw/ as in *queen*. Say the word *queen*. You could mime putting a crown on your head and walking like a queen. Encourage pupils to copy you. Say the sound and the word again. Don't ask pupils to repeat at this stage, as they will hear all the letters and words on the audio.

- Repeat the process for /I/ and rocket, /s/ and sun, /t/ and tomato, /Δ/ and umbrella, and /v/ and violin.
- If you feel pupils need it, repeat this process with the alphabet cards once more.
- Say Now listen and look at your book or look at the poster. See if pupils are starting to understand these instructions now without you using gestures to support them. Then play the first part of Track 9. Pupils listen.
- Say Now listen and say. Play the next part of Track 9. Pause after each section, repeat the letter and word, and ask pupils to say them after you.
- Say *Listen and say again*. Play the third part of
 Track 9. Pause after each section and ask pupils to repeat.

Track 9

Listen and look at your book or look at the alphabet poster.

q q q queen queen queen r r r rocket rocket rocket s s s sun sun sun t t t tomato tomato tomato u u u umbrella umbrella umbrella v v v violin violin violin

Now listen and say.

q q q queen queen queen r r r rocket rocket rocket s s s sun sun sun t t t tomato tomato tomato u u u umbrella umbrella umbrella v v v violin violin violin Listen and say again.

q q q queen queen queen r r r rocket rocket rocket s s s sun sun sun t t t tomato tomato tomato u u u umbrella umbrella umbrella v v v violin violin violin

Sing 5 mins

- Tell pupils they are going to sing an English song. If they want to stand by their desks and move to the song, they can.
- Explain that pupils are going to hear the letter sounds and words for each sound. Tell them that at the end of the song, they will also hear the names for the letters. Remind them not to worry about the names of the letters too much at this stage, as it is the sounds of the letters which are most important.
- Say Listen to the song. Play **W** Track 10.
- Say *Listen again*. Play Track 10 again.
- Say Listen and sing. Play Track 10 again.
 Encourage pupils to join in with the song wherever they can. By now, pupils might have started to feel more confident about voicing the letter sounds out loud and joining in with a song. If they do, don't correct any mistakes; at this stage it is important that the pupils gain in confidence.

👽 Track 10

Listen to the song.

q for queen, q for queen. r for rocket, r for rocket. s for sun, s for sun. Sing a song. Sing a song.

t for tomato, t for tomato. u for umbrella, u for umbrella. v for violin, v for violin. Play a tune. Play a tune. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V. Letters and words, letters and words. A B C. One two three!

Play a game 8 mins

- Explain that you will walk around the classroom carrying an object. It could be a bean bag, a ruler, a toy it doesn't matter what it is. As you walk around, you stop by a pupil and pass the item to him or her. As you hand over the item, you say a letter sound from one of the sound pupils have learned so far (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v). The pupil then says the word they have learned that starts with that sound. If any of the pupils find it difficult, you could prompt them by whispering the word to them, or saying the first and second letter sounds of the word.
- Play the game. Praise pupils when they get the word right and be very gentle with any that make a mistake. This is a game for fun, to reinforce letter sounds, so make sure your pupils enjoy themselves.

Activity Book 4 mins

1 Match

- Ask pupils to look at Activity Book page 8. Remind pupils which letters they looked at in their Pupil's Book (q, r, s, t, u, v).
- Explain that there are lower-case letters on the left of the page, pictures in the middle of the page and capital letters on the right of the page. The pupils with match the lower-case letter to the correct picture of the thing that starts with that letter sound, then also match them to the capital letter. Draw their attention to the example matching line.
- When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

q [queen] Q r [rabbit] R s [sun] S t [tomato] T u [umbrella] U

v [violin] V

Activity Book 5 mins

- 2 Tick (\checkmark) or cross (X)
- Ask pupils to look at Activity Book page 8 again.
- Explain that they will tick the correct lines of letters and cross the incorrect ones. Remind them that they have learned the letters of the alphabet in order and that the letters in this activity should be in that same order. Where there is a mistake, pupils should put a cross. Draw their attention to the example tick and remind pupils that the letter order *A B C D E* is correct.
- When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

ABCDE ✓ FGHKI ✗ LMNOQ✗ RSTUV ✓

• Praise pupils for their hard work. Say goodbye to them as they leave the lesson.

Unit 1 Lesson 6

Aims:	Learn the capital and lower-case
	letters w–z.
	Learn words for the letters w-z.
	Sing a song.
	Make a poster.
Language:	letters w–z
	watch, x-ray, yo-yo, zebra
Materials:	Pupil's Book page 13
	Activity Book page 9
	Tracks 11 and 12
	Alphabet posters
	Picture cards: <i>watch</i> , <i>x-ray</i> , <i>yo-yo</i> ,
	zebra
	paper or card, coloured pens and
	other craft items if available (for
	pupils to make a poster)

Warmer 3 mins

- Greet the class. Say *Good morning* or *Good afternoon* to the class and encourage them to reply and also to say the same to each other.
- Briefly revise what you did in the previous lesson. As pupils are settling themselves at the start of the lesson, you could replay Track 9 to review letters q-v.
- Explain that in today's lesson pupils will be learning the last four letters of the alphabet – w, x, y and z. Ask pupils to open their Pupil's Books at page 13.

Listen and say 15 mins

- Introduce the letters. You could use the alphabet cards or point to them on the alphabet posters. See if any pupils feel confident enough now to come up and point to the letters on one of the alphabet posters.
- Hold up the alphabet card for *w*. Say the sound /w/ as in *watch*. Say the word *watch*. You could mime looking at your watch to see the time. Encourage pupils to copy you. Say the sound and the word again. Don't ask pupils to repeat at this stage, as they will hear all the letters and words on the audio.
- Repeat the process for /x/ and *x-ray*, /y/ and *yo-yo*, and /z/ and *zebra*.
- If you feel pupils need it, repeat this process with the alphabet cards once more.
- Say Now listen and look at your book or look at the poster. See if pupils are starting to understand these instructions now without you using gestures to support them. Then play the first part of Track 11. Pupils listen.
- Say Now listen and say. Play the next part of
 Track 11. Pause after each section, repeat the letter and word, and ask pupils to say them after you.
- Say *Listen and say again*. Play the third part of
 Track 11. Pause after each section and ask pupils to repeat.

😡 Track 11

Listen and look at your book or look at the alphabet poster.

w w w watch watch watch x x x x-ray x-ray x-ray y y y yo-yo yo-yo yo-yo z z z zebra zebra zebra

Now listen and say.

w w w watch watch watch x x x x-ray x-ray x-ray y y y yo-yo yo-yo yo-yo z z z zebra zebra zebra

Listen and say again.

w w w watch watch watch x x x x-ray x-ray x-ray y y y yo-yo yo-yo yo-yo z z z zebra zebra zebra

• Congratulate your pupils as they have now learned all the letters of the English alphabet.

Sing 5 mins

- Tell pupils they are going to sing an English song. If they want to tap along with the rhythm, using their pencils on their desks, they can.
- Remind pupils that they are going to hear the letter sounds and words for each sound. Tell them that at the end of the song, they will also hear the names for the letters. Remind them not to worry about the names of the letters too much.
- Say Listen to the song. Play Track 12.
- Say *Listen again*. Play Track 12 again.
- Say Listen and sing. Play Track 12 again.

Encourage pupils to join in with the song wherever they can. By now, pupils might have started to feel more confident about voicing the letter sounds out loud and joining in with a song. If they do, don't correct any mistakes; at this stage it is important that the pupils gain in confidence.

🗑 Track 12

Listen to the song.

w for watch, w for watch. What's the time? What's the time? x for x-ray, x for x-ray.

y for yo-yo, y for yo-yo. z for zebra, z for zebra. In the zoo! In the zoo!

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Letters and words, letters and words. We know the alphabet! We know the alphabet!

Make a poster 14 mins

- Remind pupils that they have now learned the English alphabet!
- Explain what pupils are going to do: they will work in pairs or groups to make an alphabet poster. They can do whatever they want, so if any of them do want to try to copy the shapes of some of the English letters at this stage, let them and don't worry if they don't form the letters in the correct way, they will start to learn correct letter formation in the next unit. They might also like to draw some of the pictures of the things they have learned words for throughout this unit. Make sure they understand that they can do whatever they like.
- Allow time for the pupils to make their posters. Walk around the class and help as needed. If pupils ask you to write some of the letters for them, that's fine.
- Praise the pupils' efforts and display their posters around the classroom.

Activity Book 4 mins

1 Find and match

- Ask pupils to look at Activity Book page 9. Remind pupils which letters they looked at in their Pupil's Book (w, x, y, z).
- Explain that there are capital letters on the left of the page and inside the frame there are jumbled lower-case letters, including the ones that match the capitals. Pupils need to find the correct matching lower-case letter for each capital, and the challenge is increased by the fact that there are some letters they will not use at all. Draw their attention to the example matching line.
- When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

W	w
Х	х
Y	у
Ζ	Z

Activity Book 4 mins

2 Tick (✓)

- Ask pupils to look at Activity Book page 9 again.
- Explain that there are letters, and for each letter there are two pictures. Pupils have to tick the picture of the word that matches the letter each time. Draw their attention to the example tick and remind pupils that *watch* starts with the *w* sound. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

These pictures should be ticked:

- W [watch]
- X [x-ray]
- Y [yo-yo]
- Z [zebra]
- Praise pupils for their hard work. Say goodbye to them as they leave the lesson.

Unit 1 Lesson 7

Aims:	Review all the capital and
	lower-case letters.
	Match capital and lower-case
	letters.
Language:	all the letters of the alphabet
	apple, ball, car, duck, elephant,
	flower, gate, hand, insect, jam,
	kite, lemon, monkey, nose, orange,
	plane, queen, rocket, son, tomato,
	umbrella, violin, watch, x-ray,
	yo-yo, zebra
Materials:	Pupil's Book page 14
	Activity Book page 10
	W Tracks 13, 14 and 15
	Alphabet posters
	Picture cards: <i>apple</i> , <i>ball</i> , <i>car</i> ,
	duck, elephant, flower, gate, hand,
	insect, jam, kite, lemon, monkey,
	nose, orange, plane, queen, rocket,
	sun, tomato, umbrella, violin,
	watch, x-ray, yo-yo, zebra

Warmer 5 mins

- Greet the class. Say *Good morning* or *Good afternoon* to the class and encourage them to reply and also to say the same to each other.
- Briefly revise the letters of the alphabet. As pupils are settling themselves at the start of the lesson, you could replay **?** Track 1 to review the letters and words they have learned in this unit.
- Remind pupils that they know the whole of the English alphabet now and explain that in today's lesson they will be revising what they have learned. Ask pupils to open their Pupil's Book at page 14.

Listen, point and say 14 mins

• Ask the pupils to count the capital letters on the page and to put up their hand when they have the number. Wait until all pupils have finished counting before asking one of them to tell you the number (26). Ask if this is the number of letters in the English alphabet. Elicit *yes*.

- Explain that pupils will hear the letters of the alphabet on the audio. As they hear them, they should point to the letters in their book and say the sound. The first time they listen, the letters will be in alphabetical order but the second time, they won't be, and not all the letters will be included the second time.
- Say *Listen*, *point and say*. Then play the first part of **•** Track 13. Pupils point to the letters as they listen and say the sounds.
- Say *Now listen, point and say again.* Play the next part of Track 13. Pause after each section, repeat the letter and word, and ask pupils to say them after you.
- Say Listen and say again. Play the third part of
 Track 13. Pause after each section and ask pupils to repeat.

Track 13

So Listen, point and say.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Now listen, point and say again.

 $\begin{array}{c} D \ ... \ M \ ... \ C \ ... \ X \ ... \ A \ ... \ L \ ... \ C \ ... \ P \ ... \ E \ ... \ Q \ ... \\ V \ ... \ W \ ... \ B \ ... \ Z \ ... \ Y \ ... \ G \ ... \ K \end{array}$

Listen and say again.

 $\begin{array}{c} D \ ... \ M \ ... \ C \ ... \ X \ ... \ A \ ... \ L \ ... \ C \ ... \ P \ ... \ E \ ... \ Q \ ... \\ V \ ... \ W \ ... \ B \ ... \ Z \ ... \ Y \ ... \ G \ ... \ K \end{array}$

- You can extend this activity by calling out letter sounds yourself and asking pupils to point to the letters in their books. Walk around the class so you can check they are pointing to the correct letters. Or say the letter sounds and ask pupils to come and point to the letters on one of the alphabet posters.
- Congratulate your pupils on knowing the alphabet.

Sing 10 mins

• Tell pupils they are going to sing an English alphabet song. This time, they will sing the names of the letters instead of the sounds. This will help them to remember the order of the letters in the alphabet.

- Say *Listen to the song*. Play Track 14.
- Say *Listen again*. Play Track 14 again.
- Say *Listen and sing*. Play **?** Track 14 again. Encourage pupils to join in as much as they can. If they are a confident class, you could pause the song from time to time and ask pupils what letter is next.

😡 Track 14

Listen to the song.

A and B and C and D E and F and G. A, B, C, D, E, F, G.

H and I and J and K L and M and N. H, I, J, K, L, M, N.

O and P and Q and R S and T and U. O, P, Q, R, S, T, U.

V and W and X Y and Z. V, W, X, Y, Z.

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.

Now we know the alphabet!

Listen and do 6 mins

- Explain what pupils are going to do: they will hear a letter sound and the pupils will do a mime for the word associated with that sound. OR, if they prefer, they can try to make themselves into the shape of the letter! For some letters, like Y, that can be very easy – easier than miming the word (yo-yo).
- Note: Some letters are easier for the pupils than others, but it doesn't matter as they will have fun with the more challenging ones!

Unit 1 The Alphabet

- Play Frack 15. Pause after each letter to give pupils time to do their mimes. You can extend the activity by playing the track again, but this time asking pupils to do a new mime for each letter.
- Praise the pupils' efforts.

👽 Track 15

S, T, W, A, X, O, B, Z, I, L, E, K, Y

Activity Book 5 mins

1 Circle the mistake

- Ask pupils to look at Activity Book page 10.
- Explain that there are six lines of letters capitals and lower-case. The pupils have to circle the pair of letters in each line which is incorrect because the letters do not match. Draw the pupils' attention to the example circle around *De* in the first line. Write the correct pair of letters on the board: *Dd*.
- When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

De	
Gi	
Jp	
Nm	
Тj	
Yv	

Activity Book 5 mins

- 2 Match
- Ask pupils to look at Activity Book page 10 again.
- Explain that there are capital letters and lowercase letters on the page and pupils are going to match them up. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

A	a
Εe	2
Ιi	
0	0
U	u
W	w
D	d
F f	
Η	h
Q	q

• Praise pupils for their hard work. Say goodbye to them as they leave the lesson.

Unit 1 Lesson 8

Aims:	Review all the capital and
	lower-case letters.
	Match capital and lower-case
	letters.
	Recognize letter shapes.
Language:	all the letters of the alphabet
	apple, car, elephant, gate, jam,
	lemon, queen, tomato, violin,
	уо-уо
Materials:	Pupil's Book page 15
	Activity Book page 11
	• Tracks 16, 17 and 1
	Alphabet posters
	Picture cards: <i>apple</i> , <i>car</i> , <i>elephant</i> ,
	gate, jam, lemon, queen, tomato,
	violin, yo-yo

Warmer 4 mins

- Greet the class. Say *Good morning* or *Good afternoon* to the class and encourage them to reply and also to say the same to each other.
- Briefly revise the letters of the alphabet. As pupils are settling themselves at the start of the lesson, you could replay Track 1 to review the letters and words they have learned in this unit.

• Remind pupils that they know the whole of the English alphabet now and explain that in today's lesson they will be revising what they have learned. Ask pupils to open their Pupil's Book at page 15.

Listen and say 20 mins

- Explain that pupils will hear the letters of the alphabet on the audio. As they hear them, they should repeat each one. They will hear the letter name, the letter sound and the word for the letter each time. They know all the names of letters, letter sounds and words, so this is just revision.
- Say *Listen and say*. Then play **?** Track 16. Pupils listen and repeat.

😡 Track 16

Listen and say.

A ... a ... apple B ... b ... ball C ... c ... car D ... d ... duck E ... e ... elephant F ... f ... flower G ... g ... gate H ... h ... hand I ... i ... insect I ... j ... jam K ... k ... kite L ... l ... lemon M ... m ... monkey N ... n ... nose O ... o ... orange P ... p ... plane Q ... q ... queen R ... r ... rocket S ... s ... sun T ... t ... tomato U ... u ... umbrella V ... v ... violin W ... w ... watch X ... x ... x-ray Ү... у ... уо-уо Z ... z ... zebra

• Congratulate your pupils on saying all the letters and sounds of the English alphabet!

Circle the odd one out 5 mins

- Explain that pupils will look at each line of letters in turn and will find the 'odd letter' – the one that is not the same as all the others in the line. They have done an activity like this in their Activity Books, so should feel confident about it.
- When pupils are ready, they can start to look at the letters and circle the odd one out in each line. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

- e
- b
- d
- u

Listen and circle 6 mins

- Explain what pupils are going to do: they will hear different letters of the alphabet and will circle that letter in their books each time.
- Say *Listen and circle*. Then play **?** Track 17. Pupils listen and circle the letters in their books.
- Ask the pupils to count how many letters they have circled. If any of them have not circled ten letters, play the track again.

😡 Track 17

Listen and circle.

 $s \ldots v \ldots c \ldots t \ldots d \ldots b \ldots m \ldots n \ldots p \ldots g$

Answers:

The pupils should have circled these letters: b c d g m n p s t v

Activity Book 10 mins

1 Match

- Ask pupils to look at Activity Book page 11.
- Explain that there are ten letters in the middle of the page and pictures on either side. The pupils

need to match the letters to the pictures they are associated with.

• When pupils are ready, they can start to do the activity. Walk around the class and offer help as needed. Give pupils plenty of praise and encouragement as they complete the activity.

Answers:

- A a [apple]
- C c [car
- E e [elephant]
- G g [gate]
- J j [jam]
- Ll [lemon]
- Q q [queen]
- T t [tomato]
- V v [violin]
- Y y [yo-yo]
- Praise pupils for their hard work. Tell them they have now completed Unit 1 and they know the English alphabet. Tell them they will start to trace the shapes of the letters in Unit 2. As the pupils are packing their bags and leaving the class, play Track 1 again.

Now I can ...

Before moving on to the next Unit, take time to look at the Now I can ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.

My Family

Objectives

Listening

Unit 2

- Continue to become familiar with the sound of English letters.
- Continue to become familiar with the sound of English words.
- Carry out simple classroom instructions (TPR).
- Learn numbers 1–10.
- Identify named objects.

Speaking

- Say Hello and Goodbye.
- Introduce self: I'm (name).
- Ask and answer a question: What's your name? I'm (Nadia).
- Ask and answer a question: *How many ...?*
- Identify and name objects, colours, family members and characters in the book: Nadia, Ahmed, Sarah, Hani, Adam, Rosie.
- Join in songs.

Skills

- Understand that English is written from left to right.
- Recognize the shapes of the letters *s*, *a*, *t*, *p*, *i*, *n* and their sounds.
- Begin to blend the sounds of English letters.
- Develop awareness of drawing from left to right, learn how to hold a pencil correctly, practise pencil control, develop hand-eye coordination.
- Learn the shape and direction of letters *s*, *a*, *t*, *p*, *i*, *n*.

Word list

Lesson 1

sister – /'sɪstə/ sun – /sʌn/ hello – /hə'ləʊ/ goodbye – /,gʊd'baɪ/

Lesson 2

apple – /'æpəl/ ant – /ænt/ blue – /bluː/ green – /griːn/ red – /red/ yellow – /'jeləʊ/

Lesson 3

taxi – /'tæksi/ tomato – /tə'ma:təʊ/ What's your name? I'm ... – /wɒts jɔː neɪm? aɪm .../

Lesson 4

plane – /pleɪn/ pizza – /'piːtsə/ one – /wʌn/ two – /tuː/ three - /θriː/ four - /fɔː/ five - /faɪv/

Lesson 5

ink - /ɪŋk/ insect - /'ɪnsekt/ six - /sɪks/ seven - /'sevən/ eight - /eɪt/ nine - /naɪn/ ten - /ten/

Lesson 6

net – /net/ nose – /nəʊz/

Lesson 7

dad – /dæd/ mum – /mʌm/ sister – /'sɪstə/ brother – /'brʌðə/ grandma – /'grænmaː/ grandpa – /'grænpaː/ He's my ... – /hiːz maɪ .../ She's my ... – /ʃiːz maɪ .../

Lesson 8

tomato - /tə'maːtəʊ/ ink - /ɪŋk/ snake - /sneɪk/ net - /net/ plane - /pleɪn/ apple - /'æpəl/

Lesson 9

ant – /ænt/ net – /net/ tomato – /tə'maːtəʊ/ snake – /sneɪk/ plane – /pleɪn/ taxi – /'tæksi/

Lesson 10

sit - /sıt/ pat - /pæt/ tin - /tɪn/ pin - /pɪn/

Unit 2 Lesson 1

Aims:	Name objects and recognize <i>s</i> and
	its sound.
	Follow instructions and repeat
	new language.
	Say Hello and Goodbye.
	Name two objects.
	Learn how to form letter shapes.
	Practise making the shape of the
	letter <i>s</i> , lower-case and capital.
Language:	my family, sister, son, hello,
	goodbye, letter s
Materials:	Pupil's Book page 18
	Activity Book page 12
	W Tracks 1 and 18/19
	Alphabet posters
	Alphabet card: s
	Picture cards: sister, son

Remind pupils that they know all the letters of the English alphabet. Explain that now they are going to learn how to write each letter and how to make words from the letters.

Warmer 5 mins

- Say *Hello* to the class. Say it clearly and smile. Move round the class and say *Hello* to different pupils.
- Review the alphabet with pupils. Play **•** Track 1 and invite pupils to join in as much as they can.

Look, listen and say 8 mins

- Introduce the picture at the top of page 18. Explain that Adam the Astronaut and his friend Rosie are holding up a **board** with a letter and words on it.
- Hold up the alphabet card for *s*. Elicit or say the sound /s/. Ask the pupils to find two examples of the *s* sound on the page. Explain that the names of the two objects (*sister* and *son*) begin with the sound /s/. Make a *sssss* sound and get pupils to imagine a hissing snake while saying /s/, /s/, /s/.
- Write *s*, *sister*, *son* on the board.

Note: It is important that you always form the letters in exactly the same way as demonstrated in the book. Always make sure you write the letters large enough for all pupils to see.

- Say Listen and look at the board. Explain listen and look using gestures to support the words, e.g., put your hand to your ear for Listen. Play the first part of Track 18.
- Say Now listen and say. Explain say using gestures to support the word, e.g., put your hand to your mouth. Play the next part of Track 18.
- Say *Listen and say again*. Play the third part of Track 18.
- Play Track 18 again, following the three stages and the instructions. This time, get pupils to point to the letter *s* and words *sister* and *son* in their books as they listen and say.

🖌 Track 18

Listen and look at the board.

s sister son s sister son

Now listen and say.

s s s sister sister sister son son son

Listen and say again.

s s s sister sister sister son son son

Extra!

Hold up the picture card for *son* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card for *sister*.

Trace and say 8 mins

• Introduce the activity by explaining the traffic light system carefully. Pupils use their index fingers, starting on the green dot, following the direction of the arrow, and finishing on the red dot. Go round the class, checking that pupils use the correct movements.

• Stand with your back to the class and trace the letter *s* in the air. Get pupils to stand up and do the same.

Listen and say 5 mins

- Talk about the two pictures with the class.
- Introduce the characters (Ahmed and Adam the Astronaut). Ask the pupils what they think they are saying in the first picture. Elicit *Hello*. Point to the second picture and say the word *Goodbye* several times. Elicit what this means, pointing out the wall between the two characters and explaining that one of them is leaving.
- Reinforce the new words by opening the door and walking into the classroom while saying *Hello!* Then pretend to go out again and, as you reach the door, turn to pupils, wave and say *Goodbye!* Encourage individual pupils to model the words in the same way.
- Introduce the *Listen and say* activity (using gestures to support the instructions). Play
 Track 19 and pause the track after Ahmed says *Hello* the first time.
- Choose individual pupils and say *Hello* to them, encouraging them to say *Hello* back.
- Play the rest of the track and mime leaving as you say *Goodbye* to individual pupils. Encourage them to say *Goodbye* to you as you pretend to leave.

Track 19 Listen and say.

Ahmed: Hello. Adam: Hello. Ahmed: Goodbye. Adam: Goodbye.

Play a chain game round the class. Say *Hello* to one pupil, who then turns and says *Hello* to another pupil, and so on around the class. Then repeat, adding names, e.g.: Teacher: Hello, Ahmed. Ahmed: Hello, Ali. Ali: Hello, Salman.

Repeat the chain game, modelling the word *Goodbye*.

Activity Book 14 mins

1 Trace

- Ask pupils to open their Activity Books at page 12.
- Introduce the activity by explaining carefully that they are going to trace the letter *s*.
- Make sure everyone is seated correctly.
- There should be no pressure on pupils to use pencils – it's perfectly OK for them to trace the letters with their fingers – but if some pupils want to use a pencil, check that it is sharpened and that pupils know how to hold it correctly.
- Demonstrate how pupils can best position their books on the desk or table.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first *s*. Remind them to work in the direction of the arrow. Pupils can complete the first two larger letters before moving on to the smaller letters. Monitor to make sure everyone is managing, providing support as necessary.

Activity Book 5 mins

2 Colour

- Point to the large written *Hello* on page 12. Ask if anyone can remember what it says.
- Begin to write *Hello* on the board and colour in the *H*. Tell the pupils to colour in the letters, starting with *H*. Tell the pupils to use a different colour for each letter. Tell them to try to do this carefully so that the colours don't go outside the letters. While they are colouring, walk round and check that they start with *H*, and are colouring from left to right.
- Give lots of praise at this stage, and encourage any pupils who have difficulties.

Unit 2 Lesson 2

Aims:	Name objects and recognize <i>a</i> and
	its sound.
	Follow instructions and repeat
	new language.
	Name two objects.
	Continue learning how to form
	letter shapes.
	Practise making the shape of the
	letter <i>a</i> , lower-case and capital.
	Learn words for colours.
Language:	apple, ant, blue, green, red,
	yellow, letter <i>a</i>
Materials:	Pupil's Book page 19
	Activity Book page 13
	Fracks 20 and 21
	Alphabet posters
	Colours and numbers poster
	Alphabet card: <i>a</i>
	Picture cards: apple, ant

Warmer 5 mins

- Greet the class. Say: *Hello, boys/girls*. Encourage them to say either *Hello* followed by your name or *Hello, teacher*. Greet individual pupils to help you get to know their names. If you prefer, do the same process using *Good morning* or *Good afternoon* whichever is appropriate to the time of the lesson.
- Briefly revise what you did in the previous lesson. You could hold up the card for the letter *s*, as well as the word cards for *son* and *sister*. Alternatively, you could point to these things in the Pupil's Book. Encourage pupils to say the words and produce the *s* sound. Ask pupils if they can find the letter *s* on the poster.
- Explain that, in today's lesson, pupils will be learning a new letter and two more words. Ask pupils to open their Pupil's Books at page 19.

Look, listen and say 8 mins

• Introduce the picture at the top of page 19. Explain that, as in the previous lesson, Adam the

Astronaut and his friend Rosie are holding up a board with a letter and words on it.

- Hold up the alphabet card for *a*. Elicit or say the sound /æ/. Ask the pupils to find two *a*s on the page. Explain that the names of the two objects (*apple* and *ant*) begin with the sound /æ/. Get pupils to mime eating an apple while saying /æ/, /æ/, /æ/.
- Write *a*, *apple*, *ant* on the board, remembering to form the letters in the same way as demonstrated in the book. Make sure you write the letters large enough for all pupils to see.
- Say *Listen and look at the board*, miming *listen* and *look*. Play the first part of **?** Track 20.
- Say Now listen and say. Explain say using gestures to support the word, e.g., put your hand to your mouth. Play the next part of Track 20.
- Say *Listen and say again*. Play the third part of Track 20.
- Play Track 20 again, following the three stages and the instructions. This time, get pupils to point to the letter *a* and words *apple* and *ant* in their books as they listen and say the words.

Track 20

Listen and look at the board.

a apple ant a apple ant

Now listen and say.

a a a apple apple apple ant ant ant

Listen and say again.

a a a apple apple apple ant ant ant

Extra!

- Hold up the picture card of the apple and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the ant.
- Ask pupils to look at the alphabet poster. Point to *a* and get pupils to do the mime (eating an apple) and at the same time say the sound /æ/.

Trace and say 8 mins

• Introduce the activity by explaining carefully. Pupils use their index fingers, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot.

Note: This is a good time to remind pupils of the 'traffic light' system: green to start, orange to pause and change direction, and red to stop. Go round the class, checking that pupils use the correct movements.

• Stand with your back to the class and trace the letter *Aa* in the air or on the board saying the letter sound as you do so. Get pupils to stand up and do the same.

Listen and say 10 mins

- Ask pupils to look at the picture at the bottom of page 19, and say the names of the colours of the balloons Adam is holding. From left to right, these are: *blue*, *green*, *red* and *yellow*.
- Ask pupils to look at the colours and numbers poster on the wall. Point to red on the poster and get pupils to point to the same, say *red* and get the class to chorus *red*. Repeat for the other three colours.
- Say *Listen and look at the colours*. Use gestures to support your instructions. Play Track 21 while the pupils look at the coloured balloons. Get pupils to point to each colour as they listen.
- Say Now listen and say. Play **W** Track 21 again.
- Say Listen and say again. Play **?** Track 21 again.

😡 Track 21

Listen and say.

blue blue green green green red red red yellow yellow yellow

• Ask pupils to look at the picture of Adam the Astronaut. Find out if anyone knows what he is holding. Present *balloon*. Point to the four balloons. Ask pupils to name the colours from left to right. If pupils have difficulty, demonstrate

and say the colours one at a time for pupils to repeat after you.

• To give pupils further practice in saying the colour words, walk around the classroom and either point to or hold up items that are red, blue, yellow, or green. Each time, ask pupils to say the colour.

Extra!

To give extra practice with the new colours, put pupils in pairs and play *Point and say* – one pupil says a colour and the other points – first to the colour in the book, and then to something in the room which is the same colour. Repeat with as many pupils as possible.

Extra!

Tell the pupils to look at your lips very carefully and try to work out which word you are saying. Mouth a colour word silently. When a pupil answers correctly, ask him/her to point to (or hold up) something of the same colour. If there is time, ask some pupils to come to the front and mouth the colours. This activity is good for pronunciation practice.

Activity Book 8 mins

1 Trace

- Ask pupils to look at Activity Book page 13. Remind pupils how they formed the letter *a* in the lesson. Pupils use their index fingers, following the direction of the arrow, and trace the letter *a*. They can start on the big capital letters and move down to the smaller lower-case letters. Go round the class, checking that pupils use the correct movements.
- Let pupils trace the letters with their fingers or with their pencils, firstly with the larger letters, before moving down to the smaller letters on the lines. Monitor to make sure everyone is managing, and provide support as necessary.
- As they trace, say the sound /æ/, and encourage pupils to repeat it after you.

Activity Book 6 mins

2 Colour

- Explain that this is a colouring activity, and that pupils are going to colour in the words. You might wish to point out that pupils saw these words in the Pupil's Book and, if necessary, you could refer them back to that.
- Ask them to show you which coloured pen or pencil they will need for the first word (red). Ask pupils to colour the first word, taking care that they use the correct colour and that they colour the letters in sequence from left to right.
- Check that pupils are following the instructions and then repeat the process for the remaining words, beginning by asking them which coloured pen or pencil they will need for the next word (blue).

Note: Make sure you say *goodbye* to the class as a whole and to individual pupils (adding their name) at the end of every lesson.

Unit 2 Lesson 3

Aims:	Name objects and recognize <i>t</i> and
	its sound.
	Follow instructions and repeat
	new language.
	Continue learning how to form
	letter shapes.
	Practise making the shape of the
	letter <i>t</i> , lower-case and capital.
	Learn to ask and answer about
	your name.
Language:	ten, tomato, What's your name?
	I'm, letter <i>t</i>
Materials:	Pupil's Book page 20
	Activity Book page 14
	Tracks 22 and 23
	Alphabet posters
	Colours and numbers poster
	Alphabet card: <i>t</i>
	Picture cards: <i>taxi</i> , <i>tomato</i>

Warmer 6 mins

- Greet the class, saying *Hello* to as many pupils as possible. Encourage them to say *Hello* back to you.
- Revise the colours you learned in the last lesson (*red*, *blue*, *yellow*, *green*). You can do this with an exaggerated mime of *point*, while saying *Point to something red*. Repeat for the other colours.
- Ask pupils which two letters they have learned up to now (*s* and *a*). Briefly revise these two letters, either by holding up cards or pointing to them in the Pupil's Book.
- Ask pupils if they remember the words they learned beginning with those letters (*sister*, *son*, *apple*, *ant*).
- Invite pupils to identify the letters on the poster.
- Point to the letter *t* on the poster and explain that, in today's lesson, pupils will be learning a new letter and two more words. Ask them to open their Pupil's Books at page 20.

Look, listen and say 8 mins

- Introduce the picture at the top of page 20. Explain that, as in previous lessons, Adam the Astronaut and his friend Rosie are holding up a board with a letter and words on it.
- Hold up the alphabet card for *t*. Elicit or say the sound /t/. Ask the pupils to find two *t*s on the page. Explain that the names of the two objects (*taxi* and *tomato*) begin with the sound /t/. Get pupils to 'tut', maybe wagging a finger at the same time, saying /t/, /t/, /t/.
- Write *t*, *taxi*, *tomato* on the board, remembering to form the letters in the same way as demonstrated in the book. Make sure you write the letters large enough for all pupils to see.
- Say *Listen and look at the board*, miming *listen* and *look*, and pointing to the board. Play the first part of **?** Track 22.
- Say Now listen and say. Explain say using gestures to support the word, e.g., put your hand to your mouth. Play the next part of Track 22.
- Say *Listen and say again*. Play the third part of Track 22.

• Play **•** Track 22 again, following the three stages and the instructions. This time, get pupils to point to the letter *t* and words *taxi* and *tomato* in their books as they listen and say the words.

Track 22

Listen and look at the board.

t taxi tomato t taxi tomato

Now listen and say.

t t t taxi taxi taxi tomato tomato tomato

Listen and say again.

t t t taxi taxi taxi tomato tomato tomato

Extra!

- Hold up the picture card of the *taxi* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *tomato*.
- Ask pupils to look at the alphabet poster. Point to *t* and get pupils to make the sound */*t/.

Trace and say 8 mins

- Ask pupils to look at the three letter *t*s on the page. Remind them of the traffic light system they learned last time (starting on green, moving to orange, and finishing on red). Explain that, for the letter *Tt*, they will need to use two separate movements to write both the capital and the lower-case letter. Show them the first downward movement (from green to orange), then the second horizontal movement (from green to red). Finally, point to the third, completed letter *t* showing both movements together.
- As they have done before, pupils use their index fingers, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot, but for this letter they need to take their finger off the page to do the cross stroke. Go round the class, checking that pupils use the correct movements.

• Stand with your back to the class and trace the letter *t* in the air. Make sure to pause between the two movements, lowering your hand briefly, so that pupils realize there are two different strokes. Get pupils to stand up and do the same.

Note: As pupils learn more letters, vary the way you demonstrate them. The method above (drawing the letter in the air, always with your back to the class so the letter is the right way round) is very effective. Other times, you might want to write it on the board (always following the arrows given in the book). Pupils can then come up and practise on the board. Another way is to go round the class, tracing the letter with your finger on pupils' books, or even on the desk. Use one or more of these methods each time you introduce a new letter. Remember that pupils will always learn both the capital and the lower-case letter.

Listen and say 10 mins

- Talk about the picture with the class.
- Ask the pupils to point to Ahmed and Adam the Astronaut. Introduce Nadia (you can point and say *And this is Nadia*. It doesn't matter if pupils don't fully understand every word it helps them get used to the sounds of English. Repeat the phrase *What's your name?* several times, while pointing at the question.
- Reinforce the question by pointing to Adam and saying *Adam says: What's your name?* Then point to Nadia and say *Nadia says: I'm Nadia*. Repeat for Ahmed (*What's your name? I'm Ahmed*).

Note: At this stage, your pupils should be able to listen to phrases and repeat them. But they are not expected to be able to read the new words and phrases that are presented in *Primary 1*. Nor are they expected to be able to write them. Your pupils will develop those skills at their own speed.

 Tell the pupils to listen to the rhyme and look at the pictures. Play the first three verses of Track 23.

Unit 2 My Family

Track 23 What's Your Name?

What Syour Hu	me.
Adam:	What's your name?
Nadia:	I'm Nadia. Yes, Nadia.
Adam:	What's your name?
Nadia:	I'm Nadia.
	My name is Nadia.
Adam:	What's your name?
Ahmed:	I'm Ahmed. Yes, Ahmed.
Adam:	What's your name?
Ahmed:	I'm Ahmed.
	My name is Ahmed.
Nadia & Adam:	What's your name?
Adam:	I'm Adam. Yes, Adam.
Nadia & Adam:	What's your name?
Adam:	I'm Adam.
	My name is Adam.

Nadia & Adam: What's your name? [music only for pupils to sing own names] Nadia & Adam: What's your name? [music only for pupils to sing own names]

- Tell the pupils to listen to the rhyme again and try to join in with Nadia, Ahmed and Adam this time. Play the whole of **?** Track 23.
- Explain that *I'm Nadia*. and *My name is Nadia*. are two ways of saying the same thing. Then tell the pupils to listen and say the words after you. Present and practise this question and answer: *What's your name? I'm Nadia*.
- Point to the picture on page 20 and Nadia, Ahmed and Adam to cue different responses.

Activity Book 8 mins

- 1 Trace
- Ask pupils to look at Activity Book page 14. Remind pupils how they formed the letter *Tt* in the lesson (with two separate movements). Check that pupils are seated correctly and have their books in a suitable position on the desks. As in previous lessons, pupils practise on the page using their fingers, starting with the larger letters. Go round the class, checking that pupils use the correct movements.
- Let pupils trace the letters with their fingers or pencils, firstly with the capital letters, before moving down to the lower-case letters on

the lines. Monitor to make sure everyone is managing, and check there are no problems holding the pencil for those using one.

• As they trace the letters, say the sound /t/ and encourage pupils to repeat it after you.

Activity Book 5 mins

2 Trace and match

- Explain that this is a tracing and matching activity.
- To begin with, pupils can trace the outlines of the letters. This will help them control the pencil. They match the names with the pictures.
- Pupils are then free to colour Ahmed and Nadia if they wish using their own choice of colours.

Extra!

Give each pupil a card with their name written on it in English in large letters. Say *This is your name in English*. Point out any names that contain the letters pupils have done up to now (*s*, *a* and *t*). Pupils can take their cards home and decorate them, but ask them to bring them back so they can place them on the desks in every English lesson. As each new letter is presented for recognition, ask the pupils if it is in their name.

Unit 2 Lesson 4

Aims:	Name objects and recognize <i>p</i> and
	its sound.
	Learn numbers 1–5.
	Revise colours.
	Practise making the shape of the
	letter <i>p</i> , lower-case and capital.
Language:	plane, pizza, numbers for you,
	one, two, three, four, five, letter p
Materials:	Pupil's Book page 21
	Activity Book page 15
	W Tracks 24, 25, 26 and 27
	Alphabet poster
	colour and numbers poster
	Alphabet card: <i>p</i>
	Picture cards: <i>plane</i> , <i>pizza</i>

Warmer 5 mins

- Greet the class, saying *Hello* to as many pupils as possible. Encourage them to say *Hello* back to you.
- Briefly revise the colours they have learned (*red*, *yellow*, *green* and *blue*), although you needn't spend too long on this since they will be doing colours as part of today's lesson. You could, for example, ask pupils to point to something of each colour.
- Revise the letters they have learned up to now (s, a and t), either by holding up cards or pointing to them in the Pupil's Book.
- Ask pupils if they remember the words they learned beginning with those letters (*sun*, *snake*, *apple*, *ant*, *taxi*, *tomato*).
- Invite pupils to identify the letters and pictures of the objects on the poster and in their books.
- Point to the letter *p* on the poster and explain that, in today's lesson, pupils will be learning a new letter and two more words. Ask them to open their Pupil's Books at page 21.

Look, listen and say 8 mins

- Introduce the picture at the top of page 21. Ask if any pupils know what Adam and Rosie are holding up on the board.
- Hold up the alphabet card for *p*. Elicit or say the sound /p/. Ask the pupils to find two things beginning with *p* on the page. Explain or elicit that *plane* and *pizza* both begin with that sound. The mime for this could be holding both arms out to the sides like the wings of a plane, saying /p/, /p/, /p/.
- Write *p*, *plane*, *pizza* on the board in the usual way.
- Say Listen and look at the board, miming listen and look, and pointing to the board. Play the first part of Track 24.
- Say Now listen and say. Play the next part of Track 24.
- Say *Listen and say again*. Play the third part of Track 24.
- Play Track 24 again, following the three stages and the instructions. This time, get pupils to point to the letter *p* and words *plane* and *pizza* in their books as they listen and say the words.

😡 Track 24

Listen and look at the board.

p plane pizza p plane pizza

Now listen and say.

p p p plane plane plane pizza pizza pizza

Listen and say again.

p p p plane plane plane pizza pizza pizza

- Hold up the picture card of the plane and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the pizza.
- Ask pupils to look at the alphabet poster. Point to *p* and get pupils to make the sound /p/.

Trace and say 8 mins

- Demonstrate the way the letter is formed by using one or more of the methods mentioned in the previous lesson (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letter on the desk). Get pupils to do the same.
- Ask pupils to look at the letter *Pps* on the page. Remind them of the traffic light system (green, orange, red). Explain that, for the letter *p*, they will need to use two separate movements, just as they did for the letter *t* in the last lesson. Show them the first downward movement (from green to orange), then the second rounded movement (from green to red). Finally, point to the third, completed letter *p* showing both movements together.
- As they have done before, pupils use their index fingers, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot, but for this letter they need to take their finger off the page to do the rounded part. Go round the class, checking that pupils use the correct movements.

Listen and say. Sing 8 mins

- Talk about the picture with the class. Ask pupils if they remember the word *balloon*.
- Ask pupils to tell you the colours of the balloons. Introduce the colour *orange* for numbers 3–5.
- Tell the pupils they are going to learn to count in English. Use your fingers to demonstrate numbers 1–5. Let children hold up a hand and touch their fingers as you say 1–5, encourage them to repeat the numbers after you.
- Pupils will not be very familiar with the plural *s*, so during this lesson, make sure you often repeat the word *balloons* with lots of emphasis on the final *s*.
- Write number 1 on the board, say the name and ask the pupils to point to it in their books. Do the same with numbers 2–5. Encourage pupils to count the balloons next to each number.
- Introduce and play **•** Track 25.

Track 25

Listen and say.

- 12345
- 12345
- 111
- 222
- 333 444
- 5 5 5
- 1 balloon
- 2 balloons
- 3 balloons
- 4 balloons
- 5 balloons
- Tell the pupils that they will now hear The Balloon Song. First they listen and point, then they point and sing. Play **P** Track 26.

😡 Track 26

Listen to the song.

- 1 balloon 1 balloon 1 balloon
- 2 balloons 2 balloons 2 balloons
- 3 balloons 3 balloons 3 balloons
- 4 balloons 4 balloons 4 balloons
- 5 balloons 5 balloons 5 balloons

Extra!

- Use the colours and numbers poster to practise recognition. Point to numbers 1-5 in sequence and have the class say the numbers. Then point to the numbers out of sequence and elicit the names.
- Divide the class into groups of five. Allocate a number (1-5) to each pupil. Say numbers 1-5 randomly. When a pupil hears his/her number, they stand up.

Sing 8 mins

- Tell the pupils to listen as you read out the words of the song *5 Balloons*. Ask the pupils to hold up one hand with five fingers upright. Present *hand*. Use your fingers to demonstrate the song. When the words say a balloon goes 'bang', clap your hands and pull down one finger so that there are only four left upright. Gesture to the pupils to do the same. Continue through the song like this. Ask the pupils in Arabic how many balloons are left at the end of the song. Elicit *none*.
- Tell the pupils to use their fingers in the same way as they listen to the song. Play **P** Track 27.

😡 Track 27

5 Balloons

- 5 balloons in my hand.
- 1 balloon went 'Bang!'
- 4 balloons in my hand.
- 1 balloon went 'Bang!'
- 3 balloons in my hand.
- 1 balloon went 'Bang!'
- 2 balloons in my hand.
- 1 balloon went 'Bang!'
- 1 balloon in my hand.
- 1 balloon went 'Bang!'
- Play the song again. Tell the pupils to hum the tune and join in saying *bang*.

Activity Book 5 mins

- 1 Trace
- Ask pupils to look at Activity Book page 15. Remind pupils how they formed the letter *Pp* in the lesson (with two separate movements).

Check that pupils are seated correctly and have their books in a suitable position on the desks. As in previous lessons, pupils practise on the page using their fingers, starting with the larger letters. Go round the class, checking that pupils use the correct movements.

- Let pupils trace the letters with their fingers or pencils, firstly with the larger letters, before moving down to the smaller letters on the lines. Monitor to make sure everyone is managing, and check there are no problems holding the pencil for those using one.
- As they trace the letters, say the sound /p/ and encourage pupils to repeat it after you.

Activity Book 4 mins

2 Trace the lines

- This exercise gives pupils extra practice at controlling their pencils and moving from left to right on the page. Remind pupils how to sit properly and hold the pencil correctly. Point out the different movements of the lines (the bouncing of a ball, the jumping of a frog and the swooping of a bird). Explain that these are slightly different each time, and that practising now will help when they come to write.
- To begin with, pupils can trace the lines with their fingers, but if they want to use their pencils, make sure they are holding them correctly.

Activity Book 4 mins

- 3 Trace
- Point to the first number and ask *What is it?* Elicit 1. Show pupils that they must trace a 1 in the box.
- Ask pupils to complete the remaining boxes by tracing the numbers.
- Pupils should use their index finger or a pencil to trace the numbers 1–5. Make sure they start at the black dots each time. For 4 and 5 they will need to lift their finger/pencil off the page to complete the final stroke. Make sure they continue using the correct movements and write from left to right.

Extra!

Play *The Number Bag Game*. Put between one and five objects of the same kind, e.g., rubbers, into a bag. Don't let the class see how many you have put in. Divide the class into groups of three or four. Each group must guess how many of the objects are in the bag. Write their guesses on the board. Then take the objects out of the bag one at a time. Pupils count chorally as you do so. Then repeat the game with a different number of objects.

Unit 2 Lesson 5

Name objects and recognize <i>i</i> and its sound. Learn numbers 6–10.
Revise colours.
Practise making the shape of the
letter <i>i</i> , lower-case and capital.
ink, insect, six, seven, eight, nine,
ten, letter i
Pupil's Book page 22
Activity Book page 16
Fracks 28 and 29
Alphabet poster
colour and numbers poster
Alphabet card: <i>i</i>
Picture cards: ink, insect

Warmer 4 mins

- Greet the class, saying *Hello* to as many pupils as possible.
- Briefly revise the numbers 1–5 from the previous lesson.
- Revise the letters they have learned up to now (s, a, t and p), either by holding up cards or pointing to them in the Pupil's Book. Ask pupils if they remember the words they learned beginning with those letters. Invite pupils to identify the letters and pictures of the objects on the poster and in their books.

• Point to the letter *i* on the poster and explain that, in today's lesson, pupils will be learning a new letter and two more words. Ask them to open their Pupil's Books at page 22.

Look, listen and say 8 mins

- Introduce the picture at the top of page 22. Ask if any pupils know what Adam and Rosie are holding up on the board.
- Hold up the alphabet card for *i*. Use Poster 1 and point to the letter *i* and the *ink*.
- Elicit or say the sound /I/. Ask the pupils to find two things beginning with *i* on the page. Explain or elicit that *ink* and *insect* both begin with that sound. The mime for this could be moving their fingers on the desk like the legs of a walking insect, saying /I/, /I/, /I/.
- Write *i*, *ink*, *insect* on the board in the usual way.
- Say *Listen and look at the board*, miming *listen* and *look*, and pointing to the board. Play the first part of **?** Track 28.
- Say Now listen and say. Play the next part of Track 28.
- Say *Listen and say again*. Play the third part of Track 28.
- Say Now listen to this word. Play the fourth part of **P** Track 28.
- Play **•** Track 28 again, following the four stages and the instructions. This time, get pupils to point to the letter *i* and words *ink* and *insect* in their books as they listen and say the words.

Frack 28 Listen and look at the board.

i ink insect i ink insect

Now listen and say.

i i i ink ink ink insect insect insect

Listen and say again.

i i i ink ink ink insect insect insect

Trace and say 8 mins

- Demonstrate the way the letter *Ii* is formed by using one or more of the methods mentioned in the previous lesson. Get pupils to practise the movements.
- Ask pupils to look at the letter *is* on the page. Elicit the correct order of the traffic light system (green to orange to red). Explain that, for capital *I* pupils will need to use three separate movements but that the second and third movements are simply short lines at the top and bottom of the downward line, and for the letter *i*, they will need to use two separate movements, but that the second movement is simply a dot.
- As they have done before, pupils use their index fingers, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot, but for this letter they need to take their finger off the page to do the lines on the capital letter, or the dot. Go round the class, checking that pupils use the correct movements.

Listen and say 8 mins

- Talk about the picture with the class.
- Point to the picture of the 6 dots and tell the pupils to point to the dots and count them aloud with you. They should be able to say the numbers with you: *one*, *two*, *three*, *four*, *five*, *six*. Do the same with the other pictures of dots. Present *seven*, *eight*, *nine* and *ten*.
- Tell the pupils they are going to continue counting in English. Remind them that they used their fingers to learn numbers 1–5 in the previous lesson. Point out that they are going to use the fingers of their other hand to learn 6–10. Start with pupils holding up one hand and counting 1–5 by touching each finger in turn. Demonstrate changing hands and counting from 6–10. Encourage pupils to repeat the numbers after you.
- Write number 6 on the board, say the name and ask the pupils to point to it in their books. Do the same with numbers 7–10. Encourage pupils to count the dots each time.
- Play **?** Track 29.

Track 29

Listen and say. 6 7 8 9 10

678910

666

777

- 888
- 999

```
10 10 10
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- Hold up your book and point to the dominoes at the bottom of the page. Point to the first domino and say *How many dots?* Encourage the pupils to count from 1–7 to get the correct answer.
- Now point to the other dominoes one at a time and ask *How many* ...? As a class, the pupils count aloud.

Extra!

To give extra practice with numbers 1–10, point to a pupil and say *one*. Indicate that you want the pupil to say the number 1. Then point to another pupil and, if necessary, prompt with *two*, getting that pupil to say *two*. Continue in this way until pupils realize what they have to do. Get them to count to ten, one pupil at a time. Then start again, pointing at different pupils in a different sequence.

Activity Book 7 mins

1 Trace

- Ask pupils to look at Activity Book page 16. Check that pupils are seated correctly and have their books in a suitable position on the desks. As in previous lessons, pupils practise on the page using their fingers, starting with the larger letters. Go round the class, checking that pupils use the correct movements.
- Let pupils trace the letters with their fingers or pencils. Monitor to make sure everyone is managing, and check there are no problems holding the pencil for those using one.
- As they trace the letters, say the sound /I/ and encourage pupils to repeat it after you.

Activity Book 5 mins

2 Trace the lines

- This exercise gives pupils extra practice at controlling their pencils and moving from left to right on the page. Remind pupils how to sit properly and hold the pencil correctly. Point out the way the plane is flying.
- To begin with, pupils can trace the lines with their fingers, but it's fine if they want to use their pencils. Get them to try to complete the line without lifting the finger/pencil off the page.

Activity Book 5 mins

3 Trace

- Point to the first box and ask what the number is. Elicit 6. Show pupils that they must trace a 6 in the box.
- Ask pupils to complete the remaining boxes by tracing the numbers.
- Pupils should use a finger or pencil to trace the numbers 6–10. Make sure they start at the black dot each time. For 10, point out that they are actually writing two numbers, so they will need to lift the finger/pencil off the page. Make sure they continue using the correct movements and write from left to right.

Extra!

Play *The Race Game* with numbers *1–10*. Write them on the board in random order. Two pupils stand at an equal distance from the board with a piece of chalk. Say a number; the first pupil to run to the board and tick the number is the winner. Play again with different pupils.

Unit 2 Lesson 6

Aims:	Name objects and recognize <i>n</i> and its sound. Practise making the shape of the letter <i>n</i> , lower-case and capital.
	Learn to ask and answer
• •	about age. net, nose, letter <i>n</i>
Materials:	Pupil's Book page 23 Activity Book page 17
	Tracks 30 and 31 Alphabet poster
	Alphabet card: <i>n</i>
	Picture cards: net, nose

Warmer 6 mins

- Greet the class, saying *Good morning* or *Good Afternoon* to as many pupils as possible.
- Briefly revise the numbers 1–10 from the previous two lessons.
- Revise the letters they have learned up to now (*s*, *a*, *t*, *p* and *i*). Ask pupils if they remember the words they learned beginning with those letters. Invite pupils to identify the letters and pictures of the objects on the poster and in their books.
- Point to the letter *n* on the poster and explain that, in today's lesson, pupils will be learning a new letter and two more words. Ask them to open their Pupil's Books at page 23.

Look, listen and say 8 mins

- Introduce the picture at the top of page 23. Ask if any pupils know what Adam and Rosie are holding up on the board.
- Hold up the alphabet card for *n*. Use the alphabet poster and point to the letter *n* and the *net*.
- Elicit or say the sound /n/. Ask the pupils to find two things beginning with *n* on the page. Explain or elicit that *net* and *nose* both begin with that sound. The mime for this could be wrinkling their noses, saying /n/, /n/, /n/.
- Write *n*, *net*, *nose* on the board in the usual way.

Say *Listen and look at the board*, miming *listen* and *look*, and pointing to the board. Play
Track 30.

Track 30 Listen and look at the board. n net nose n net nose Now listen and say.

n n n net net net nose nose nose

Listen and say again.

n n n net net net nose nose nose

Trace and say 8 mins

- Demonstrate the way the letter *Nn* is formed by using one or more of the methods mentioned in the previous lesson. Get pupils to practise the movements.
- Ask pupils to look at the letters on the page. Elicit the correct order of the traffic light system (green to orange to red). Explain that, for capital N pupils will need to use two separate movements and that the second movement involves them moving down and then up again to complete the letter, and for the letter n, they will need to use two separate movements, firstly a straight line down; then the rounded part. Show them the strokes for each letter. Finally, point to the third, completed letters.
- As they have done before, pupils use their index fingers, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot. Some pupils might find it easier to take their finger off the page to do the rounded part. Others might be able to retrace part of the vertical line and write the letter in one go. Go round the class, checking that pupils are producing an acceptable shape.

Listen and say 6 mins

- Talk about the picture with the class. Point to the question and say *How many brothers do you have?* several times.
- Point to the answer (*Three*.) and repeat it several times.
- Play **W** Track 31. Ask pupils to listen.
- Play the track again. Ask pupils to repeat the question and answer as they hear it for the second time.

👽 Track 31

Listen and look at the picture.

Adam: How many brothers do you have? Ahmed: Three.

Activity Book 8 mins

1 Trace

- Ask pupils to look at Activity Book page 17. As in previous lessons, check that pupils are seated correctly and have their books in a suitable position on the desks.
- Let pupils trace the letters with their fingers or pencils. Monitor to make sure everyone is managing, and check there are no problems holding the pencil for those using one.
- As they trace the letters, say the sound /n/ and encourage pupils to repeat it after you.

Activity Book 9 mins

- 2 Trace
- Remind pupils how to sit properly and hold the pencil correctly. Some pupils might feel more comfortable if they can look back at the letters that they traced in previous units.
- Pupils can trace with their fingers or use their pencils. Go round the class monitoring as they trace. Give lots of praise, as well as help where needed.

Unit 2 Lesson 7

Aims:	Talk about family.
Language:	dad, mum, sister, brother,
	grandma, grandpa, He's my,
	She's my
Materials:	Pupil's Book page 24
	Activity Book page 18
	Tracks 32 and 33
	Alphabet poster
	Picture cards: <i>dad</i> , <i>mum</i> , <i>sister</i> ,
	brother, grandma, grandpa

Warmer 7 mins

- Greet the class, saying *Hello* to as many pupils as possible.
- Briefly revise the numbers 1–10 from the previous two lessons.
- Revise the letters they have learned up to now (s, a, t, p, i and n). Ask pupils if they remember the words they learned beginning with those letters. Invite pupils to identify the letters and pictures of the objects on the poster and in their books.
- Ask them to open their Pupil's Books at page 24.

Look, listen and say 10 mins

- Introduce the pupils to the theme of the unit. Tell them they are going to learn to talk about their families in English.
- Explain that the six pictures at the top of the page are Hani's family. Point to the first person and say *This is dad* then ask the class to repeat *dad*. Continue with the other new words. With *sister* and *brother*, say *This is Hani's sister*/*brother*.
- Pupils look at the pictures of *dad*, *mum*, etc. Say each word and ask pupils to point to the picture. Monitor to check that pupils are pointing to the correct pictures.
- Introduce the listening activity and play
 Track 32. Pupils should point to each picture as they hear the word.

👽 Track 32

Look, listen and say.

dad mum sister brother grandma grandpa dad mum sister brother grandma grandpa

Sing 10 mins

- Ask the pupils who they can see at the bottom of the page. Elicit *Hani, his dad, Sarah, her mum.* Ask them what they think the characters are saying. Explain or elicit the meaning of *He's my dad*. Point out that we use the male pronoun *he* when we want to talk about a man or a boy. Ask pupils what they think the girl is saying. You can test the class with wrong suggestions such as *He's my mum* or *She's my dad* until pupils understand. Make sure they understand the difference between *he* and *she*. Remember not to spend a long time explaining grammar at this stage.
- Tell the pupils that they are going to learn a song called *My Family*. Tell them to listen as you read the words to them.
- Tell the pupils to listen to the song. Play Track 33.

😡 Track 33

Listen to the song.

Mum and Dad, Mum and Dad. Mum and Dad and me. Mum and Dad and me, we're a happy family.

Brother and sister, brother and sister. Brother and sister and me. Brother and sister and me, we're a happy family!

Grandma, Grandpa, Grandma, Grandpa. Grandma, Grandpa and me. Grandma, Grandpa and me, we're a happy family!

Mum and Dad and brother and sister and Grandma and Grandpa and me.

We're a happy, happy, happy, happy, happy family! Hooray!

Activity Book 8 mins

1 Trace the lines

- Ask pupils to look at Activity Book page 18. As in previous lessons, check that pupils are seated correctly and have their books in a suitable position on the desks.
- This exercise gives pupils extra practice at controlling their pencils and moving from left to right on the page. Remind pupils how to hold the pencil correctly. Point out the different movements of the lines. Explain that these are slightly different each time, and that practising now will help when they come to write.
- Pupils can trace the lines with their fingers or their pencils. Monitor to make sure no one is having trouble with the activity.

Activity Book 10 mins

2 Match

- Point to the words in the middle and ask pupils if they can say them. If they can't, say the words yourself and ask pupils to repeat them after you. Don't expect too much from pupils at this stage as they haven't learned to read these words yet. However, some of them should recognize them.
- Point to the first picture and say *Is this a sister?* Elicit the answer *no*. Repeat with a number of other wrong answers, e.g., *Is this a mother? Is this a grandma?*
- When you get the right answer (*grandpa*), pretend to go down the list of words, saying, *grandpa*, *grandpa*, *where is grandpa*? Get various pupils to suggest which word says *grandpa*. Move around the class until most pupils have got it right. Then take a pencil and mime drawing a line between the picture of grandpa and the word.

Answers:

grandpa	mum
grandma	sister
dad	brother

Unit 2 Lesson 8

ers learned so far,
key words.
etters with
age 25
page 19
er
tomato, ink, sister,
ple

Warmer 6 mins

- Greet the class. Ask them to tell you the letters they have learned up to now (*s*, *a*, *t*, *p*, *i* and *n*). Write these up on the board, in a column going downwards. Be careful to form the letters in the same way the pupils have learned.
- Ask pupils if they remember the words they learned beginning with those letters. They may be able to remember one or two words for each letter.
- Ask them to open their Pupil's Books at page 25.

Trace and match 15 mins

- Show the pupils that the book has the same letters going down the left-hand side of the page.
- Explain that you want the pupils to trace each letter, as they have done in previous lessons.
- Tell pupils to start tracing. Check that they are sitting correctly and holding the pencil properly if they are using one.
- Monitor to check that pupils are forming the letters clearly.
- Explain that the pupils have to find the right pictures to go with the initial letters. Go over the example with them, holding up your book and indicating the line connecting the letter *s* with the sister.
- Ask pupils to draw the other lines.
- When everyone is finished, check that pupils remember the correct pronunciation for these six letters. Repeat by eliciting or demonstrating the remaining letters and their accompanying words.

Answers:

- s sister
- a apple
- t tomato
- p plane
- i ink
- n nose

Activity Book 14 mins

1 Match

- Ask pupils to open their Activity Books at page 19.
- This exercise gives pupils practice at letter recognition. Explain that each row contains two letters that are the same and that pupils have to circle them.
- Demonstrate the example by using a book or other object to cover up all the rows except the first one. Then point out that the two letters which are the same are the letter *s*, both of which have been circled. Encourage pupils to make the *s* sound as soon as they understand. Move the book or other object down to reveal the next row so pupils know they have to look there next.
- As pupils finish, ask them to show you their work. Encourage them to make the sounds of the letters they have circled.

Activity Book 10 mins

2 Colour

- This exercise gives pupils extra practice at controlling their pens or pencils and moving from left to right on the page. Remind pupils how to hold the pen or pencil correctly. Tell them to try to stay within the lines as they colour.
- Explain that the colours are written, and that they should use these colours. If pupils don't remember or recognize the colour words, ask them to look back in their Pupil's Books to see if they can find them.

Unit 2 Lesson 9

Aims:	Learn the capitals for the letters
	learned so far.
	Match lower-case letters with
	capitals.
Materials:	Pupil's Book page 26
	Activity Book page 20
	Alphabet poster

Warmer 6 mins

- Greet the class. Ask them to tell you the letters they have learned up to now (*s*, *a*, *t*, *p*, *i* and *n*).
 Write these up on the board. Make sure you are forming the letters correctly – in the same way as shown in the book.
- Ask pupils to make the sounds of the letters. Point to a letter and then ask pupils to make the sound, firstly as a class and then individually.
- Ask them to open their Pupil's Books at page 26.

Trace and match 15 mins

- Explain that the pupils have to match the capital and lower-case letters. And they have to match the pictures to the correct letters. Go over the example with them, holding up your book and indicating the line connecting the lower-case *s* with the capital *S* and then connecting to the picture of *sister*.
- Ask pupils to draw the other lines. Check the answers as pupils finish.
- When everyone is finished, check that pupils remember the correct pronunciation for these six letters. Ask a pupil to choose a letter and make the sound. You then write this letter on the board, in both its lower-case and capital form. Repeat for the other letters.
- Ask pupils to look at the illustrations on the page. Elicit the names of the objects and their initial sounds.

Answers:

- s S [sister]
- a A [ant]
- t T [tomato]

- n N [net]
- i I [ink]
- p P [plane]

Activity Book 9 mins

1 Match

• Ask pupils to look at Activity Book page 20. Explain that this is a matching exercise, and that pupils have to match the small letter with its capital. Do one of the letters as an example, taking a pencil and miming drawing a line between the small letter and the capital. Ask pupils to complete the task.

Activity Book 5 mins

2 Trace the lines

- As in previous lessons, check that pupils are seated correctly and have their books in a suitable position on the desks.
- This exercise gives pupils extra practice at controlling their pencils and moving from left to right on the page. Remind pupils how to hold the pencil correctly. Point out the movement of the line.
- Pupils can trace the lines with their fingers or their pencils. Remind pupils how to hold the pencil correctly if they use one.

Activity Book 10 mins

3 Odd one out

- Point to the letter *s*. Ask pupils to make the *s* sound. Point out that *sister* and *sun* (elicit the words) both begin with the *s* sound, but *apple* doesn't, and that's the reason it's circled.
- Allow pupils to look for the remaining answers. They can compare with a partner when they have finished.
- Check answers and revise the sounds once more by pointing and saying the letter sounds and the words.

Answers:

[apple] [plane] [taxi] [tomato] [sun] [sun]

Unit 2 Lesson 10

Aims:	Start to make words by blending
	the sounds of the letters learned
	so far.
Language:	sit, pat, tin, pin
Materials:	Pupil's Book page 27
	Activity Book page 21
	Track 34
	Alphabet poster

Warmer 6 mins

- Greet the class. Ask them to tell you the letters they have learned in this unit (*s*, *a*, *t*, *p*, *i* and *n*). Write these up on the board. Circle the three letters, *s*, *i*, *t*.
- Ask pupils to make the sounds of the letters. Point to a letter and then ask pupils to make the sound, firstly as a class and then individually. Then draw a line connecting the *s* and the *i*. Draw another line connecting the *i* and the *t*. Still with the focus on the sounds of the letters, demonstrate how the sounds can be joined together to form a new word, *s-i-t*.
- Get the class to say the word, slowly, emphasizing the individual letters. Then, introduce it into a command – tell the class to stand up, using exaggerated movements of the hands. Then say *Sit*, this time using your hands in a downward motion. Repeat *sit* several times, saying the word *sit* very slowly. Finally, say *sit* while pointing at the letters you joined on the board and tracing the lines connecting them together.
- Ask them to open their Pupil's Books at page 27.

Look and say 12 mins

Note: This is the first time pupils have formed new words with the initial letters they have learned. This process is called 'blending' and it is extremely important as it forms the basis of how pupils will learn to read. As pupils learn the letter sounds, so they can start to blend those sounds together to make words. That is why they are now learning the letters in a set order – to enable them to blend the letters and form words as soon as possible. Go slowly through the tasks, and make sure everyone has understood.

- Point to the top of the page and the red letters, *s*, *i*, *t* and say the words *son*, *ink* and *taxi*. Make sure you put plenty of emphasis on the sound of the initial letter each time. Then, holding up your book, indicate the line connecting the *s* with the *i*, and then the *i* with the *t*.
- Point to the letters again. Elicit and demonstrate the sound of the word *sit* by pointing to the letters and moving your finger slowly to the right as you change sounds. Say the word *sit* very exaggeratedly (*ssss-iiii-tttt*). You may need to do this several times but pupils should join in with you once they have understood that you are blending the letter sounds to form a word.
- Now say the word *sit* at close to normal speed.
- Repeat this several times, pointing to the individual letters being blended, and then to the completed word (*ssss-iiii-tttt – sit*).
- Reinforce the meaning of sit by pointing to the girl in the picture and saying *sit*, while motioning with your hands, just as you did in the *Warmer* above.
- Repeat the above procedure to show how other letters are blended to form new words.

Listen and say 7 mins

• Tell the pupils to listen as you read out the words of the song. Read the words very slowly, each time, pointing to them in your book (pupils can point too if they recognize the words). Ask the pupils in Arabic what the

song is saying. Provide help where needed. You may need to remind or tell pupils of the meaning of *sit* and *sun*. Other words – *pat*, *pan*, *shake*, *tin* and *pin* – can be explained using the illustrations on the page.

• Tell the pupils to point to the words as they listen to the song. Play **P** Track 34.

😡 Track 34

Listen and say

Sit in the sun,

Pat on a pan, [Sound effects: *tapping on a saucepan*] Shake a tin, [Sound effects: *shaking a tin of dried rice*] But don't sit on a pin! [Sound effects: OUCH!]

• Play the track again. Tell the pupils to hum the tune or make the sounds, and join in where they can.

Activity Book 10 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 21.
- As in previous lessons, check that pupils are seated correctly and have their books in a suitable position on the desks.
- Ask pupils to trace the initial letters of each word. While they are doing so, they should make the sound of that letter. They can also do the any mimes they have learned associated with the sounds.

Activity Book 10 mins

- 2 Colour
- For the final activity in the unit, tell pupils that they are free to colour the flowers using colours that they choose.
- Congratulate pupils on completing another unit of the book.

Now I can ...

Before moving on to the next Unit, take time to look at the Now I can ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.



My Body

Objectives

Listening

Unit 3

- Continue to become familiar with the sound of English letters.
- Continue to become familiar with the sound of English words.
- Carry out simple classroom instructions (TPR).
- Colour according to instructions.
- Identify named objects.

Speaking

- Ask and answer What are they?
- Ask and answer *How many?*
- Talk about bodies.
- Talk about bathroom routines.
- Identify and name objects, colours and numbers.
- Join in songs.

Skills

- Continue to understand that English is written from left to right.
- Recognize the shapes of the letters c, k, e, h, r, m and d and their sounds.
- Develop awareness of drawing from left to right, learn how to hold a pencil correctly, practise pencil control, develop hand-eye coordination.
- Learn the shape and direction of letters *c*, *k*, *e*, *h*, *r*, *m* and *d*.

Word list

Lesson 1

car – /kaː/ cat – /kæt/ key – /kiː/ kite – /kaɪt/ cake – /keɪk/

Lesson 2

egg – /eg/ elephant – /'elɪfənt/ What is it? It's a kite. – /wɒt ız ıt? ıts ə kaıt/ What are they? They are eggs. – /wɒt aː ðeɪ? ðeɪ aːr egz/

Lesson 3

hand – /hænd/ hair – /heə/ how many ...? – /haʊ 'meni ...?/

Lesson 4

red - /red /

rabbit – /'ræbɪt/ hair – /heə/ head – /hed/ arm – /aːm/ body – /'bɒdi/ leg – /leg/ foot – /fʊt/ elbow – /'ɛlbəʊ/

Lesson 5

monkey – /'mʌŋki/ moon – /muːn/ ear – /ɪə/ eye – /aɪ/ mouth – /maʊθ/ nose – /nəʊz/ face – /feɪs/

Lesson 6

dog - /dvg/ duck - /dʌk/ My nose. - /mai nəʊz/ My eyes. - /mai aiz/

Lesson 7

I wash my face. – /aɪ wɒʃ maɪ feɪs/ I wash my hands. – /aɪ wɒʃ maɪ hændz/ I brush my teeth. – /aɪ brʌʃ maɪ tiːθ/ I brush my hair. – /aɪ brʌʃ maɪ heə/

Lesson 10

hit – /htt/ ten – /ten/ hen – /hen/ make – /meɪk/ cake – /keɪk/ racket – /'rækɪt/ packet – /'pækɪt/

Unit 3 Lesson 1

Aims:	Name objects and recognize <i>c</i> and
	k and their sounds.
	Follow instructions and repeat
	new language.
	Continue learning how to form
	letter shapes.
	Practise making the shape of the
	letters c and k , lower-case and
	capitals.
anguage:	car, cat, key, kite, cake
1aterials:	Pupil's Book page 30
	Activity Book page 22
	Track 35
	Alphabet posters
	Alphabet cards: c, k
	Picture cards: <i>car</i> , <i>cat</i> , <i>key</i> ,
	kite, cake

Note: Pupils should now be familiar with the words *hello* and *goodbye*. Remember to greet as many as possible with *hello* and a smile. At the end of the lessons, make sure you say *goodbye* to as many pupils as you can. Encourage them to say it to you too. If you prefer, use the greeting *Good morning* or *Good afternoon*.

Warmer 5 mins

- Greet the class. Briefly revise the letters they have learned up to now (*s*, *a*, *t*, *p*, *i* and *n*). Write these up on the board.
- Ask pupils to make the sounds of the letters.
- Remind pupils that they have made some words with these letters. Elicit some of the words (if pupils have difficulty remembering, you could remind them of, or play Track 34 for them to listen again to the song they heard in the last lesson). Write the words *sit*, *tap*, *pan*, *tin* and *pin* on the board. Illustrate (by drawing lines and/or pointing) that they are all formed from the same six letters.
- Get the class to say the words, emphasizing the individual sounds. Then, use cards and posters to further draw attention to the letters and words.

• Ask them to open their Pupil's Books at page 30. Point to the letters *c* and *k* on the alphabet poster and explain that these are the two letters they are going to learn in today's lesson.

Look, listen and say 12 mins

- Introduce the picture at the top of page 30. Explain that Adam the Astronaut and his friend Rosie are holding up a board with letters and words on it.
- Hold up the alphabet card for *c*. Elicit or say the sound /k/. Ask the pupils to find two examples of the *c* sound at the top of the page. Elicit or explain that the names of the two objects (*car* and *cat*) begin with the sound /k/. Get pupils to mime stroking an imaginary cat while saying /k/, /k/, /k/.
- Write *c*, *car*, *cat* on the board, remembering to form the letters in the same way as demonstrated in the book. Make sure you write the letters large enough for all pupils to see. Repeat for *k*, *key*, *kite*.
- Say *Listen and look at the board*, using gestures to help pupils understand if necessary. Play
 Track 35, pausing between the sections to allow time for pupils to understand, follow and repeat according to the instructions.

Frack 35 Listen and look at the board.

c car cat k key kite c car cat k key kite

Now listen and say.

c c c car car car cat cat cat k k k key key key kite kite kite

Now listen and say again.

c c c car car car cat cat cat k k k key key key kite kite kite

Trace and say 10 mins

- Use one or more of your methods to demonstrate the drawing of the letters *Cc* and *Kk* (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letters on the desk). Get pupils to do the same.
- Pupils may still want to use their index fingers, to trace the letters. This is fine there is no pressure. If pupils feel confident enough with a pencil, just check that they are sitting in the correct position, holding the pencil properly and tracing the shape accurately.
- Get pupils to say the sound /k/ as in *car*, while they are doing the task. When they finish, encourage them to mime stroking an imaginary cat while saying /k/, /k/, /k/ and then to open something with an imaginary key, again saying /k/, /k/, /k/.

Note: For now, pupils need to know that the two letters, *c* and *k*, sound exactly the same. They will be introduced to the *soft c* sound later.

Activity Book 9 mins

1 Trace

- Ask pupils to open their Activity Books at page 22.
- Explain that they are going to trace the letter *c*.
- Make sure everyone is seated correctly.
- Check that pencils are sharpened and that pupils know how to hold them correctly.
- Demonstrate how pupils can best position their books on the desk or table.
- When pupils are ready, they can start tracing the letters, as they have done previously. Remind them to work in the direction of the arrow. Monitor, providing support as necessary.

Activity Book 9 mins

2 Trace

- Explain that they are going to trace the letter *k*.
- Make sure everyone is seated correctly.
- Check that pencils are sharpened and that pupils know how to hold them correctly.
- Demonstrate how pupils can best position their books on the desk or table.
- When pupils are ready, they can start tracing the letters, as they have done previously. Remind them to work in the direction of the arrow. Monitor, providing support as necessary.

Unit 3 Lesson 2

Aims:	Name objects and recognize <i>e</i> and
	its sound.
	Continue learning how to form
	letter shapes.
	Practise making the shape of the
	letter e, lower-case and capital.
	Ask What is it?/What are they?
	Answer using It's alan/They
	are
Language:	egg, elbow, What is it? It's a kite.
	What are they? They are eggs.
Materials:	Pupil's Book page 31
	Activity Book page 23
	Track 36
	Alphabet posters
	Alphabet card: <i>e</i>
	Picture cards: egg, elbow

Warmer 5 mins

- Greet the class. Ask pupils if they remember the letters they learned in the previous lesson (*c* and *k*). Write these up on the board. Ask pupils to make the sound of the letters.
- Remind pupils that they have made some words with these letters. Elicit some of the words (*car, cat, key, kite*). Then, use cards and posters to further draw attention to the letters and words.
- Ask them to open their Pupil's Books at page 31.

Point to the letter *e* in the book, on the alphabet card, or on the alphabet poster, and explain that this is the letter they are going to learn in today's lesson.

Look, listen and say 8 mins

- Introduce the picture at the top of page 31. Explain that Adam and Rosie are holding up a board with a letter and words on it.
- Hold up the alphabet card for *e*. Elicit or say the sound /e/. Ask the pupils to find two examples of the *e* sound at the top of the page. Elicit or explain that the names of the two objects (*egg* and *elbow*) begin with the sound /e/. The mime for *e* might be touching your elbow.

Play **W** Track 36.

😡 Track 36

Listen and look at the board. e egg elbow e egg elbow

Now listen and say.

e e e egg egg egg elbow elbow elbow

Listen and say again.

e e e egg egg egg elbow elbow elbow

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Ee* in the usual way. Get pupils to do the same.
- Pupils may still want to use their index fingers. However, if pupils feel confident using a pencil, just check that they are sitting in the correct position, holding the pencil properly and tracing the shape accurately.
- Get pupils to say the sound /e/ as they are doing the task. When they finish, encourage them to point to their elbow while saying /e/, /e/, /e/.

Look and say 8 mins

Note: In this task, pupils will be exposed to some basic elements of grammar for the first time. It is NOT necessary at this level for you to explain the grammar structures. Pupils will learn the phrases through repetition and exposure. The phrases presented are commonly used or 'high-frequency' phrases, and the more the pupils hear them at this stage, the better prepared they will be as they progress through Primary 1 and move on to Primary 2. Make sure to go through the task slowly and use plenty of repetition, supported by mime and pointing where necessary. Don't expect pupils to be able to reproduce everything you say – it is enough that they start to hear the new phrases.

- Introduce the picture at the bottom of page 31. Say *What is it?* and elicit the word *kite*. Point to the writing under the picture and repeat, while pointing to one word at a time, *What* ... *is* ... *it?* Elicit the word *kite* again, but point to the more complete answer and again, read it slowly, one word at a time: *It's* ... *a* ... *kite*.
- Now point to the picture of the eggs and say How many eggs? Elicit two. Point to the speech bubble text one word at a time, saying What ... are ... they? Elicit eggs, and put plenty of emphasis on the plural s. Then point to the more complete answer and again, read it slowly, one word at a time: They ... are ... eggs.
- It might be necessary to go through this several times before pupils fully grasp it.

Note: Give further practice by pointing to word cards/posters and the Pupil's Book. Ask *What is it?* as you point to various objects the pupils have learned. When it comes to the words from today's lesson (*egg* and *elbow*) and the word *ant*, point out that we always use the word *an*. Demonstrate this by writing on the board *a cat* (underline the article *a*). Then write *an ant*, underlining the *n* in *an*. Repeat with *egg* and *elbow*.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 23.
- Explain that they are going to trace the letter *Ee*.
- Make sure everyone is seated correctly, pencils are sharpened and pupils know how to hold them correctly.
- Pupils start tracing the letters as they have done previously. Remind them to work in the direction of the arrow. Monitor, providing support as necessary.

Activity Book 8 mins

2 Look and say

- Begin by demonstrating with as many pupils as possible. Walk around the class, choose a pupil and point to a picture at random in the activity, saying, *What is it?* When the pupil answers correctly, move on to another pupil and another picture in the activity.
- Put pupils in pairs. Tell them to take turns pointing to the pictures in their books and asking *What is it?* The other pupil has to answer. Monitor as many pairs as possible. For more practice, get pupils to swap partners and repeat the activity.
- If pupils are going to do this at home, tell them to practise the question and the different answers. You can then check orally in the next lesson.

Answers:

What is it? It's an ant. What is it? It's a tomato. What is it? It's a plane. What is it? It's a key. What is it? It's a kite. What is it? It's a tiger.

Unit 3 Lesson 3

Aims:	Name objects and recognize <i>h</i> and
	its sound.
	Continue learning how to form
	letter shapes.
	Revise colours.
	Practise making the shape of the
	letter <i>h</i> , lower-case and capital.
	Asking and answering How
	<i>many</i> ?
Language:	hand, hair, How many?
Materials:	Pupil's Book page 32
	Activity Book page 24
	Tracks 37 and 38
	Alphabet posters
	Alphabet card: <i>h</i>
	Picture cards: hand, hair

Warmer 5 mins

- Greet the class. Briefly revise material from the previous lesson (the letter *e*; the words *egg* and *elbow*; the questions and answers *What is it? It's a* ...). Write these up on the board. Ask pupils to repeat them after you.
- Ask them to open their Pupil's Books at page 32. Point to the letter *h* in the book, on the alphabet card, or on the alphabet poster, and explain that this is the letter they are going to learn in today's lesson.

Look, listen and say 8 mins

- Introduce the picture at the top of page 32. Explain that Adam and Rosie are holding up a board with today's letter and words on it.
- Hold up the alphabet card for *h*. Elicit or say the sound /h/. Ask the pupils to find two examples of the *h* sound at the top of the page. Elicit or explain that the names of the two objects (*hand* and *hair*) begin with the sound /h/. The mime for *h* might be for pupils to put their hands in the air and shake them about. Play Track 37.

Track 37 Listen and look at the board. h hand hair h hand hair

Now listen and say. h h h hand hand hand hair hair hair

Listen and say again. h h h hand hand hand hair hair hair

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Hh* in the usual way. Get pupils to do the same.
- Point out that this is another letter that is written in parts (green to orange; orange to red). Check that they are sitting in the correct position, holding the pencil properly and tracing the shape accurately. Go round and make sure pupils are forming the letters correctly.
- Get pupils to say the sound /h/ as they are doing the task. When they finish, encourage them to put their hands in the air and shake them about, making the sound /h/, /h/, /h/.

Look, listen and say 9 mins

- Introduce the picture at the bottom of page 32. Tell the pupils to look at all the individual pictures quickly. Ask them how many words they know (they should know them all, but they may need help to remember the words).
- Tell the pupils to listen to you and point to the picture you describe. Give one or two examples, e.g., *5 taxis. 3 cats. 6 apples. 2 hands.* Then play
 Track 38.

Track 38 Look, listen and say.

5 taxis

- 3 cats
- 6 apples

- 2 hands 4 sisters 10 cars 1 kite
- 9 tomatoes
- Ask pupils to look at the pictures again. This time ask them to say what colour the things in the pictures are.
- Read out the question *How many hands?* Ask pupils to find the hands and count them. Point to the answer 2. Then ask the same question about other pictures, e.g., *How many blue cats?*
- Put pupils in pairs. Tell them to take turns asking questions with *How many* ...? The other pupil has to answer, using the number and the colour(s). Monitor as many pairs as possible. For more practice, get pupils to swap partners and repeat the activity.

Activity Book 7 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 24.
- Explain that they are going to trace the letter *Hh*.
- Make sure everyone is seated correctly and holding pencils properly.
- Pupils start tracing the letters as they have done previously. Remind them to work in the direction of the arrow. Monitor, providing support as necessary.

Activity Book 8 mins

2 Count and circle

- Begin by demonstrating the first item. Count the hands aloud *one* ... *two* ... *two hands*. Draw the pupils' attention to the example circle around the number 2. Walk around the class, repeating with as many pupils as possible. When the pupil has understood, they can complete the activity.
- If the pupils have done the activity in class, put pupils in pairs to talk about the pictures and check their answers. Tell them to take turns pointing and asking the question *How many* ...?

The other pupil has to answer. Monitor as many pairs as possible. For more practice, get pupils to swap partners and repeat the activity.

Answers:

- 2
- 6
- 8
- 8
- 4

Unit 3 Lesson 4

Aims:	Name objects and recognize <i>r</i> and
	its sound.
	Continue learning how to form
	letter shapes.
	Practise making the shape of the
	letter <i>r</i> , lower-case and capital.
	Learn body words.
Language:	red, rabbit, head, hair, hand, arm,
	body, leg, foot, elbow
Materials:	Pupil's Book page 33
	Activity Book page 25
	Track 39
	Alphabet posters
	Alphabet card: <i>r</i>
	Picture cards: <i>red</i> , <i>rabbit</i> , <i>head</i> ,
	hand, arm, body, leg, foot

Warmer 5 mins

• Greet the class. Briefly revise material from the previous lesson. Write the letter *h* and the words *hand* and *hair* up on the board. Ask pupils to repeat them after you. Ask them to put their hands in the air and shake them about. Ask them to point to their hair.

Look, listen and say 8 mins

Ask pupils to open their Pupil's Books at page 33. Point to the letter *Rr* in the book, on the alphabet card, or on the alphabet poster, and explain that this is the letter they are going to learn in today's lesson. The mime for this could be twitching their nose like a rabbit. Play Track 39.

Track 39

Listen and look at the board.

r red rabbit r red rabbit

Now listen and say.

r r r red red red rabbit rabbit rabbit

Listen and say again.

r r r red red red rabbit rabbit rabbit

• Ask the pupils to look for something red in the classroom. Walk round the room saying *Show me something red*. The pupils should point and repeat the word *red*.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Rr* in the usual way. Get pupils to do the same.
- Point out that this is another letter that is written in parts (green to orange; orange to red) for both capital *R* and lower-case *r* and that pupils might need to take their fingers/pencils off the paper. Point out, however, that it is not wrong to keep the finger/pencil on the page – they should just be careful when they are going over the previous line so that it doesn't look like two lines. Check that they are sitting in the correct position, holding the pencil properly (if using one) and tracing the shape accurately. Go round and make sure pupils are forming the letters correctly.
- Get pupils to say the sound /r/ as they are doing the task. When they finish, encourage them to mime twitching their nose like a rabbit while saying /r/, /r/, /r/.

Look, point and say 8 mins

• Introduce the picture at the bottom of page 33. Pupils have already learned *hair, hand* and *elbow*, so start with those words first. Hold up your book and point to the picture of the boy's hair, then the word *hair*. Say *Touch your hair*

and touch your own hair to demonstrate. Get pupils to touch their own hair. Repeat for *hand* then repeat for the other words on the picture – first saying the words then pointing to that part of the boy's body or your own body. Finally, say *Touch your (arm, leg, etc.)* as you touch that part of your own body.

- Give further practice by giving *Touch your* ... instructions, first to the whole class and then to individual pupils.
- Play a chain game around the class. Say *Touch your hair* to the first pupil. When the pupil does this, indicate that he/she should tell the next pupil to touch part of their body, using the words they have learned. At first, indicate what you want them to say by pointing to your own leg/foot, etc. Pupils will soon be able to choose a part of the body themselves and continue the chain. Monitor and make sure pupils are touching the right part of the body each time. Don't worry about mistakes too much at this stage; make the game fun.

Activity Book 8 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 25.
- Explain that they are going to trace the letter *Rr*.
- Make sure everyone is seated correctly and holding pencils properly.
- Pupils start tracing the letters as they have done previously. Remind them to work in the direction of the arrow. Monitor, providing support as necessary.

Activity Book 8 mins

- 2 Trace, draw and colour.
- Ask pupils to trace the letters in the body words.
- Then tell pupils to complete the picture of the clown. They should then colour it.
- If pupils do the activity in class and finish early, get them to talk in pairs about the pictures and the words, taking it in turns to say, *Touch your arm, leg, head, etc.*

Unit 3 Lesson 5

Aims:	Name objects and recognize <i>m</i>
	and its sound.
	Continue learning how to form
	letter shapes.
	Practise making the shape of the
	letter <i>m</i> , lower-case and capital.
	Learn face words.
Language:	monkey, moon, eye, nose, face,
	ear, mouth
Materials:	Pupil's Book page 34
	Activity Book page 26
	W Tracks, 40, 41
	Alphabet posters
	Alphabet card: <i>m</i>
	Picture cards: monkey, moon, eye,
	nose, face, ear, mouth

Warmer 5 mins

• Greet the class. Use *Hello* or *Good morning/ afternoon*. Encourage pupils to respond in the same way. Briefly revise material from the previous lesson. Make sure you revise *Touch your arm, leg,* etc., as it appears again in this lesson. Write the words from the last lesson up on the board (*head, hair, hand, arm, body, leg, foot*). Ask pupils to repeat them after you and give them instructions to touch the parts of the body they have learned.

Look, listen and say 8 mins

- Ask pupils to look at Pupil's Book page 34. Use the alphabet posters and point to the letter *Mm*. Elicit or say the sound /m/. Say the word *mouth*. Do the same with the word *moon*.
- Introduce *m* and use the alphabet-recognition activity; follow the usual procedure. The mime for this could be pointing to your mouth then saying the /m/ sound. Play Track 40.

Track 40 Listen and look at the board. m mouth moon

m mouth moon

Now listen and say.

m m m mouth mouth mouth moon moon moon

Listen and say again.

m m m mouth mouth mouth moon moon moon

Note: Pupils have started to hear the indefinite article (*a*/*an*), encourage them to use *a*/*an* as they follow your examples, without stressing the point at this stage. It is better that children feel comfortable producing some English than insisting on fully correct utterances. The word *moon* is most commonly found with the definite article (*the*), because we generally refer to it as the only one in our planetary system. For children of this age 'a moon' is perfectly acceptable.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Mm* in the usual way. Get pupils to do the same.
- Point out that this letter is written in parts for both the capital and the lower-case letter and that pupils might need to take their pencils off the paper, although it is not wrong to keep the pencil on the page. Check that they are sitting in the correct position, holding the pencil properly and tracing the shape accurately. Go round and make sure pupils are forming the letters correctly.
- Get pupils to say the sound /m/ as they are doing the task. When they finish, encourage them to point to their mouths while saying /m/, /m/, /m/.

Listen, point and say 9 mins

• Introduce the picture at the bottom of page 34. Pupils know the word *mouth* and they may

remember the word *nose* but they have not learned any of the other words yet. The picture might help them guess. Point to the picture of the whole face, then the word *face*. Say *Touch your face* and touch your own face using a circular motion to make it clear you are referring to your whole face, not one part of it. Get pupils to touch their own face. Repeat for the other words on the picture – first pointing to the word and saying it, then pointing to that part of the face. Finally, say *Touch your* (*nose, ear*, etc.) as you touch that part of your own face.

• Introduce the listening activity. Tell the pupils that the instructions will get faster and faster, so they must listen carefully and carry out the instructions quickly. Use the Picture cards to cue the pupils' actions. Play Track 41.

Frack 41 Listen and do.

Touch your eyes. Touch your nose. Touch your mouth. Touch your ears. Touch your mouth. Touch your eyes. Touch your eyes. Touch your nose. Touch your ears. Touch your ears. Touch your nose. Touch your nose. Touch your mouth. Stop!

- Give further practice by giving *Touch your* ... instructions, first to the whole class and then to individual pupils.
- As you did in the previous lesson, play a chain game around the class using the new words from today's lesson. Say *Touch your hair* to the first pupil. When the pupil does this, indicate that he/ she should tell the next pupil to touch part of their face. At first, indicate what you want them to say by pointing to your own nose, ear, etc. Pupils will soon be able to choose a part of the face themselves and continue the chain. Monitor and make sure pupils are touching the right part of the face each time.
- This could be extended to include the words for parts of the body from the previous lesson.

Activity Book 7 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 26.
- Explain that they are going to trace the letter *Mm*.
- Make sure everyone is seated correctly and holding pencils properly.
- Pupils start tracing the letters as they have done previously. Remind them to work in the direction of the arrow. Monitor, providing support as necessary.

Activity Book 8 mins

2 Trace

- Ask pupils to draw the lines to complete the picture of the face.
- If pupils finish early, they should then colour the face. If pupils complete the activity in class, get them to talk in pairs about the pictures and the words, taking it in turns to say *Touch your eye*, *nose*, etc.

Unit 3 Lesson 6

Aims: Name objects and recognize d and its sound.
 Continue learning how to form letter shapes.
 Practise making the shape of the letter d, lower-case and capital. Introduce my.
 Language: dog, duck, my nose, my eyes
 Materials: Pupil's Book page 35

 Activity Book page 27
 Track 42
 Alphabet posters
 Alphabet card: d
 Picture cards: dog, duck

Warmer 5 mins

• Greet the class. Briefly revise material from the previous lesson. Ask pupils to stand by their desks. Ask them to touch their arm, leg, head, etc. Get faster and faster and see if pupils can keep up!

Look, listen and say 8 mins

- Ask pupils to look at Pupil's Book page 35. Use the alphabet posters and point to the letter *d* and the *dog*. Elicit or say the sound /d/.
- Explain that the names of the two objects (*dog* and *duck*) begin with the sound /d/. Get pupils to mime a duck flying while saying /d/, /d/, /d/.
- Write *d*, *dog*, *duck* on the board. Play Track
 42, pausing after each section in the usual way.

🐼 Track 42

Listen and look at the board.

d dog duck d dog duck

Now listen and say.

d d d dog dog dog duck duck duck

Listen and say again.

d d d dog dog dog duck duck duck

• Play Track 42 again, following the three stages and the instructions. This time, get pupils to point to the letter *Dd* and words *dog* and *duck* in their books as they listen and say.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Dd* in the usual way. Get pupils to do the same.
- Point out that this letter is written in two movements for both the lower-case letter and the capital. Check that pupils are sitting in the

correct position, holding the pencil properly (if using one) and tracing the shape accurately. Go round and make sure pupils are forming the letters correctly.

• Get pupils to say the sound /d/ as they are doing the task. When they finish, encourage them to mime a duck flying while saying /d/, /d/, /d/.

Look, point and say 7 mins

- Use the picture cards to revise the names of parts of the body.
- Introduce the picture at the bottom of page 35. Pupils should remember the words *nose* and *eye* but they have not learned the plural *eyes* yet, so draw attention to this by saying *one eye; two eyes*. Point out the meaning of *my* by pointing to a pupil's nose and saying *your nose*. Then point to your own nose and say *my nose*, with lots of emphasis on *my*.
- Draw attention to the fact that the children in the picture are saying *My* nose and *My* eyes.
- Ask the pupils who they can see in the picture. Elicit *Nadia* and *Ahmed*. Tell them to listen as you read out what Nadia and Ahmed are saying. Read the text: *My nose*. *My eyes*.
- Tell pupils to copy what Nadia and Ahmed are doing and say *My nose*. *My eyes*. Pupils point and repeat.
- Continue using parts of the body from the previous lesson (*face, ear(s)* and *mouth*).

Activity Book 9 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 27.
- Explain that they are going to trace the letter *Dd*.
- Pupils start tracing the letters as they have done previously. Remind them to work in the direction of the arrow, as in the Pupils' Book. Monitor, providing support as necessary.

Activity Book 8 mins

- 2 Draw and match
- Ask pupils to draw their own face inside the frame on the page.

- Remind them that when they have finished drawing, they should draw the lines to the eyes and the nose on their face picture.
- If pupils do the activity in class and finish early, they can then colour the face. Get them to talk in pairs about the pictures and the words, taking it in turns to say *My eye/nose*, etc.
- Ask pupils to talk about their pictures. They can use other words for the body that they have learned pointing and saying *My head/ears/ mouth*, etc.

Unit 3 Lesson 7

Aims:	Learn two new verbs
	(wash, brush).
	Practise using words for parts of
	the body.
	Talk about bathroom routines.
	Match sentences to pictures.
	Perform actions to match a
	sentence/picture.
Language:	I wash my face. I wash my hands.
	I brush my teeth. I brush my hair.
Materials:	Pupil's Book page 36
	Activity Book page 28
	Track 43
	Alphabet posters

Warmer 7 mins

- Greet the class. Briefly revise material from the previous lesson. Ask pupils to tell you the parts of the body as you point to them.
- Repeat and indicate that you want them to say *My face. My leg.*, etc.
- You can further revise the words they already know for parts of the body by playing a simple game of *Salman Says*. Say *Salman says, touch your nose*. Use a different part of the body each time.

Look and say 12 mins

• As an introduction to *I wash* ... and *I brush* ..., talk about activities pupils do every day (e.g., get

up, get dressed, wash, eat breakfast, clean teeth). Use mime to convey meaning.

- With books closed, mime the actions and ask the pupils to say what you are doing or to point to the correct picture in their books. When everyone has guessed the mime, repeat the action, getting the pupils to copy the mime. Say *I wash my face. I wash my hands. I brush my teeth. I brush my hair.* as you do the actions.
- Say the sentence and the pupils mime the action. Get the whole class and then individuals to mime and repeat the sentences.
- Say Open your Pupil's Book at page 36, please. Read a sentence aloud and ask the pupils to say which character (Ahmed, Nadia, Tim or Sarah) is performing each action. Then reverse the procedure. Say the character's name and ask the class to say the sentence.

Sing 12 mins

- Tell pupils they are going to listen to a song that uses the words in the pictures. Play the first part of Track 43.
- Play the second part of the track, pausing after each line for pupils to repeat.
- Play the third part of Track 43 and encourage pupils to join in and/or mime.

Track 43 Listen.

I wash my face. Wash, wash, wash, Splash, splash, splash. I wash my hands. Rub, rub, rub, Splash, splash, splash. I brush my teeth. Clean, clean, clean, Splash, splash, splash. I brush my hair. Brush, brush, brush, Splash, splash, splash.

Now listen and sing.

I wash my face. Wash, wash, wash, Splash, splash, splash. I wash my hands. Rub, rub, rub, Splash, splash, splash. I brush my teeth. Clean, clean, clean, Splash, splash, splash. I brush my hair. Brush, brush, brush, Splash, splash, splash.

Listen and sing again. Mime.

I wash my face. Wash, wash, wash, Splash, splash, splash. I wash my hands. Rub, rub, rub, Splash, splash, splash. I brush my teeth. Clean, clean, clean, Splash, splash, splash. I brush my hair. Brush, brush, brush, Splash, splash, splash.

Activity Book 14 mins

- 1 Colour
- Ask pupils to open their Activity Books at page 28.
- Tell them to colour in the picture.

Unit 3 Lesson 8

Warmer 5 mins

• Greet the class. Briefly revise material from the previous lesson. Write the letters they have learned so far on the board (*s*, *a*, *t*, *p*, *i*, *n*, *c*, *k*, *h*,

r, *m*, *d*). Ask various pupils to mime drawing the letters in the air. Make sure they stand with their backs to the class so that the class can see that the letter is the right way round.

• Ask pupils to open their Pupil's Book at page 37.

Find and say 10 mins

- Point to the letter *c* and elicit the sound. Then elicit the word that begins with *c* (car) in the picture. Get pupils to say the sound and the object repeatedly.
- Tell pupils, they are going to trace the letters they have learned in this unit.
- Point to the letter *c* again, and explain that they should start tracing where the dot is.
- Ask pupils to look at the picture of the car. Tell them they will find two more letter *c*s in the picture (they are in the wheels), and they should trace and/or colour/shade these in.
- Tell them to carry on with the other letters on the page, making sure to find all of them.

Listen, find and circle 10 mins

- Do the first row as an example. Ask pupils to look at the letter *c* on its own, then to look at the other group of letters. Point out that the letter *c* is circled because it is the same as the letter at the start of the row.
- Tell pupils they will hear each row of letters on the audio, to help them. Play 🕥 Track 44. Encourage pupils to circle the odd letter out as they listen.
- Play the track again if necessary, for pupils to check their answers or complete the activity,

Track 44

Listen, find and circle.

- cacin ritrs ktipk mnmai
- e saet d psdt
- h pnah

Answers:

- c r
- k m
- e d
- h

Activity Book 10 mins

1 Odd one out

- Ask pupils to open their Activity Books at page 29.
- Tell them to look at the first picture. Ask them what they can see. Elicit the words *dog*, *duck* and *ant*. Then draw their attention to the letter *d* in the corner of the box. Explain that they are looking for things that begin with the letter *d*.
- Ask pupils which one is different, i.e., which is the odd one out in the first picture. Elicit *ant* and explain that it is the odd one out because it doesn't start with *d*.

Answers:

Pupils should circle: d ant e ink

Activity Book 10 mins

2 Match

- Do the example with the class. Point to the letter *k*. Then point to the line connecting *k* with the picture of the kite. Explain that the line is there because the word *kite* begins with the *k* sound.
- Ask if there is another picture with a *k* sound. Elicit *key*. Tell pupils to draw a second line, this time connecting *k* and *key*.
- Pupils join the other sounds to their related pictures.
- Check the answers by asking individual pupils to point to the sound and the two related objects – saying them out loud as they point, e.g., *k*, *kite*, *key*.

Answers:

- c [car] [cat]
- k [kite] [key]
- e [egg] [elbow]
- h [hand] [hair]
- t [tiger] [tomato]
- m [monkey] [moon]
- d [dog] [duck]

Unit 3 Lesson 9

Aims:	Review the capitals and lower-case	
	letters learned in this unit.	
	Match lower-case letters with	
	capitals.	
Materials:	Pupil's Book page 38	
	Activity Book page 30	
	Alphabet posters	
Materials:	capitals. Pupil's Book page 38 Activity Book page 30	

Warmer 5 mins

- Greet the class. Ask them to tell you the letters they have learned in this unit (*c*, *k*, *e*, *h*, *r*, *m* and *d*). Ask individual pupils to write these up on the board. Check that pupils are forming the letters correctly.
- Ask pupils to make the sounds of the letters. Point to a letter and then ask pupils to make the sound, firstly as a class and then individually.
- Ask them to open their Pupil's Books at page 38.

Trace and match 10 mins

- Explain that the pupils have to follow the lines to find the capital letters that go with the smaller lower-case letters. Do one letter as an example with them, holding up your book and indicating the line connecting the small *m* with the capital *M*. The pupils know both lower-case and capital letters, so shouldn't have any difficulty with this. But give support as necessary.
- After checking that they are sitting correctly and holding the pencil properly, tell pupils to start tracing the lower-case and the capital *m*.
- Ask pupils to follow the other lines and trace the pairs of letters. Check their work as pupils finish.
- When everyone is finished, check that pupils remember the correct pronunciation for these seven letters. Ask a pupil to choose a letter and make the sound. You then write this letter on the board, in both its lower-case and capital form. Repeat for the other letters.
- Invite pupils to mime writing the new capital letters in the air. It helps if they come to the front of the class and stand with their backs to

the other pupils. Give help and guidance where necessary.

• Wipe the board clean and ask if any of the pupils would like to try writing the letters in both small and capital form.

Extra!

Help pupils think about letter formation by writing some 'false pairs' on the board. For example, you could write a lower-case *c* and a capital *H* and then tell pupils that they are the same letter. Pupils should quickly protest, so look surprised and then correct the letters on the board so you have a lower-case *c* and a capital *C*. They will not be able to tell you in English but they will be thinking about how the letters are formed. Make sure the correct pairs are clearly visible, and thank pupils for correcting you. Write another false pair on the board and repeat the procedure.

Trace 8 mins

- Tell pupils that you want them to complete the drawing of the hats. Encourage them to follow the lines carefully so that they learn to control the pencil.
- Pupils who finish early can colour the hat using the colours of their choice. Go round and look at their work as they finish.

Activity Book 10 mins

1 Odd one out

- Ask pupils to open their Activity Books at page 30. Remind pupils that they did an activity like this in the last lesson.
- Tell pupils to look at the first picture. Ask them what they can see. Elicit the words *apple*, *fish* and *ant*. Then draw their attention to the letter *a* in the corner of the box. Explain that they are looking for things that begin with the letter *a*.
- Ask pupils which one is different, i.e., which is the odd one out in the first picture. Elicit *fish* because it doesn't start with *a*.
- Repeat the same process for the second picture. Elicit *duck* because it doesn't start with *c*.

Activity Book 12 mins

2 Match

• Go through the example with the pupils, pointing out that the line connects the capital and the lower-case form of the *same* letter. Ask pupils to draw the other lines connecting the capitals to the lower-case letters.

Answers:

- Ss Nn
- Tt Pp
- Aa Ii
- Kk Cc
- Rr Mm
- Dd Ee
- Ηh

Unit 3 Lesson 10

Aims: Continuing to form new words from the letters already learned.
 Language: hit, hen, make, cake, racket, packet
 Materials: Pupil's Book page 39

 Activity Book page 31
 Track 45
 Alphabet posters

Warmer 5 mins

- Greet the class. Briefly revise the letters they have learned in this unit (*c*, *k*, *e*, *h*, *r*, *m* and *d*), and the letters from Unit 2 (*s*, *a*, *t*, *p*, *i* and *n*). Write these up on the board but in a jumbled order scattered around, not in a line.
- Ask pupils to make the sounds of the letters. Point to a letter and then ask pupils to make the sound, firstly as a class and then individually.
- Ask pupils if they can make any words with these letters (using only these letters, as distinct from words that *begin with* these letters). Pupils may remember *sit*, *pin*, *tap* or *pan* from Unit 2. Join up some of the letters with lines so that they form words. As you do so, make the sounds of the letters. Explain that they are going to make some more new words using all the letters they have learned.

• Leaving the letters up on the board, ask pupils to open their Pupil's Books at page 39.

Look and say 12 mins

- Point to the top of the page and the letters, *h*, *i*, *t*. Elicit the sounds made by these letters and get pupils to say the objects they have learned connected to them (*hand/hair*, *ink/insect* and *taxi/tomato*). Make sure you put plenty of emphasis on the sound of the initial letter each time. Then, holding up your book, indicate the dashes connecting the *h* with the *i*, and then the *i* with the *t*.
- Elicit and demonstrate the sound of the word *hit* by pointing at the letters and moving your finger slowly to the right as you change sounds. Say the word *hit* very exaggeratedly (*hhhh-iiii-tttt*). You may need to do this several times but pupils should join in with you once they have understood that you are blending the letter sounds to form a word. Explain the meaning of the word *hit* by hitting the desk with a book.
- Repeat the word *hit* several times until you are saying it at close to normal speed.
- Finally, ask pupils to trace the word *hit* on the right. Encourage them to say the word out loud as they trace.
- Repeat the procedure for the other words. For the words *ten*, *hen*, *make*, *cake*, *racket* and *packet*, use the illustrations on the page.

Listen and say 8 mins

- Tell pupils they are going to listen to a rhyme.
 Explain that they might not understand every word, but that doesn't matter. Tell them to try to listen for the words on the page. Play the first part of Track 45.
- Play the second part of the track and pause after each line for pupils to repeat.
- Play the third part of the track and encourage pupils to join in and/or mime.

Track 45 Listen

Can you ... hit the moon with your racket? make a cake that's ten feet tall? put ten hens in a packet? No! I can't do that at all!

Listen and say.

Can you ... hit the moon with your racket? make a cake that's ten feet tall? put ten hens in a packet? No! I can't do that at all!

Listen, say and mime.

Can you ... hit the moon with your racket? make a cake that's ten feet tall? put ten hens in a packet? No! I can't do that at all!

Extra!

Play the whole of Track 45 again, but this time, ask pupils to 'keep time' by tapping a finger on the desk. This will help them to 'tune in' to the sounds of English, and help them develop an understanding of syllables.

Activity Book 8 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 31.
- Tell them they are going to trace the letters they have learned so far.
- Remind pupils to start at the dot on each letter.
- Monitor and check that they are sitting in the correct position, holding the pencil properly and tracing the shape accurately.
- Walk around the class and praise their work.

Activity Book 12 mins

2 Draw

- Tell pupils that you want them to draw something beginning with the letter given in each box. For example, the first box has a *c*, so they could draw a *cat* or a *cake*. Elicit the words they have learned for the other letters (*key, kite, moon, monkey, dog* and *duck*). Then tell pupils to start drawing.
- Congratulate pupils on completing the third unit of the book.

Now I can ...

Before moving on to the next Unit, take time to look at the **Now I cgn** ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.



My House

Objectives

Listening

<u>U</u>nit 4

- Continue to become familiar with the sound of English.
- Carry out simple classroom instructions (TPR).
- Colour according to instructions.
- Identify named objects.
- Repeat sounds, words and phrases correctly.

Speaking

- Start talking in simple sentences.
- Say words connected with houses.
- Say what things are.
- Join in songs.

Skills

- Continue to blend the sounds of English letters.
- Begin to form simple sentences.
- Begin to recognize *have/has*.
- Recognize the shapes of the letters g, o, u, l, f, b and their sounds.
- Continue developing awareness of drawing from left to right, pencil control, and hand-eye coordination.

Word list

Lesson 1

garden - /'ga:dən/ gate - /geit/ orange - /'prindʒ/ pink - /piŋk/ black - /blæk/ white - /wait/ brown - /braun/ grey - /grei/

Lesson 2

orange – /'prındʒ/ olive – /'plɪv/ blanket – /'blæŋkɪt/ gate – /geɪt/ carpet – /'kaːpɪt/

Lesson 3

umbrella – /ʌm'brelə/ under – /'ʌndə/ I have a ... – /aɪ hæv eɪ .../ **Lesson 4** lemon – /'lemən/ lion – /'laɪən/

Lesson 5

flower - /'flaʊə/ fish - /fɪʃ/ roof - /ruːf/ window - /'wındəʊ/ wall - /wɔːl/ door - /dɔː/

Lesson 6

ball – /bɔːl/ bus – /bʌs/ bed – /bed/ table – /'teɪbəl/ bin – /bɪn/ chair – /tʃeə/ desk – /desk/

Lesson 7

sitting room - /'sitiŋ ru:m/ bedroom - /'bedru:m/ kitchen - /'kitʃən/ garden - /'ga:dən/

Lesson 8

legs – /legz/ milk – /mɪlk/ bags – /bægz/ nest – /nest/ fan – /fæn/

Lesson 10

The cat is in the hat. – /ðə kæt iz in ðə hæt/ The cat is on the mat. – /ðə kæt iz øn ðə mæt/

Unit 4 Lesson 1

A ims:	Name objects and recognize g and	
	its sound.	
	Practise making the shape of the	
	letter <i>g</i> , lower-case and capital.	
	Learn new colours.	
Language:	garden, gate, orange, pink, black,	
	white, brown, grey	
Materials:	Pupil's Book page 42	
	Activity Book page 32	
	W Tracks 46, 47 and 48	
	Alphabet posters	
	Colours and numbers poster	
	Alphabet card: g	
	Picture cards: gate, garden, orange,	
	pink, black, white, brown, grey	

Warmer 5 mins

- Greet the class. Briefly revise the letters pupils learned in Unit 1 (*s*, *a*, *t*, *p*, *i* and *n*) and Unit 2 (*c*, *k*, *e*, *h*, *r*, *m* and *d*). Write these up on the board in two rows.
- Ask pupils to make the sounds of the letters. Point to a letter and then ask pupils to make the sound, firstly as a class and then individually.
- Using alphabet cards and/or the alphabet poster, ask some pupils to identify the letters and make the sounds.
- Ask pupils to open their Pupil's Books at page 42.

Look, listen and say 8 mins

Point to the letter g in the book, on the alphabet card, or on the alphabet posters, and explain that this is the letter they are going to learn in today's lesson. Elicit or say the sound /g/. Say *garden* and ask pupils to say it after you. Repeat with the word *gate*. For the mime for g, you could mime opening a gate and walking through it, then closing it after you. Or mime walking round a garden, smelling the flowers. Play
Track 46.

🗑 Track 46

Listen and look at the board.

g garden gate g garden gate

Now listen and say.

g g g garden garden garden gate gate gate

Listen and say again.

g g g garden garden garden gate gate gate

- Ask the pupils to look for a gate and a garden on the page. Walk round the room saying *Show me a gate/garden*. The pupils should point to the correct picture and repeat the word.
- Hold up the picture card of the garden and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the gate.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Gg* (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letters on the desk). Get pupils to do the same.
- Remember that some pupils might feel confident enough to start using a pencil, but there is no pressure on them to do this. Go at the pupils' pace, and they will start when they are ready. Point out that this is another letter that is written in parts in both the capital and lower-case forms. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /g/ as they are doing the task. When they finish, encourage them to perform their mime while saying /g/, /g/, /g/.

Listen and say 8 mins

- Briefly revise the colours that pupils have learned up to now. You can use cards, pictures, coloured pens, objects in the room or the Pupil's Book for this. You should also put the colours and numbers poster on the wall.
- Tell the pupils they are going to learn two more names of colours. Direct the pupils to the top picture. Elicit the names of the two colours in Arabic (and in English if anyone already knows them).
- Say *Listen and say.* Play **?** Track 47, pausing between sections in the usual way.

👽 Track 47

Listen and look at the colours.

orange pink orange pink

Now listen and say.

orange orange orange pink pink pink

Listen and say again.

orange orange orange pink pink pink

- Play **•** Track 47 again without pauses, unless the children have difficulty.
- Use the picture cards for *orange* and *pink* for naming practice.
- Now direct the pupils to the bottom picture and the remaining four colours. Elicit the names of the four new colours from left to right. Ask if anyone knows the English names (they might remember *black* and *brown* from a previous lesson). Tell them to listen. Play Track 48. Point to the colours and numbers poster as pupils listen. Encourage pupils to point in their books too.

Track 48 Listen and point to the colours.

black white brown grey

Now listen and say.

black black black white white white brown brown brown grey grey grey

- Play Track 48 again without pauses, unless the children have difficulty. Then use all six colour picture cards for naming practice.
- Ask individual pupils *What's your favourite colour?*

Activity Book 9 mins

1 Trace

- Ask pupils to open their Activity Books at page 32.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first *g*. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 7 mins

2 Colour

- Remind pupils of the word *balloon*. Indicate the colour words on the page. Ask pupils to say the words and show you the correct coloured pen/pencil each time. Say *Colour the balloons*.
- As they finish, go round and look at their work. Say *Show me the pink balloon*. Get pupils to say *A pink balloon*. Repeat for the other colours, before moving on to another pupil.
- As more pupils finish, you might want to put them in pairs to take turns saying *Show me the* (*black*) *balloon*.

Unit 4 Lesson 2

Name objects and recognize <i>o</i> and its sound.
Practise making the shape of the
letter <i>o</i> , lower-case and capital.
Learn new words.
Revise colours.
orange, olive, blanket, carpet
Pupil's Book page 43
Activity Book page 33
Fracks 49 and 50
Alphabet posters
Alphabet card: o
Picture cards: orange, olive, car,
van, taxi

Warmer 5 mins

- Greet the class. Briefly revise the material from the previous lesson. Ask pupils which letter they learned (g). Then ask them which words they learned beginning with *g* (*garden*, *gate*). Write these up on the board. Ask them which colours they learned. Elicit or prompt *orange*, *pink*, *black*, *white*, *brown and grey*. Write these up on the board in a separate row.
- Ask pupils to make the sounds of the letters. Point to a letter and then ask pupils to make the sound, firstly as a class and then individually.
- Using cards, posters, objects and people in the room, get the class to say the words and colours.
- Ask pupils to open their Pupil's Books at page 43.

Look, listen and say 8 mins

Point to the letter *o* in the book, on the alphabet card, or on the alphabet poster, and explain that this is the letter they are going to learn in today's lesson. Elicit or say the sound /D/ and point to the word *orange*. Do the same for the word *olive*. Explain that the colour *orange* is the same as the name of the fruit. The mime for *o* could be peeling an orange. Play Track 49.

Track 49

Listen and look at the board.

o orange olive o orange olive

Now listen and say.

o o o orange orange orange olive olive

Listen and say again.

orange orange orange olive olive olive

• Hold up the picture card of the *orange* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *olive*.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Oo*. Get pupils to do the same.
- Point out that this letter is a complete circle. Check that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sound /D/ as they are doing the task. When they finish, encourage them to perform their mime while saying /D/, /D/, /D/.

Listen and say 9 mins

- Ask students to look at the three pictures at the bottom of the page. Present the words *carpet*, *blanket* and *garden*. Elicit the colours, and get pupils to point to each picture and say the word.
- Play Track 50 and ask pupils to listen. Play the track again and ask pupils to listen to the words and repeat them.

Track 50 Listen and say.

blanket blanket garden garden

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 33.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first O. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 7 mins

2 Colour

• Ask pupils to colour the picture. As they finish, go round and look at their work. Encourage them to point at their work and tell you the names of the colours they have used in the picture.

Unit 4 Lesson 3

Aims:	Name objects and recognize u and
	its sound.
	Practise making the shape of the
	letter <i>u</i> , lower-case and capital.
	Learn new words.
Language:	umbrella, under
Materials:	Pupil's Book page 44
	Activity Book page 34
	Tracks 51 and 52
	Alphabet posters
	Alphabet card: <i>u</i>
	Picture cards: umbrella, under

Warmer 5 mins

• Greet the class. Briefly revise the material from the previous lesson. Ask pupils which letter they learned (*o*). Then ask them which words they learned beginning with *o* (*orange*, *olive*). Write these up on the board.

- Using cards, alphabet posters, objects and people in the room, get the class to say the words.
- Ask pupils to open their Pupil's Books at page 44.

Look, listen and say 8 mins

- Point to the letter *u* in the book, on the alphabet card, or on the alphabet posters, and explain that this is the letter pupils are going to learn in today's lesson.
- Point to the letter u and the *umbrella* on one of the alphabet posters. Elicit or say the sound $/\Lambda/$.
- Introduce the letter using the alphabetrecognition activity; follow the usual procedure. The mime for this could be opening an umbrella or using hands and fingers above their heads to show rain falling. Repeat the procedure for the word *under*. Play Track 51.

🗑 Track 51

Listen and look at the board.

u umbrella under u umbrella under

Now listen and say.

u u u umbrella umbrella umbrella under under under

Listen and say again.

u u u umbrella umbrella umbrella under under

- Ask pupils to look at the alphabet posters. Point to *u* and get pupils to do the mime (opening an umbrella or showing rain falling) and at the same time say the sound $/\Lambda/$.
- Invite individual pupils to come to the front and do the same thing – point to the letter *u* on the poster, say the letter sound and mime the umbrella action.

Trace and say 8 mins

• Use one or more of your methods to demonstrate the drawing of the letter *Uu*. Get pupils to do the same. Point out the traffic light system of forming this letter.

- Check that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the letter sound as they are doing the task. When they finish, encourage them to perform their mime while saying /Δ/, /Δ/, /Δ/.

Look and find 10 mins

- Read out the sentences. Introduce *I have* ... by demonstrating with a pen or pencil that clearly belongs to you. Try to use other words that pupils will know, such as *book*. Repeat *I have (a book, etc.)* and get pupils to do the same, firstly as a class and then individually.
- Ask pupils to look at the activity. In pairs, let them talk about what they can see in the three pictures (e.g., a yellow house).
- Explain that they are going to listen and tick the right picture for each sentence. Play 🚱 Track 52.

👽 Track 52

Listen and tick the right picture.

- 1 We have a green garden.
- 2 We have a white house.
- 3 We have a blue car.
- Check the answers with the class. Say *Number 1* and elicit *green garden* (the top picture).
- Repeat with 2 (the white house) and 3 (the blue car).

Answers:

- 1 We have a green garden. Tick the top picture.
- 2 We have a white house. Tick the bottom picture.
- 3 We have a blue car. Tick the top picture.

Activity Book 7 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 34.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first *U*. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 7 mins

2 Look and circle

- Point to the example. Ask pupils to say what they can see in the picture (gate). Elicit that this begins with the letter *g*, and that is why the letter *g* is circled here.
- Ask pupils to complete the activity.
- Check answers by asking pupils to say the word and make the sound of the initial letter as they point to them in turn. Elicit *moon*, /m/; *orange*, /p/; *nose*, /n/.

Answers:

- g m
- o n

Unit 4 Lesson 4

Name objects and recognize <i>l</i> and
its sound.
Practise making the shape of the
letter <i>l</i> , lower-case and capital.
Learn new words.
Talk about pictures.
lemon, lion
Pupil's Book page 45
Activity Book page 35
Tracks 53 and 54
Alphabet posters
Alphabet card: <i>l</i>
Picture cards: lemon, lion

Warmer 5 mins

- Greet the class. Briefly revise the material from the previous lesson. Ask pupils which letter they learned (*u*). Ask them to stand up and do the mime they learned for /Δ/.
- Using cards, the alphabet posters, objects and people in the room, get the class to say the /A/ words. Add in some other words from earlier lessons so that pupils get the chance to revise these, too.
- Ask pupils to open their Pupil's Books at page 45.

Look, listen and say 8 mins

- Point to the letter *l* in the book, on the alphabet card, or on the alphabet posters, and explain that this is the letter they are going to learn in today's lesson.
- Point to the letter *l* and the *lemon* on the alphabet posters. Elicit or say the sound /l/.
- The mime for the letter *l* might be drinking lemonade. Mime and ask pupils to copy you. Play Track 53.

😡 Track 53

Listen and look at the board.

l lemon lion l lemon lion

Now listen and say.

111 lemon lemon lemon lion lion

Listen and say again.

111 lemon lemon lemon lion lion

- Hold up the picture card of a *lemon* and elicit the name chorally. Elicit the sound of the letter *l* at the beginning of the word. Do the same with the /l/ sound in *lion*.
- Ask pupils to look at Poster 1. Point to *l* and get pupils to do the mime (drinking lemonade) and at the same time say the sound /l/.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Ll*. Get pupils to do the same. Point out that this is a straight line down.
- Check that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sound /l/ as they are doing the task. When they finish, encourage them to perform their mime while saying /l/, /l/, /l/.

Listen and say 10 mins

- Direct pupils' attention to the picture at the bottom of the page.
- Point to the speech bubbles and read out the first one. Ask pupils to point to the orange flowers.
- Repeat for the other speech bubbles on the page.
- Play **•** Track 54. Ask pupils to listen. Play the track again and ask pupils to repeat.

Track 54

Listen and say

I have orange flowers.

- I have a green door.
- I have white windows.
- I have blue flowers.

Activity Book 7 mins

1 Trace

- Ask pupils to open their Activity Books at page 35.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first *L*. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 7 mins

2 Match

- Point to the example. Ask pupils to say what letter it is (o). Follow the line and ask them what they can see in the picture (*olive*). Elicit that this begins with the letter *o*, and that is why the two are connected with a line.
- Ask if there is another picture that begins with *o*. Elicit *orange* and get pupils to draw a second line from the letter *o* to the orange.
- Ask pupils to do the other parts of the activity, drawing lines to connect the initial letters to the words.

• Check answers by asking pupils to make the sound of the initial letter and say the word as they point to them in turn.

Answers:

u [umbrella] [under] o [olive] [orange] l [lemon] [lion]

Unit 4 Lesson 5

Aims:	Name objects and recognize f and
	its sound.
	Practise making the shape of the
	letter <i>f</i> , lower-case and capital.
	Learn new words for houses.
Language:	flower, fish, roof, window,
	wall, door
Materials:	Pupil's Book page 46
	Activity Book page 36
	Tracks 55 and 56
	Alphabet posters
	Alphabet card: <i>f</i>
	Picture cards: <i>flower</i> , <i>fish</i> , <i>roof</i> ,
	window, wall, door

Warmer 5 mins

- Greet the class. Briefly revise the material from the previous lesson. Ask pupils which letter they learned (l). Then ask them which words they learned beginning with *l* (*lion, lemon*). Write these up on the board.
- Using cards, the alphabet posters, objects and people in the room, get the class to say the words. Add in some other words from earlier lessons so that pupils get the chance to revise these, too.
- Briefly revise the colours that pupils have learned, especially *red*, *yellow*, *green* and *blue*, as these will feature in today's lesson.
- Ask pupils to open their Pupil's Books at page 46.

Look, listen and say 8 mins

Point to the letter *f* in the book, on the alphabet card, or on the alphabet posters, and explain that this is the letter they are going to learn in today's lesson. Present the sound /f/ and ask pupils to repeat it. Point out the pictures of the *flower* and the *fish* and explain that both words begin with this sound. Ask pupils to repeat the words. The mime for *f* might be making the movement of a flower growing up from the ground, or pointing the fingers away and holding the palm vertically and making the movement of a fish swimming though water. Play Track 55.

Track 55

Listen and look at the board. f flower fish f flower fish

Now listen and say.

f f f flower flower flower fish fish fish

Listen and say again.

f f f flower flower flower fish fish fish

- Put the picture card of *flower* on the board. Elicit the name chorally. Elicit the sound of the letter *Ff* at the beginning of the word. Do the same with the */f/* sound in *flower*.
- Ask pupils to look at the alphabet posters. Point to *f* and get pupils to do the mime (a growing flower or a swimming fish) and at the same time say the sound /f/.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Ff*. Get pupils to do the same.
- Remind pupils that for both the capital *F* and the lower-case *f*, they need to lift their pencil/finger off the paper once for the lower-case letter and twice for the capital.

- Go round the class, checking that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sound /f/ as they are doing the task. When they finish, encourage them to perform their mime while saying /f/, /f/, /f/.

Look, listen and say 8 mins

- Ask pupils to look at the house. Point to the tins of paint and elicit or explain that Adam is painting the house. Ask *How many colours are there?* Elicit the four colours, *yellow, red, green* and *blue*.
- Hold up your book and point to the picture of the house. Say the words *roof, window, wall* and *door* as you point to them in the book. Pupils may not be familiar with some of the words and sounds. That isn't a problem just aim to get them to listen for new words and repeat them as well as they can.
- Ask *How many windows are there?* Elicit *There are three windows*. (The round shape on the right is also a window.) Hold up your book and point to the walls and to the door. Each time, ask *What's this?* Touch the classroom door and ask *What's this?* Touch a wall and ask *What's this?*
- Ask questions about the classroom, e.g., How many walls/doors/windows are there in our classroom?
- Play *Touch the (door)*. Divide pupils into small groups and allocate each group a number (Group 1, Group 2, etc.). Say *Group 1: Touch the window*. *Group 2: Touch the door*.
- Continue the discussion about the picture by asking *What colour is the roof?* (elicit *blue*). Repeat for the other parts of the house. Walk around the class at the same time so you can check that pupils are pointing to the correct part of the house each time.
- Tell the pupils that they are going to hear a rhyme about a house. Tell them to listen and point first. Play the first part of Track 56. Pupils point to the picture. Then play the second part of Track 56. Pupils listen and repeat the words.

W Track 56 Listen and point.

This is my house. It's a lovely house. It's red and yellow and green. The door is red. The windows are blue. The walls are yellow and green.

Now listen and say the words.

This is my house. It's a lovely house. It's red and yellow and green. The door is red. The windows are blue. The walls are yellow and green.

Extra!

- Tell the pupils to draw and colour a picture of a house on a piece of paper. They can draw their real house or apartment block, or an imaginary one. Write each pupil's name on his/her paper.
- When they have finished, ask individual pupils to hold up their drawings and talk about them, e.g., *This is my house*. *The door is (blue)*. *The windows are (yellow)*. The pictures can then be used as a wall display.

Activity Book 7 mins

1 Trace

- Ask pupils to open their Activity Books at page 36.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first *F*. Remind them that they have to take their fingers/pencils off the page to make the second stroke. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 9 mins

2 Colour

- Tell pupils that you want them to colour the drawing of the house. Point to the colours and the numbers and make sure that they understand that these are the colours they should use.
- Pupils then colour the house. Go round and look at their work as they finish.
- Encourage them to talk about their finished houses.

Unit 4 Lesson 6

Aims:	Name objects and recognize b and
Language:	Name objects and recognize <i>b</i> and its sound. Practise making the shape of the letter <i>b</i> , lower-case and capital. Learn new words for things in the house. ball, bed, table, bin, chair, desk Pupil's Book page 47 Activity Book page 37 Track 57 Alphabet posters
	•
	bin, chair, desk

Warmer 5 mins

- Greet the class. Briefly revise the material from the previous lesson.
- Using cards, the alphabet posters, objects and people in the room, get the class to say the words. Write the words *roof, window, wall* and *door* on the board. Ask pupils what all of these words are about. Elicit *a house*.
- Ask pupils to open their Pupil's Books at page 47.

Look, listen and say 7 mins

Point to the letter b in the book, on the alphabet card, or on the alphabet posters, and explain that this is the letter they are going to learn in today's lesson. Present the sound /b/ and ask pupils to repeat it. Point out the pictures of the *ball* and the *bed* and explain that both words begin with this sound. Ask pupils to repeat the words. The mime for b might be putting their hands together as though they are catching a ball. Or they could mime throwing a ball if they prefer. Play Track 57.

Track 4

Listen and look at the board. b ball bed b ball bed

Now listen and say.

b b b ball ball ball bed bed bed

Listen and say again.

b b b ball ball ball bed bed bed

- Use the picture cards for *ball* and *bed* for extra practice. Elicit the words chorally. Elicit the sound of the letter *b* at the beginning of each word.
- Ask pupils to look at the alphabet poster. Point to *b* and get pupils to do the mime and at the same time say the sound */b/*.

Trace and say 7 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Bb*. Get pupils to do the same. Remind pupils that they need to follow the traffic light system.
- Go round the class, checking that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sound /b/ as they are doing the task. When they finish, encourage them to perform their mime while saying /b/, /b/, /b/.

Look and say 8 mins

- Ask pupils to look at the pictures. Point to the two objects that begin with *b* first (*bed* and *bin*). Say the words out loud, one at a time, while pointing to them on the page. Ask the pupils to repeat the words, first as a class, and then individually.
- Repeat for the other words.
- Hold up your book and point one of the objects. Each time, ask *What's this?* Elicit *It's a* ...
- Ask about the colours (*What colour is the desk? It's brown*). Get pupils to carry this on in pairs. In this way, they will practise saying the new words.

Extra!

Ask pupils to tell you about the things they have in their room at home. Write the phrase *I have a ... in my room.* on the board and remind them of the meanings. Using these, they can practise talking to you in simple sentences. They can add colours too, so that they should be able to produce sentences like *I have a green bed. I have a white desk in my room.*, etc.

Activity Book 8 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 37.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters, starting by following the dotted lines of the first *B*. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 10 mins

- 2 Look and find
- Explain to pupils what they are going to do: they will match the pictures and the words.
- Point to the first item. Ask pupils to say what they can see in the picture (*bed*). Write two

words on the board: *desk* and *bed*. Ask pupils to say which word matches the picture of the bed (*bed*). Ask pupils to look at the example circle in their Activity Books.

- Ask pupils to complete the activity by circling the words for the other pictures.
- Check answers by asking pupils to point and say *This is a bed/table, etc.*



s	о	b	i	n
Z	u	w	h	b
t	a	b	1	e
d	e	S	k	d
c	h	а	i	r

Unit 4 Lesson 7

Aims:	Practise talking about things
	in a house.
	Learn new words for places
	in a house.
Language:	bathroom, bedroom, sitting room,
	kitchen, garden
Materials:	Pupil's Book page 48
	Activity Book page 38
	Track 58
	Alphabet posters

Warmer 5 mins

- Greet the class. Briefly revise the material from the previous lesson.
- Using cards, posters, objects and people in the room, get the class to say the words. Write the words *bed, table, bin, chair* and *desk* on the board. Ask pupils what they can tell you about these words. Ask them to tell you what other words for the house they can remember (e.g., *roof, wall, door, window, garden*).

• Ask pupils to open their Pupil's Books at page 48.

Note: This lesson uses the picture of a house and its rooms to revise and practise much of the vocabulary and language pupils have covered so far. There are some objects in the picture that have not been presented yet. If pupils want to know these words, then tell them, but it is not necessary for them to learn objects such as *cooker, kettle*, etc.

Listen and say 15 mins

- Begin by asking the pupils what the picture on page 48 shows and elicit *a house*.
- There are many objects in the house that pupils have learned. Ask pupils to look carefully at the picture and tell you any words they know for things they can see in the picture.
- Ask the pupils to tell you what they can see in the picture. Put pupils in pairs and give them time to talk about what they can see. Go round the class and elicit ideas, encourage pupils to say 'I can see ...': *an orange and red bag, a yellow and blue kite, a red bin, seven red apples, six eggs*, etc.
- Explain that pupils are going to listen to some sentences about the picture. Some will be 'true' (right) and some will be 'false' (wrong). Tell pupils that if the sentence is right, the pupils say *Yes*. If the sentence is wrong, they say *No*.
- Play Track 58 once and ask pupils to listen carefully while looking at the picture. Then play the track again, pausing after every sentence for pupils to say *Yes* or *No*.

Track 58

Listen and say Yes or No.

- 1 There's a desk in the bedroom.
- 2 There's a red spider in the bed.
- 3 There's a cake in the kitchen.
- 4 There are five eggs in the kitchen.
- 5 There is a red and blue bag in the bedroom.
- 6 There are apples in the kitchen.
- 7 There is a TV in the sitting room.
- 8 There are flowers in the garden.
- 9 Adam is in the sitting room.
- 10 There is a cat in the garden.

Answers:

- 1 Yes.
- 2 Yes.
- 3 Yes.
- 4 No. There are six eggs in the kitchen.
- 5 No. There is an orange and red bag in the bedroom.
- 6 Yes.
- 7 Yes.
- 8 Yes.
- 9 No. Adam is in the garden.
- 10 Yes.

Extra!

Put pupils in pairs and let them play the same game. Encourage them to use *There's* .../*There are* ... but also accept short answers. Monitor and support as necessary.

Extra!

- Explain that pupils are going to play *I* Spy and that you will start. Use objects from the picture. Say *I spy (with my little* eye [add gestures]) something beginning with /b/. (book)
- Pupils volunteer ideas. If necessary, give other clues: *It's red./There are five*, etc. Pupils then take turns choosing an object in the picture and saying *I spy (with my little eye) something beginning with ...*

Activity Book 15 mins

1 Odd one out

- Ask pupils to open their Activity Books at page 38.
- Tell them to look at the first row. Ask them what sound this letter makes (/g/). Ask them what they can see in the pictures. Elicit the words *garden*, *nose* and *gate*. Ask them which words begin with the letter *g* (*garden* and *gate*). Elicit that *nose* is the odd one out because it does not begin with the letter *g* and that is why it is circled.
- If pupils are doing the activity in class, they can complete the activity.

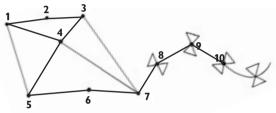
Answers:

g [nose] o [cat] u [key] l [cake] f [egg] b [pizza]

Activity Book 10 mins

2 Draw

• Explain that pupils have to join the numbered dots, starting with number 1. Encourage them to say the numbers out loud as they do the activity. Pupils who finish early can colour in the finished picture.



Unit 4 Lesson 8

Aims:	Revise letters from this unit g, o,
	<i>u</i> , <i>f</i> , <i>l</i> , <i>b</i> , and other letters.
Language:	gate, orange, under, flower, lemon,
	bed, legs, milk, bags, nest, fan
Materials:	Pupil's Book page 49
	Activity Book page 39
	Alphabet posters
	Alphabet cards: <i>g</i> , <i>o</i> , <i>u</i> , <i>f</i> , <i>l</i> , <i>b</i>
	Picture cards: gate, orange, under,
	flower, lemon, bed

Warmer 5 mins

- Greet the class. Briefly revise the material from the previous lessons. Elicit the letters pupils have learned in this unit and write them on the board (g, o, u, f, l, b).
- Using cards, posters, objects and people in the room, get the class to say the sounds of the letters and to offer words beginning with those letters.
- Ask pupils to open their Pupil's Books at page 49.

Trace and say 9 mins

- Use one or more of your methods to demonstrate the drawing of the letters on the page. This is revision for pupils, so they should only need a brief reminder.
- Go round the class, checking that pupils are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sounds as they are doing the task. When they finish each letter, encourage them to perform their mime for that letter while saying the sound.
- Point to the picture of the gate and say the sound of the letter *g*, followed by the word *gate*. Then they trace the initial letter. Encourage pupils to repeat after you /g/, *gate*.
- Repeat for the other sounds/words.

Look and say 11 mins

- Point to the picture of the legs. Then point to your own leg, saying *one leg*. Using both hands, point to both legs and say *two legs*. Point back to the picture and say *two legs*.
- Explain that the word *legs* is made up of letters that pupils have learned. As you have done before, stretch out the sounds of the individual letters so that pupils see how the word is formed, e.g., *llll-eeee-gggg-ssss*. Write the individual letters on the board. Point to them one at a time and make the letter sound. Then blend the letter sounds to make the word *legs*.
- Repeat the above procedure for the other words.

Activity Book 10 mins

- 1 Find and write
- Ask pupils to open their Activity Books at page 39.
- Explain that the numbered puzzle pieces each have part of a larger picture. Pupils have to guess what the picture is and write the number of the picture after the correct word for that picture.

• Explain item 1 as an example, then if you are sure pupils understand, ask them to complete the activity. Go around the class and help as necessary.

Answers:

net 4 kite 5 flower 2 gate 3 key 1

Activity Book 10 mins

2 Match

- Point to the example. Ask pupils to say what letter it is (*l*). Follow the line and ask them what they can see in the picture (*lemon*). Elicit that this begins with the letter *l*, and that is why the two are connected with a line.
- Ask pupils to complete the activity, drawing lines to connect the initial letters to the words that start with those letter sounds.
- Check answers by asking pupils to make the sound of the initial letter and say the word as they point to them in turn.

Answers:

g [garden]

- u [umbrella]
- o [olive]
- l [lemon]
- b [ball]
- f [fish]

Unit 4 Lesson 9

Aims:	Revise all the letters learned so far.
	Match lower-case letters
	to capitals.
Language:	alphabet letters and words
Materials:	Pupil's Book page 50
	Activity Book page 40
	Alphabet posters
	Alphabet cards: <i>a</i> , <i>b</i> , <i>c</i> , <i>d</i> , <i>e</i> , <i>f</i> , <i>g</i> ,
	h, i, k, l, m, n, o, p, r, s, t, u

Warmer 5 mins

- Greet the class. Explain that today you are going to revise all the letters pupils have learned so far.
- Using cards, posters, objects and people in the room, get the class to say the sounds of the letters and to offer words beginning with those letters. Write the letters up on the board as pupils say them. It doesn't matter what order they are in; it helps to consolidate letter recognition as pupils have to concentrate more on the shape of the letter if letters are presented out of alphabetical order sometimes.
- Ask pupils to open their Pupil's Books at page 50.

Match and trace 20 mins

- Explain that pupils will be matching the capitals and lower-case letters.
- Look at the jumbled letters on the page and point out the example. Ask pupils to draw lines connecting the other letters.
- Ask pupils to trace the lower-case letters. If any of them have difficulty, use one or more of your methods to demonstrate the drawing of the letters.
- Go round the class, checking that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sounds as they are doing the task. When they finish each one, encourage them to perform their mimes while saying the sounds.

• Finally, ask pupils to point to the pictures on the page in turn, say the words and point to the initial letter, both in capital and lower-case form (dog, d, D, umbrella, u, U, ball, b, B, lion, l, L, duck, d, D, kite, k, K, flower, f, F, rabbit, r, R, egg, e, E, moon, m, M, yo-yo, y, Y, apple, a, A).

Note: At regular stages throughout the book, you can replay Track 1 from this book, to remind pupils of the order of the letters in the English alphabet. Remind them that they have been learning the letters in a different order from Unit 2 onwards because this helps them to read letters and make words more quickly.

Activity Book 10 mins

1 Trace

- Ask pupils to open their Activity Books at page 40.
- This gives pupils extra practice in forming the shapes of the capital letters remember that they will usually see and write capital letters a lot less often than lower-case letters, so it is good for them to practise writing the letters.
- Ask pupils to trace the letters. Go around the class and help where necessary.

Activity Book 10 mins

2 Trace

- Remind pupils that one of the reasons we use capital letters is to begin someone's name. Demonstrate by pointing to the first name on the page and explaining that the initial letter is a capital.
- Pupils trace the names. Go round and help where necessary.

Unit 4 Lesson 10

Aims:	Listen to and understand
	sentences.
Language:	The cat is in the hat. The cat is on
	the mat.
Materials:	Pupil's Book page 51
	Activity Book page 41
	Track 59
	Alphabet posters
	Picture cards: <i>hat</i> , <i>cat</i>
	Teacher could bring in a hat of
	some kind (see <i>Listen and say</i>)

Warmer 7 mins

- Greet the class. Briefly revise the letters pupils practised in the previous lesson. You could write these on the board a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t, u. Ask pupils to form words beginning with each letter.
- Ask pupils to open their Pupil's Books at page 51.

Listen and say 15 mins

- Point to the first picture. Ask pupils what they can see. Elicit *cat* and *hat*. Say very slowly and deliberately *The cat is in the hat*.
- Do this several times and then point to each word in the book as you say it. Answer any questions pupils may have and point out that this is a complete sentence with a capital letter at the start and a full stop at the end.
- If you have brought a hat to class, put something else in it, like a rubber, and elicit *The rubber is in the hat*. You could use picture cards of other animals and place one in the hat, eliciting *(The dog) is in the hat*.
- Repeat the procedure for the second picture and sentence, *The cat is on the mat*.
- Then draw a hat on the board. Invite pupils to come up one at a time and draw another animal or object in the hat. The pupil should then say the sentence *The (ant) is in the hat*. Then draw a mat on the board and ask pupils to add an

animal or object on the mat. The pupil should then say the sentence *The (ruler) is on the mat.*

• Play **•** Track 59 and ask pupils to listen. Play the track again and ask pupils to repeat each sentence.

Track 59

Listen and say.

The cat, the cat, The cat is in the hat. Where is the cat? It's in the hat!

The cat, the cat, The cat is on the mat. Where is the cat? It's on the mat!

Extra!

Continue making sentences with the class. Focus on the words *in* and *on*, and demonstrate a few examples, such as *The pencil is in the book./The bag is <u>on</u> the chair.* Pupils can then make similar sentences. If you run out of objects that pupils know the names of, use picture cards. Some of the words learned in this unit include: *garden, gate, orange, olive, under, umbrella, lemon, lion, flower, fish, ball, bus, bed, table, bin, chair,* and *desk*. If there's time, pupils can draw their own pictures and talk about them. Here, they can let their imaginations run wild (*The monkey is on the roof, for example*).

Activity Book 13 mins

1 Trace

- Ask pupils to open their Activity Books at page 41.
- Explain that you want them to trace the letters in the sentence at the top of the page.
- Point out that pupils have seen the sentence before – in their Pupil's Book. See if any of them can tell you what it says. If not, read the sentence and ask pupils to repeat.
- Ask pupils to trace the letters. Walk around as they work and help if needed.

Activity Book 10 mins

2 Trace and draw

- Direct pupils to the sentence. Ask pupils to trace the letters in the sentence as they did in the activity above.
- Tell pupils that you want them to draw their own picture for this sentence. If they have trouble, you can refer them back to the picture in the Pupil's Book. Pupils who finish early can colour in their picture.
- Congratulate pupils on finishing Unit 4.

Now I can ...

Before moving on to the next Unit, take time to look at the **Now I cgn** ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.



Unit 5

Things Around Us

Objectives

Listening

- Continue to become more familiar with the sound of English.
- Carry out simple classroom instructions (TPR).
- Listen to and say numbers 1–10.
- Identify named objects.

Speaking

- Continue talking in short phrases and simple sentences.
- Ask and answer Is it ...?
- Ask and answer *How many* ...?
- Ask and answer What colour ...?
- Talk about things around us.
- Identify and name objects, saying There's a .../There are ...
- Join in songs.

Skills

- Become familiar with the concept of digraphs.
- Recognize the shapes of the digraphs *ai*, *oa*, *ie*, *ee*, *or*.
- Continue to blend letters and digraphs to form words.
- Recognize the shapes of the letter *j* and its sound.
- Continue to form simple sentences.
- Recognize numbers and count to 10.
- Continue working with letters in alphabetical order.
- Continue working with lower-case and capital letters.
- Continue developing awareness of drawing from left to right, pencil control, and hand-eye coordination.

Word list

Lesson 1

train – /treɪn/ tail – /teɪl/ Is it a bus? – /ɪz ɪt ə bʌs?/

Lesson 2

jam – /dʒæm/ juice – /dʒuːs/

Lesson 3

boat – /bəʊt/ coat – /kəʊt/ numbers – /'nʌmbə(r)z/ colours – /'kʌlə(r)z/

Lesson 4

pie – /paɪ/ tie – /taɪ/ How many? – /haʊ 'meni?/

Lesson 5

bee - /biː/ tree - /triː/ How many? - /hau 'meni?/

Lesson 6

fork – /fɔ:(r)k/ popcorn – /'pɒp,kɔ:(r)n/ What colour is the ball? – /wɒt 'kʌlə(r) ız ðə bɔ:l?/ The ball is orange. – /ðə bɔ:l ız 'ɒrındʒ/

Lesson 7

things around us – $/\theta IJZ = raund \Lambda S/$

Lesson 8

train, jam, boat, tie, tree, fork /trein, d3æm, bout, tai, trii,
 fo:(r)k/

Lesson 9 capital letters – /'kæpɪt(ə)l 'letə(r)z/

Unit 5 Lesson 1

	AT 1 1 1 1 1 1
Aims:	Name objects and recognize <i>ai</i>
	and its sound.
	Practise making the shape of the
	digraph <i>ai</i> .
Language:	train, tail
Materials:	Pupil's Book page 54
	Activity Book page 42
	Track 60
	Alphabet posters
	Picture cards: train, tail

Warmer 5 mins

- Greet the class. Briefly revise the letters pupils have learned up to now (a, b, c, d, e, f, g, h, i, k, l, m, n, o, p, r, s, t and u). You could write these on the board, flick through the Pupil's Book, use the alphabet posters or use alphabet cards. Whichever method you choose, ask pupils to make the sounds and tell you words beginning with each letter.
- Ask pupils to open their Pupil's Books at page 54.

Look, listen and say 8 mins

Note: In this lesson, pupils are introduced to digraphs (two letters together that make one sound) for the first time. They need to know that certain combinations of letters in English produce certain sounds, and that these are not usually the same as the sounds of each individual letter.

Point to the letters *ai* in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *train* and the *tail*, and say the words slowly and clearly, emphasizing the /eI/ sound in the middle. Elicit or say the sound /eI/. Play Track 60, pausing after each section as usual.

😡 Track 60

Listen and look at the board.

ai train tail ai train tail

Now listen and say.

ai ai ai train train train tail tail tail

Listen and say again.

ai ai ai train train train tail tail tail

- Ask the pupils to look at the train and the tail on the page. Walk round the room saying *Show me a train./Show me a tail*. The pupils should point and repeat the word.
- Hold up the picture card of the *train* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *tail*.

Trace and say 10 mins

Note: Pupils have already learned to form the letters *a* and *i*, so this will be revision and further practice for them. Encourage them to learn the new sound of the two letters combined. They will only trace the lowercase letters.

- Briefly remind pupils how to form the *a* and *i*. You can do this by using one or more of the methods you used before (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letter on the desk). Get pupils to do the same.
- Remember that some pupils might feel confident enough to start using a pencil, but there is no pressure on them to do this. Go at the pupils' pace, and they will start when they are ready. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /eɪ/ as they are doing the task.

Draw and say 6 mins

- Ask pupils to look at the picture at the bottom of the page in their books. See if they can guess what it is, even though the picture is not complete (*a train*).
- Ask them to complete the drawing by joining the dots. Remind them that they must join the dots in numerical order, starting at 1 and ending at 17. If you think it is necessary, review the numbers first with the class.
- Pupils complete the drawing then say the word (*train*). If some pupils complete the drawing before the others, they can colour the picture.

Activity Book 10 mins

Note: When digraphs are presented, pupils are only asked to trace the lower-case letters in the Activity Book, not the capitals. Both the letters in the digraph are already known to pupils.

1 Trace

- Ask pupils to open their Activity Books at page 42.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in exactly the same way as they did before. Monitor to make sure everyone is managing, and provide support as necessary. With digraphs such as this one, it is particularly important that pupils recognize the sound, so say it often and encourage them to repeat it, either in isolation or in the example words (in this case, *train* and *tail*).

Activity Book 6 mins

2 Draw

Point to the sentence *It's a tail*. Elicit the meaning. Point to the unfinished sentence *It's a* ... and ask pupils to tell you what animal the tail belongs to. This is really up to the imagination of each pupil, so tell them to draw any animal they want – for example, they could

draw a monkey, a dog, a cat, or even a goat! If pupils have started writing, they can write the name of the animal, but stress that this is not obligatory, as they can tell you in the next lesson.

• Walk around the class while pupils are working and praise their efforts. Encourage them to say the sound of the digraph to you as you look at their work.

Unit 5 Lesson 2

Aims	Name objects and recognize <i>j</i> and
AIII3.	its sound.
	its sound.
	Practise making the shape of the
	letter <i>j</i> , lower-case and capital.
Language:	jam, juice
Materials:	Pupil's Book page 55
	Activity Book page 43
	Track 61
	Alphabet posters
	Alphabet card: <i>j</i>
	Picture cards: jam, bird, train
	Picture cards: jam, bird, train

Warmer 6 mins

- Greet the class. Briefly revise what they learned in the last lesson. If necessary, prompt with the words *train* and *tail*. Elicit the /eɪ/ sound and elicit or remind pupils that it can be made with the letters *a* and *i* together.
- Revise some of the other words that pupils have learned up to now. Do this with a selection of picture cards, eliciting the names of objects. You could also go back through the Pupil's Book or use the poster to remind pupils of words.
- Point out that in today's lesson, pupils are going to learn a single letter.
- Ask pupils to open their Pupil's Books at page 55.

Look, listen and say 8 mins

• Point to the letter *Jj* in the book, on the alphabet card, or on the alphabet poster, and explain that this is the letter they are going to learn in today's lesson. Present the sound /dʒ/ and ask pupils to

repeat it. Point out the pictures of the *jam* and the *juice* and explain that both words begin with this sound. Ask pupils to repeat the words. The mime for *j* might be spreading jam on a piece of bread. Play \bigcirc Track 61.

👽 Track 61

Listen and look at the board.

j jam juice j jam juice

Now listen and say.

j j j jam jam jam juice juice juice

Listen and say again.

j j j jam jam jam juice juice juice

- Use the picture cards for *jam* and *juice* for extra practice. Elicit the words chorally. Elicit the sound of the letter *j* at the beginning of each word.
- Ask pupils to look at the alphabet posters. Point to *j* and get pupils to do the mime and at the same time say the sound /dʒ/.

Extra!

To give extra revision practice, point to other letters the pupils already know on the posters. Each time, elicit the sound of the letter and a word that starts with the letter.

Trace and say 8 mins

- Use one or more of your methods to demonstrate the drawing of the letter *Jj*. Get pupils to do the same. Show pupils that the lower-case letter *j* has a dot over it in the same way as the letter *i*.
- Go round the class, checking that they are sitting in the correct position, holding the pencil properly if they are using one, and tracing the shape accurately.
- Get pupils to say the sound /dz/ as they are doing the task. When they finish, encourage them to perform their mime while saying /dz/, /dz/, /dz/.

Ask and answer 7 mins

- Tell the pupils they are going to play a game. Direct the pupils to the silhouettes of the objects and the speech bubbles. Elicit or explain that Adam is asking about the first object in the picture. He is trying to guess what it is (*Is it a tomato?*) Nadia then gives the answer (*No, it isn't.*), so Adam guesses again. (*Is it jam?*) This time, Nadia gives the answer (*Yes, it is.*).
- Put pupils in pairs. Tell one pupil to choose an object but not say what it is. The other pupil then has to ask questions to guess, in the same way as Adam. When the second pupil guesses correctly, they swap roles.
- In pairs, pupils take turns asking and answering. Monitor and support as necessary.
- Continue the game by keeping pupils in pairs and handing out picture cards to each pupil. Tell Pupil 1 to look at the card, but not show Pupil 2. Pupil 2 then has to guess by asking *Is it ...?* as before. If you have a lot of pupils, you can give them one card each and they can swap after each turn.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 43.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters in the same way as they did before. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 8 mins

- 2 Look and circle
- Point to the example. Tell pupils to look at the first picture and the question. Read out the question *Is it a train?* Elicit the answer *No, it isn't*. Check that pupils understand that the picture is of a car, which is why the answer to the question *Is it jam?* must be *No, it isn't*.

• Ask pupils to complete the activity. Check the answer by asking pupils *Is it jam?* Elicit the correct answer – *Yes, it is.*

Answers:

Is it a train? No, it isn't. Is it jam? Yes, it is.

Unit 5 Lesson 3

Aims:	Name objects and recognize oa
	and its sound.
	Practise making the shape of the
	digraph <i>oa</i> .
Language:	boat, coat, What colour is?
Materials:	Pupil's Book page 56
	Activity Book page 44
	Tracks 62 and 63
	Alphabet posters
	Picture cards: <i>boat</i> , <i>coat</i> , <i>colours</i> ,
	numbers 1–10

Warmer 5 mins

- Greet the class. Briefly revise the colours that pupils have learned so far. You can do this by pointing at things in the room and asking *What colour is (the wall)?* Pupils will learn *What colour is the ...?* in today's lesson so it doesn't matter if they don't fully grasp it at this stage.
- Briefly remind pupils of the work they did on the letter *j* in the previous lesson, eliciting the words *jam* and *juice*, and making sure pupils are making the sound correctly.
- Remind them of the work they did on the digraph *ai* in Lesson 1 of this unit. Elicit the words *train* and *tail*, and remind pupils that the sound produced by this digraph is different from the sound of either of the individual letters. Explain that they will be learning a second digraph in today's lesson.
- Ask pupils to open their Pupil's Books at page 56.

Look, listen and say 8 mins

Point to the letters *oa* in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *boat* and the *coat*, and say the words slowly and clearly, emphasizing the *o* sound in the middle. Elicit or say the sound /əʊ/. Play Track 63, pausing after each section as usual.

Frack 62 Listen and look at the board.

oa boat coat oa boat coat

Now listen and say.

oa oa oa boat boat boat coat coat coat

Listen and say again.

oa oa oa boat boat boat coat coat coat

- Ask the pupils to look at the *boat* and the *coat* on the page. Walk round the room saying *Show me a boat./Show me a coat*. The pupils should point to the correct picture on their books and repeat the word.
- Hold up the picture card of the *boat* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *coat*.

Trace and say 8 mins

- Briefly remind pupils how to form the *o* and *a*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /əʊ/ as they are doing the task.

Listen, point and say 8 mins

- Use cards or the colours and numbers poster or the board to briefly revise the numbers 1–10.
- Direct the pupils to the row of numbers on the page. Elicit the numbers 1–10 as a class.
- Tell pupils they are going to hear a numbers rhyme on the audio to help them remember the numbers 1–10. Play Track 63 once and ask pupils to listen. Play the track again, this time pausing after each line for pupils to repeat.

Frack 63 Listen and say.

One, two. Me and you. One, two, three, You and me!

One, two, three and four. I have a house with a yellow door. Five, six, seven and eight. I have a garden with an orange gate.

Nine and ten. Say the numbers again. One, two, three, four, five, six, seven, eight, nine, ten!

Extra!

- Play a chain game around the class. Say One to the first pupil. Indicate that he/ she should say Two to the next pupil. At first, give support and say the numbers if needed. Soon, pupils should be able to continue on their own. All you have to do is make sure they know whose turn it is. You can do this by pointing if it is not immediately obvious who's next. When they reach Ten, tell them to start again at One. Monitor and make sure pupils say the right number each time.
- Use cards or the poster or objects in the room to briefly revise the colours pupils have learned up to now.
- Ask the pupils *What colour is number one?* Elicit *red.* Repeat for all the numbers, eliciting the correct colours. Once you have done this, put pupils

in pairs. Tell to take turns asking and asking *What colour is the number* ... Tell them not to ask the numbers in order.

- When they have finished, move on to the pictures at the bottom of the page. Still in their pairs, ask them to carry on asking and answering *What colour is the* (*car*)? Point out that some objects are two colours so they will have to say both (e.g., *The car is yellow and blue.*).
- Monitor and give help if pupils can't remember any of the words/colours.

Activity Book 10 mins

1 Trace

- Ask pupils to open their Activity Books at page 44.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /əʊ/ often and encourage pupils to repeat it, both in isolation and in the example words (in this case, *coat* and *boat*).

Activity Book 6 mins

- 2 Look and tick (\checkmark) or cross (X)
- Point to the pictures of the *boat* and the *coat*.
- Ask pupils to look at the picture of the *coat* and the words next to it. Ask them to sound out the letters in each word and to say which word is the correct one for the picture (*coat*). Ask them to tick that word and put a cross next to the other word.
- Ask pupils to complete the next part of the activity themselves.
- Check answers and make sure pupils understand that *o* always comes before *a* in this digraph.

Answers:

[coat] coat [boat] boat

Unit 5 Lesson 4

Aims:	Name objects and recognize <i>ie</i> and
	its sound.
	Practise making the shape of the
	digraph <i>ie</i> .
Language:	pie, tie
Materials:	Pupil's Book page 57
	Activity Book page 45
	🚱 Track 64
	Alphabet posters
	Picture cards: <i>pie, tie</i>

Warmer 5 mins

- Greet the class. Briefly remind pupils of the work they did on the digraph *ai* in Lesson 1 of this unit. Elicit the words *train* and *tail*. Then remind them of the digraph *oa* that they learned in the last lesson and the words *coat* and *boat*. Finally, make sure pupils have understood that the sound produced by digraphs is different from the sound of either of the individual letters. Explain that they will be learning a third digraph in today's lesson.
- Ask pupils to open their Pupil's Books at page 57.

Look, listen and say 8 mins

• Point to the letters *ie* in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *pie* and the *tie* and say the words slowly and clearly. Elicit or say the sound /aɪ/. Play Track 64, pausing after each section.

Track 64 Listen and look at the board. ie pie tie

ie pie tie

Now listen and say.

ie ie ie pie pie pie tie tie tie

Listen and say again.

ie ie ie pie pie pie tie tie tie

- Ask the pupils to look at the *pie* and the *tie* on the page. Walk round the room saying *Show me a pie./Show me a tie*. The pupils should point to the correct picture in their book and repeat the word. Alternatively, you could write both word on the board (*pie, tie*), then point to one or other and ask pupils to call out the word. Move quickly from one word to the other, and sometimes point to the same word two or three times to make it more fun.
- Hold up the picture card of the *pie* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *tie*.

Trace and say 8 mins

- Briefly remind pupils how to form the *i* and *e*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /aɪ/ as they are doing the task.

Ask and answer 6 mins

- Direct the pupils to the speech bubbles. Read out the question *How many rabbits?* and ask pupils to answer (*Three rabbits.*). Repeat while pointing to the words in your book at the same time.
- Put pupils in pairs and ask them to practise asking and answering the same question. When they have each had a turn, ask them to carry on asking and answering about the other items.
- When they have finished, ask for pairs to volunteer to act out the dialogue for the class to hear. Choose a different pair for each item.

Answers:

How many rabbits? Three rabbits. How many pies? Seven pies. How many ties? Ten ties.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 45.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /ai/ often and encourage pupils to repeat it, both in isolation and in the example words *pie* and *tie*.

Activity Book 10 mins

2 Match

- Point to the box of three digraphs. Remind pupils that they have learned these three sounds in this unit.
- Explain that each word must be completed with one of the three sounds. Point out that there are pictures as well, to help the pupils remember the words.
- Look at the first gapped word and the picture. Ask what the picture is and elicit *boat*. Ask pupils to decide which two letters complete the word. Elicit *oa*.
- Tell pupils to complete the other items. Pupils who are not writing yet can tell you the answers.
- Check answers and get pupils to make the sounds of the digraphs and the completed words.
 Answers:

boat train tie pie coat tail

Unit 5 Lesson 5

Aims:	Name objects and recognize ee
	and its sound.
	Practise making the shape of the
	digraph <i>ee</i> .
Language:	bee, tree
Materials:	Pupil's Book page 58
	Activity Book page 46
	Track 65
	Alphabet posters
	Picture cards: <i>bee</i> , <i>tree</i>

Warmer 5 mins

- Greet the class. Elicit the digraphs they have learned so far in this unit: *ai*, *oa* and *ie*. Make sure pupils can make these sounds. Elicit a number of the example words they have learned for them, e.g., *train*, *boat* and *tie*. Explain that they will be learning a fourth digraph in today's lesson.
- Ask pupils to open their Pupil's Books at page 58.

Look, listen and say 8 mins

Point to the letters *ee* in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *bee* and the *tree* and say the words slowly and clearly. Elicit or say the sound /it/. Play Track 65, pausing after each section.

Track 65

Listen and look at the board. ee bee tree

ee bee tree

Now listen and say.

ee ee ee bee bee bee tree tree tree

Listen and say again.

ee ee ee bee bee bee tree tree tree • Ask the pupils to look at the *bee* and the *tree* on the page. Walk round the room saying *Show me a bee./Show me a tree.* The pupils should point to the correct picture in their book and repeat the word. Make sure the pronunciation is correct. Ask groups, then individuals to say the words. You could use flashcards to elicit the words. One idea is to hold up a picture card but with the picture hidden by, e.g., a piece of paper. Then reveal the picture slowly, starting at one corner; pupils shout out the word as soon as they recognize the picture and know what the word is.

Trace and say 8 mins

- Briefly remind pupils how to form the *e*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /iː/ as they are doing the task.

Find and count. Ask and answer 10 mins

- Point to Adam and read out his question *How many boats?* Get pupils to count the boats and tell you the answer (4).
- Practise the question again with another object from the picture: *How many (kites)?* Prompt the question with individual words. Do this a number of times using the picture puzzle items. Each time, encourage pupils to count out loud and tell you the answer.
- Choose a pupil to ask a question. That pupil says *How many flowers can you see?* The rest of the class count quietly and as quickly as they can and, when they are ready, hold up their hands to answer.
- Put pupils into pairs to ask and answer about the number of things in the picture.

Answers:

How many boats? 4 How many kites? 4 How many cakes? 3 How many ducks? 5 How many bees? 2 How many apples? 6 How many lions? 3 How many hands? 1

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 46.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /iː/ often and encourage pupils to repeat it, both in isolation and in the example words *bee* and *tree*.

Activity Book 6 mins

2 Count and match

- Point to the first word *bees*. Ask pupils to count how many bees there are in the picture. Tell them they can choose from one of the numbers on the right. Elicit *two*.
- Tell them to count the other items and write the numbers in the correct spaces. If pupils are not writing yet, they can simply tell you the answers.
- Check answers by asking individual pupils to give you a sentence beginning *There is .../There are ...*, e.g., *There are two bees*.

Answers:

There is one rabbit. There are two bees. There are five flowers.

Unit 5 Lesson 6

Aims:	Name objects and recognize or
	and its sound.
	Practise making the shape of the
	digraph or.
Language:	fork, popcorn
Materials:	Pupil's Book page 59
	Activity Book page 47
	🔂 Track 66
	Alphabet posters
	Picture cards: fork, popcorn

Warmer 6 mins

- Greet the class. Briefly revise the colours that pupils have learned. You can do this by pointing at things in the room and asking *What colour is the (wall/door/bag*, etc.)?
- Ask pupils to tell you the sounds they have learned so far in this unit (*j*, *ai*, *oa*, *ie*, and *ee*). Make sure pupils can make these sounds. Elicit a number of the example words they have learned for them, e.g., *jam*, *train*, *boat*, *tie* and *bee*. Explain that they will be learning another sound in today's lesson.
- Ask pupils to open their Pupil's Books at page 59.

Look, listen and say 8 mins

Point to the letters or in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *fork* and the *popcorn* and say the words slowly and clearly. Elicit or say the sound /ɔ:/. Play Track 66, pausing after each section.

Track 66 Listen and look at the board. or fork popcorn

or fork popcorn

Now listen and say.

or or or fork fork fork popcorn popcorn

Listen and say again.

or or or fork fork fork popcorn popcorn popcorn

• Ask the pupils to look at the *fork* and the *popcorn* on the page. Walk round the room saying *Show me a fork./Show me some popcorn*. The pupils should point at the correct picture and repeat the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the words.

Trace and say 8 mins

- Briefly remind pupils how to form the *o* and the *r*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /ɔː/ as they are doing the task.

Ask and answer 7 mins

- Ask pupils to look at the picture. Elicit the six colours used for the letters (*yellow, orange, red, green, blue, pink*). Remind pupils that these are the first six letters of the alphabet.
- Prompt pupils to give you the names of the five items in the picture (*apple, orange, sun, car, tree*).
- Say a letter sound and elicit the corresponding object. For example, say /s/ and elicit *sun*. Continue with all of the letter sounds/objects.
- Practise the question *What colour is the apple?* Elicit *The apple is red*. Prompt the question with individual words. For example, you say *car* and pupils say *What colour is the car?* Elicit *The car is blue*. Do this a number of times using the items in the picture.
- Choose a pupil to ask a question. That pupil says *What colour is the (tree)?* The other pupils look and, when they are ready, hold up their hands to answer. Repeat with several pupils.

- Put pupils into pairs to ask and answer about the colours of things in the picture.
- When they have finished, ask for pairs to volunteer to act out the dialogue for the class to hear. Choose a different pair for each item.

Answers:

What colour is the apple? It's red. What colour is the orange? It's orange. What colour is the sun? It's yellow. What colour is the car? It's blue (and black/ and red). What colour is the tree? It's green.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 47.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /ɔː/ often and encourage pupils to repeat it, both in isolation and in the example words *fork* and *popcorn*.

Activity Book 8 mins

- 2 Draw and colour
- Point to the first word, *bee*. Elicit the meaning and stress the /ee/ sound. Do the same for the other word and key sound (*fork*, /ɔː/).
- Point to the empty boxes. Tell pupils to draw and colour the objects named in each box.

Unit 5 Lesson 7

Aims:	Practise naming objects.
	Match letters and objects.
	Ask and answer Is it a?
Language:	Is it a bus? Yes, it is. No, it isn't.
Materials:	Pupil's Book page 60
	Activity Book page 48
	Alphabet posters
	Picture cards: <i>jam, tail, coat, pie</i> ,
	<i>bee</i> and <i>fork</i> and a selection from
	all the picture cards pupils know
	so far

Warmer 7 mins

- Greet the class. Briefly revise sounds for the letters they have learned so far in this unit (the letter *j*, and the digraphs *ai*, *oa*, *ie*, *ee* and *or*). Make sure pupils can make these sounds. Elicit a number of the example words they have learned for them, using these picture cards: *jam*, *tail*, *coat*, *pie*, *bee* and *fork*.
- Use picture cards to help pupils remember some of the words they have covered in the book so far.
- Ask pupils to open their Pupil's Books at page 60.

Say the letter. Guess the word 20 mins

- Tell the pupils they are going to play a game. Direct the pupils to the picture and the speech bubbles. Elicit or explain that one pupil chooses a picture and says the initial letter of one of the objects in the picture – in this case, b (if they want to, they could *name* the letter, but it's fine for them to continue using the *sound* it makes). The other pupil then has to guess which picture the first pupil is looking at (*Is it a bus?*). Point out that there is no bus in the picture bubbles on the page, but there is one in the book the first pupil is holding. The first pupil then gives the answer (*Yes, it is.* or *No, it isn't.*).
- In pairs, pupils take turns asking and answering to play the game. Monitor and support as necessary.

Extra!

- This activity can be expanded, either now or at a later time, to include the whole book so far. It can be turned into a game of *I spy*, with the first pupil flicking through the book and saying *I spy with my little eye something beginning with (c)*. The second pupil has to guess (*Is it a cat?/Is it a car?*, etc.). If pupils enjoy it, you can include it regularly in your lessons.
- You can also extend the game and play as a class by choosing a selection of picture cards the pupils already know, displaying them on the board and playing the game using those pictures.
- Ask individual pupils to tell you what's in each bubble, e.g., *There's a house and a car.* Do this a few times and then put pupils in pairs. They take turns saying what's in one of the bubbles and the other pupil has to point to the correct bubble. Monitor this activity and give help if needed.

Activity Book 18 mins

1 Match

- Ask pupils to open their Activity Books at page 48.
- Point to the first sound, *ai*. Elicit words such as *train* and *tail*. Get pupils to say the words, emphasizing the *ai* sound. Do the same for the other sounds.
- Do the example with the class. Point to the line connecting *ai* with the picture of the train. Explain that the line is there because the word *train* contains the *ai* sound.
- Ask if there is another picture with an *ai* sound. Elicit *tail*. Tell pupils to draw a second line, this time connecting *ai* and *tail*.
- Pupils join the other sounds to their related pictures.
- Check the answers by asking individual pupils to point to the sound and the two related objects – saying them out loud as they point, e.g., *ai*, *train*, *tail*.

Answers:

ai [train] [tail] j [juice] [jam] f [flower] [fish] oa [coat] [boat] u [umbrella] [under] ee [bee] [tree] ie [tie] [pie]

Unit 5 Lesson 8

Aims:	Get more practice recognizing and
	using digraphs.
	Blend letters and digraphs to
	form words.
Language:	train, jam, boat, tie, tree, fork
Materials:	Pupil's Book page 61
	Activity Book page 49
	Alphabet posters
	Picture cards: <i>train</i> , <i>jam</i> , <i>boat</i> , <i>tie</i> ,
	tree, fork

Warmer 6 mins

- Greet the class. Briefly revise letters and sounds they will need to use in this lesson (the letters and the digraphs contained in the words *train*, *jam*, *boat*, *tie*, *tree* and *fork*). You can do this by writing the words up on the board and/or using picture cards. Elicit the correct pronunciation of each word, and highlight the digraphs by circling them on the board or in your book (circle the digraphs underlined here: *train*, *jam*, *boat*, *tie*, *tree* and *fork*). If any pupils are confident enough, invite them to come to the board to underline the digraphs in the words themselves. Make sure pupils can make all these sounds.
- Ask pupils to open their Pupil's Books at page 61.

Trace, say and colour 20 mins

Note: This is the first time pupils have been asked to blend single letters together with digraphs to form new words. The words in the Pupil's Book will be familiar to them. However, you might still need to go slowly and repeat often in order for your pupils to grasp the concept. At all times be aware of digraphs, and make sure your pupils treat them as the sound made by two letters, not the individual sounds of the letters.

- Point to the picture of the train at the top of the page. Elicit the word *train* from the class. Then point to the letters individually on the left. Begin sounding out the letters one by one (ttt-rrr). However, when you come to the *a* and the *i*, circle them together with your finger to show that they are one sound, /eI/. The result is that you will blend the sound of five letters using only four sounds (t-r-eI-n) because two of the letters form a digraph. This is further highlighted in the complete word, where the digraph is in a lighter colour.
- Get pupils to form the word *train* by blending the sounds in exactly the same way as you demonstrated above. Prompt them, if necessary, by circling the digraph *ai* with your finger. Ask them to trace the letters *ai* in the word.
- For the next word, *jam*, tell pupils that there is no digraph, so the letters are all pronounced. Pupils will know the word *jam*, but demonstrate blending the letters to form the word as you did with *train*, and elicit the word. Ask pupils to trace the letters.
- Demonstrate the remaining words in the same way, taking care to treat the digraphs as you did above. Encourage pupils to blend the sounds in each case.
- When pupils have formed and said all the words and traced the letters, they can colour the pictures.

Activity Book 9 mins

1 Look, circle and write

- Ask pupils to open their Activity Books at page 49.
- Do the example with the class. Point to the picture of the jam. Elicit or explain that *jam* begins with the letter *j*, not the letter *g*, and that is why the *j* is circled. Show pupils how the letter *j* has been inserted at the start of the word. Explain that pupils have to do the same thing (write the correct letter(s) that are missing) with the other words. Give help with the next item if pupils are having difficulty. They should then be able to complete the task on their own. If your pupils are not writing yet, they can simply circle the correct letters and tell you the words.
- If this activity is set as homework, remember to check the answers as a class in the next lesson.

Answers:	
j	р
1	f
ai	or

Activity Book 10 mins

2 Match

- Ask pupils to look at the letters on the left and to say the sound for each one. Then explain that they will be matching the letter to the correct pair of pictures: the pictures that show things that start with that letter sound.
- Let pupils think about the task on their own for a while. You can offer help if they are struggling.
- Check answers by asking individual pupils to read out the completed words.

Answers:

- c [car] [cat]
- a [ant] [apple]
- j [jam] [juice]
- o [olive] [orange]
- h [hand] [hair]

Unit 5 Lesson 9

Aims:	Revise the forming of lower-case
	and capital letters.
	Practise letter recognition.
Materials:	Pupil's Book page 62
	Activity Book page 50
	Alphabet posters
	Picture cards: any cards with
	letters/sounds/words pupils have
	learned up to now

Warmer 7 mins

 Greet the class. Briefly revise the letters and sounds they will need to use in this lesson (tell them you are only interested in single letters for now, not digraphs). Write the lower-case letters up on the board as pupils give you the sounds (see the Pupil's Book for the letters you need to write on the board). Take care to form the letters in the way pupils have learned in the book.

• Ask pupils to open their Pupil's Books at page 62.

Trace and say 18 mins

- Point to *Ss* at the top of the page. Ask pupils when we might need capital letters (at the start of a name or a sentence).
- Practise a little letter recognition by saying *Show me the letter e*. You can refer to the letter by the sound it makes and also use the name of the letter. Get pupils to point to the letter on the page, or to come up and point to the letter on one of the alphabet posters. Repeat for several letters. Put pupils in pairs to continue this activity. Tell them to take it in turns to say *Show me the letter (d)*.
- Tell pupils to trace the letters (remember that there is no pressure on them to use a pencil – if they want to use their finger, that's fine). Go round the class checking that pupils are not having difficulties.
- For a follow-up activity, ask volunteers to demonstrate forming both the lower-case and the capital form of one of the letters. The volunteer can write the letter on the board, trace it on the board, or trace it in the air with their back to the class. Repeat with many different letters and as many volunteers as possible. If your pupils are not writing yet, you can give them picture cards to choose. One pupil holds up a picture card and the others have to point to the relevant lowercase and capital letters.

Extra!

Play a tracing game. In pairs, pupils trace a letter on their partner's back and their partner has to guess what letter is being formed. Tell pupils to use a mixture of lower-case and capital letters, but to try to form them according to the method shown in the book.

Activity Book 20 mins

1 Look and complete

• Ask pupils to open their Activity Books at page 50.

- Point out that there are capital letters at the top of the page and lower-case letters at the bottom of the page. Pupils will recognize that the letters are presented in the alphabetical order here (A, B, C, D, etc.). They may also notice that there are only 21 letters on the page to be matched, and that five letters are missing. These letters (Q, W, X, Y, Z) are the ones that pupils haven't learned yet.
- Explain that, in the middle of the page, there are short sequences of letters, presented in order but with letters missing each time. Pupils have to fill in the missing letters. Make sure they understand that they also need to choose between the lowercase and capital letters to fill in the gaps. If pupils seem unsure, demonstrate the first item on the board.
- Check answers by asking pupils to show you their books. Those who have written the answers can point to what they have written in the gaps. If any of your pupils are not comfortable writing, they can point to the missing letter each time.

Answers:

ABCDE MNOP fghij FGHI abcde IJKLM mnop RSTU CDEFG rstu cdefg ijklm

Unit 5 Lesson 10

Aims	Revise the sounds learned in
A	
	this unit.
	Practise letter and digraph
	formation.
Language:	boat, juice, tie, bee, train
Materials:	Pupil's Book page 63
	Activity Book page 51
	Alphabet posters
	Picture cards: <i>boat</i> , <i>juice</i> , <i>tie</i> ,
	bee, train

Warmer 7 mins

- Greet the class. Briefly revise the letters, sounds and digraphs they have learned in this unit (the letter *j*, and the digraphs *ai*, *oa*, *ie*, *ee* and *or*). Make sure pupils can make these sounds. Elicit a number of the example words they have learned for them, e.g., *juice, train, boat, tie, tree* and *popcorn*.
- Ask pupils to open their Pupil's Books at page 63.

Trace and say. Match 20 mins

- Point to the letter and digraphs in the middle of the page. Explain that, in a moment, you are going to ask pupils to trace them.
- Point to the letter *j*. Ask pupils to tell you which words they have learned with that sound in them (*jam* and *juice*). Ask them if they can see a *j* word on the page (elicit *juice*). Mime drawing a line from the letter *j* to the picture of the juice.
- Make sure pupils understand that the digraphs don't come at the start of the word in the same way as the letter *j* does. They will be looking for pictures representing words which have the digraph in them somewhere.
- Ask pupils to begin tracing letters and drawing lines to connect the sounds to the objects. Go round the class and help where necessary.
- When everyone has finished, elicit other words that contain these sounds (*juice, train, boat, tie, bee*).

Activity Book 10 mins

1 Trace and match

- Ask pupils to open their Activity Books at page 51.
- Tell them that you want them to trace the letters of the words to get extra practice. Encourage them to say the words out loud, as well as the individual letters and digraphs. This will help give them pronunciation practice.
- Point to the pictures and say that, after they finish tracing a word, they should draw a line to the correct picture.

• Monitor and help where necessary. Praise pupils' work.

Activity Book 8 mins

2 Draw and colour

- Tell pupils that they are going to draw and colour a picture.
- Read the sentence in the box: *A bee on a flower*. Or ask for a volunteer pupil to try to blend the letters to make the words and read the sentence.
- Elicit what the sentence means, and tell pupils that this is what you would like them to draw.
- Congratulate pupils on completing Unit 5.

Now I can ...

Before moving on to the next Unit, take time to look at the **Now I can** ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.

My Classroom

Objectives

Listening

Unit 6

- Continue to become more familiar with the sound of English.
- Recognize and respond to further classroom instructions (TPR).
- Move according to instructions.
- Identify named objects.

Speaking

- Continue talking in short phrases and simple sentences.
- Practise talking about plurals.
- Ask and answer Who's this?
- Ask and answer What's this?/What are these?
- Identify and name classroom objects.
- Join in songs and rhymes.

Skills

- Continue working with digraphs.
- Recognize the shapes of the letters *z*, *w*, *v*, lower-case and capitals.
- Recognize the shape of the digraphs *ng*, *oo*.
- Recognize the two distinct sounds of the digraph *oo*.
- Continue to blend letters and digraphs to form words.
- Continue working with letters in alphabetical order.
- Continue working with lower-case and capital letters.
- Find and describe the differences between two pictures.
- Continue developing awareness of drawing from left to right, pencil control, and hand-eye coordination.

Word list

Lesson 1

zebra – /'zebrə/ open – /'əʊpən/ close – /kləʊz/ draw – /drɔː/

Lesson 2

window - /'wɪndəʊ/ watch - /wɒtʃ/ stand up - /stænd ʌp/ sit down - /sɪt daun/ hands up - /hændz ʌp/ hands down - /hændz daun/ turn around - /tɜː(r)n ə'raund/

Lesson 3

king – /kɪŋ/ ring – /rɪŋ/ book – /bʊk/ bag – /bæg/ teacher - /'ti:tf@(r)/
ruler - /'ru:l@(r)/
pencil case - /'pens(@)I ,kers/
rubber - /'r^b@(r)/
pen - /pen/
pencil - /'pens(@)I/

Lesson 4

van – /væn/ violin – /ˌvaɪə'lɪn/

Lesson 5

spoon - /spu:n/ zoo - /zu:/ ruler - /'ru:lə(r)/ pencil case - /'pens(ə)l ,keis/ bag - /bæg/ rubber - /'rʌbə(r)/ pen - /pen/ pencil - /'pens(ə)l/ **Lesson 6** foot – /fut/ book – /buk/

Lesson 7 What's this? It's a ... – /wøts ðis? Its ə .../

Lesson 8

book, zoo, foot, moon, boot, wood - /buk, zuː, fut, muːn, buːt, wud/

Lesson 9

capital letters - /'kæpīt(ə)l 'letə(r)z/

Unit 6 Lesson 1

Aims:	Name objects and recognize z and
	its sound.
	Practise making the shape of the
	letter z.
	Understand the instructions open,
	close and draw.
Language:	zebra, zero, open, close, draw
Materials:	Pupil's Book page 66
	Activity Book page 52
	Fracks 67 and 68
	Alphabet posters
	Picture cards: <i>zebra</i> , <i>zero</i>
	· · · · ·

Warmer 5 mins

- Greet the class. Briefly revise the letters pupils have learned up to now (*a*, *b*, *c*, *d*, *e*, *f*, *g*, *h*, *i*, *j*, *k*, *l*, *m*, *n*, *o*, *p*, *r*, *s*, *t* and *u*). You could write these on the board, flick through the Pupil's Book, use the alphabet posters or use alphabet cards. Whichever method you choose, ask pupils to make the sounds and tell you words beginning with each letter. Tell the class you will be learning another letter today.
- Ask pupils to open their Pupil's Books at page 66.

Look, listen and say 8 mins

Point to the letter z in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the zebra and the zero, and say the words slowly and clearly, emphasizing the z sound at the beginning. Elicit or say the sound /z/. Play
Track 67 pausing after each section.

Track 67 Listen and look at the board. z zebra zero

z zebra zero

Now listen and say.

z z z zebra zebra zebra zero zero zero

Listen and say again.

z z z zebra zebra zebra zero zero zero

- Ask the pupils to look at the *zebra* and the *zero* on the page. Walk round the room saying *Show me a zebra./Show me a zero*. The pupils should point to the correct picture and repeat the word.
- Hold up the picture card of the *zebra* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *zero*.

Trace and say 8 mins

- Demonstrate how to form the letter Zz. You can do this by using one or more of the methods you used before (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letter on the desk). Get pupils to do the same.
- Remember that some pupils might feel confident enough to start using a pencil, but there is no pressure on them to do this – they can carry on using their index finger for tracing. Go at the pupils' pace, and they will start when they are ready. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /z/ as they are doing the task.

Look and say. Listen 8 mins

 Direct the pupils to the pictures and the speech bubbles. Talk about the three pictures. Ask the pupils what they can see and elicit details such as *a teacher*, *a boy*, *a girl*, *books*, *a blue pencil*, etc. Explain that the teacher is giving the class three commands. Demonstrate the commands. Say *Open your book*, *please*. and demonstrate by opening your hands as the teacher is doing in the first picture. Tell the pupils to listen again and do what you say.

- Say *Draw* and demonstrate by drawing a ruler. Ask a confident pupil to come to the board and say *Draw a pencil, please*.
- Finally, say *Close your book, please*. and close your hands as the teacher is doing in the second picture. Gesture to the pupils to carry out the command. If necessary, elicit or present the meaning of *please*.
- Pupils look at the pictures at the bottom of the page. Say the words *open*, *draw* and *close*, but with a pause between each one. Pupils should point to the correct picture. Say the three words again in a different order. Ask pupils to point. Check that they are all pointing to the right picture each time.
- Introduce the listening activity, telling the pupils just to listen at first. Play **P** Track 68.
- Tell them to listen again and, this time, do what the teacher says. If the pupils have notebooks, tell them to draw in these. If they don't, they will need a piece of paper to draw on. Play
 Track 68 again.

Track 68 Listen.

Open your books, please. Draw a red pencil, please. Close your books, please. Thank you!

• Finally, give more commands yourself. Vary the colour and the object, e.g., *Draw a yellow cat*, *please./Open your Activity Books, please.*

Note: Even if your pupils do not know all the words, it's a good idea to use phrases like these in English as you conduct the lessons. Try to use as much English as you can. Pupils slowly get used to the sounds of English in this way, and you can usually make them understand what you want them to do by using mime or pointing.

Activity Book 8 mins

l Trace

- Ask pupils to open their Activity Books at page 52.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them properly.
- When pupils are ready, they can start tracing the letters in exactly the same way as they did before. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /z/ often, and encourage pupils to repeat it, both in isolation and in the example words (in this case, *zebra* and *zero*).

Activity Book 8 mins

2 Trace and match

- Point to the three words, *open close draw*. Elicit the meanings.
- Ask pupils to look at the pictures. Explain that in each picture, one of the three words is being illustrated. Tell pupils to match the words with the pictures.

Answers:

open [book opening] close [door closing] draw [pencil drawing a house]

Unit 6 Lesson 2

Aims:	Name objects and recognize w
	and its sound.
	Practise making the shape of the
	letter <i>w</i> , lower-case and capital.
Language:	window, watch, stand up, sit
	down, hands up, hands down,
	turn around
Materials:	Pupil's Book page 67
	Activity Book page 53
	Tracks 69 and 70
	Alphabet posters
	Picture cards: <i>window</i> , <i>watch</i>

Warmer 6 mins

- Greet the class. Briefly revise the letter *z*. Ask pupils to make the sound and to tell you the words that start with *z* (*zebra* and *zero*). Tell the class you will be learning another letter today.
- Ask pupils to open their Pupil's Books at page 67.

Look, listen and say 8 mins

Point to the letter w in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the window and the watch, and say the words slowly and clearly, emphasizing the w sound at the beginning. Elicit or say the sound /w/. Play
Track 69, pausing after each section.

😡 Track 69

Listen and look at the board.

w window watch w window watch

Now listen and say.

w w w window window window watch watch watch

Listen and say again.

w w w window window window watch watch watch

- Ask the pupils to look at the window and the watch on the page. Walk round the room saying *Show me a window./Show me a watch*. The pupils should point to the correct picture in their books and repeat the word.
- Hold up the picture card of the window and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the watch.

Trace and say 7 mins

- Demonstrate how to form the letter *Ww*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Remember that some pupils might feel confident enough to start using a pencil, but there is no pressure on them to do this. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /w/ as they are doing the task.

Listen and sing 10 mins

- Tell the pupils to look at the picture of the boys in the classroom. Point to one of the boys and elicit the word *boy*. Now say what each child is doing in the picture. (Putting his hands up, putting his hands down, standing up, sitting down, turning round.) Demonstrate each action and say the words.
- As you repeat each action (starting with *Stand up*.), say *Stand up*. *Hands up*. *Hands down*. *Turn round*. *Sit down*. Encourage pupils to repeat what you are saying as they do the actions.
- Tell the pupils to listen and point to the boy doing the action they hear. Play the first part of Track 70. Pause the track after the first verse and tell pupils to listen and say the words.
- Tell the pupils to listen again and do the actions this time. Play the first part of **W** Track 70 again. Do each action yourself.

- Play the second part of **P** Track 70 for the pupils to repeat the words and do the actions at the same time.
- Tell the pupils to listen to you and do the actions. Give the commands several times, getting faster and faster.

😡 Track 70

Listen and look at the picture.

Hands up! Hands down! Stand up! Sit down! Hands up! Hands down! Stand up! Turn round!

Now listen and say.

Hands up! Hands down! Stand up! Sit down! Hands up! Hands down! Stand up! Turn round!

Note: The commands *Stand up*. *Hands up*. *Hands down*. and *Sit down*. can become a part of your regular class routine if they haven't already. Remember that pupils benefit from hearing as much English as possible in the lessons.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 53.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters in exactly the same way as they did before. Remind them to work in the direction of the arrows. Monitor to make sure everyone is managing, and provide support as necessary.

Say the sound /w/ often, and encourage pupils to repeat it, both in isolation and in the example words (in this case, *window* and *watch*).

Activity Book 6 mins

2 Trace and colour

- Point to the first picture. Elicit that the girl is standing. Point to the words below. Make sure pupils understand that *Stand up* is a command.
- Repeat the above procedure for the second picture, pointing to the arrow and the words *Sit down*.
- Ask pupils to colour the pictures. When they have finished, go round the class and let them show you their work. Encourage them to point and say the phrases *Stand up* and *Sit down*.

Unit 6 Lesson 3

Aims:	Name objects and recognize <i>ng</i>
	and its sound.
	Practise making the shape of the
	digraph <i>ng</i> .
	Learn the names of classroom
	objects.
Language:	king, ring, ruler, book, bag,
	teacher, pencil case, pen, rubber,
	pencil
Materials:	Pupil's Book page 68
	Activity Book page 54
	Tracks 71 and 72
	Alphabet posters
	Picture cards: king, ring, ruler,
	book, bag, teacher, pencil case,
	pen, rubber, pencil

Warmer 5 mins

• Greet the class. Walk around the class, picking up everyday objects, like pens, pencils, and books and saying *What's this?* It doesn't matter if they don't recognize the question or know any of the words in English, but some pupils may know words like *book* and *pencil*. Keep it brief and explain that you are going to learn some more words in today's lesson.

- Ask pupils to tell you the digraphs (two-letter sounds) they have learned so far in the book (*ai*, *oa*, *ie*, *ee* and *or*). Make sure pupils can make these sounds. Elicit a number of the example words they have learned for them, e.g., *tail*, *boat*, *pie*, *tree* and *fork*. Explain that they will be learning another sound in today's lesson.
- Ask pupils to open their Pupil's Books at page 68.

Look, listen and say 8 mins

Point to the letters ng in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *king* and the *ring* and say the words slowly and clearly. Elicit or say the sound /ŋ/. Play Track 71, pausing after each section in the usual way.

Frack 71 Listen and look at the board.

ng king ring ng king ring

Now listen and say.

ng ng ng king king king ring ring ring

Listen and say again.

ng ng ng king king king ring ring ring

• Ask the pupils to look at the *king* and the *ring* on the page or on picture cards. Walk round the room saying *Show me a king./Show me a ring*. The pupils should point to the correct picture in their books and repeat the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the words. To add variety, show pupils the picture cards of *king* and *ring* and invite them to come to the alphabet posters and point to the matching picture on the poster.

Trace and say 8 mins

- Briefly remind pupils how to form the *n* and the *g*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /ŋ/ as they are doing the task.

Listen and say 10 mins

- Ask pupils to look at the picture. Ask them what they can see. Elicit that there is a child sitting down at a desk and a teacher standing up in a classroom. There are also lots of objects that we often find in a classroom.
- To prepare the pupils for the listening, tell them to point to the objects you hold up. Hold up the labelled objects on page 68 in the same order as in Track 72. As you hold up an object, say *What's this?* as you did in the warm-up activity. Then tell them to listen and point to the pictures in their books. Say that you will hold up each object.
- Play the first part of Track 72, holding up the objects as they are heard. You may need to repeat this part. Then play the second part of Track 72 and tell the pupils to listen, point to the correct picture, and repeat the words as they hear them. Pause the audio as necessary to give pupils time to do everything.

😡 Track 72

Listen and point to the picture.

a ruler a ruler

- a pencil case a pencil case
- a pen a pen
- a rubber a rubber
- a pencil a pencil
- a bag a bag

Now point and say.

- a ruler
- a pencil case
- a pen
- a rubber
- a pencil
- a bag
- See if pupils can remember about the -s for plural words – pencil/pencils. Demonstrate it by holding up one pencil in one hand and two pencils in the other and saying one pencil, two pencils.

Extra!

Say *a pencil*. Pupils hold up their pencils. Do the same with the other items. Use picture cards of *ruler*, *pencil case*, *rubber*, *pen*, *pencil* and *bag* for choral repetition of each word with the indefinite article *a*. The pupils need to get used to including *a* (or *an* if the object starts with a vowel). Hold up the real objects and ask individuals *What's this?*

Extra!

Play *Stand up with a pencil*. Say *Stand up with a pencil*, and see if any of the pupils understand/remember and follow your instruction. Repeat and demonstrate holding a pencil and standing up. Ask the class if they understand the game. Give other instructions, e.g., *Turn round with a rubber./ Hands up with a ruler./Hands down./ Sit down.*

Activity Book 8 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 54.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Remind them to work in the direction

of the arrows. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound $/\eta$ / often and encourage pupils to repeat it, both in isolation and in the example words *king* and *ring*.

Activity Book 6 mins

2 Trace and colour

- Point to the picture. Say *What's this?* Elicit *a king*, and point to the writing below the picture. Encourage the pupils to repeat the word.
- Tell pupils you want them to trace the outline of the picture and colour it.
- Check their work by going round and asking to see their pictures. Say *What's this*, and point to the picture. Get pupils to tell you. Do this with as many pupils and as many coloured-in pictures as you can.

Unit 6 Lesson 4

Aims:	Name objects and recognize v and
	its sound.
	Practise making the shape of the
	letter <i>v</i> , lower-case and capital.
Language:	van, violin
Materials:	Pupil's Book page 69
	Activity Book page 55
	Fracks 73 and 74
	Alphabet posters
	Picture cards: van, violin

Warmer 6 mins

• Greet the class. Briefly revise the letters pupils have learned up to now (*a*, *b*, *c*, *d*, *e*, *f*, *g*, *h*, *i*, *j*, *k*, *l*, *m*, *n*, *o*, *p*, *r*, *s*, *t*, *u*, *w* and *z*). Write these on the board, asking pupils for help with the correct alphabetical order. Ask pupils to count the letters. Say how many (22). Tell pupils that there are 4 more letters of the alphabet they have not fully learned yet: *q*, *v*, *x* and *y*.

Note: Leave the letters on the board until you come to do the Activity Book for this lesson.

- You could also flick through the Pupil's Book, use the alphabet posters or use alphabet cards. Whichever method you choose, ask pupils to make the sounds and tell you words beginning with each letter. Tell the class you will be learning another letter today.
- Ask pupils to open their Pupil's Books at page 69.

Look, listen and say 8 mins

Introduce v and use the alphabet-recognition activity, following the usual procedure. The mime for this could be playing a violin. (If pupils are not sure of this, demonstrate by holding out your left arm for the violin and using your right arm to hold the bow and play.) Play Track 73 in the usual way, by playing the first part, then the second part, then the third part.

😡 Track 73

Listen and look at the board.

v van violin v van violin

Now listen and say.

v v v van van van violin violin violin

Listen and say again.

v v v van van van violin violin violin

• Ask the pupils to look at the van and the violin on the page or on picture cards. Walk round the room saying *Show me a van./Show me a violin*. The pupils should point to the correct picture in their books (or on the alphabet posters) and repeat the word. Make sure the pronunciation is correct. Ask groups, then individuals to say the words.

Trace and say 8 mins

- Demonstrate how to form the letter *v*. You can do this by using one or more of the methods you used before. Get pupils to do the same. Make sure they follow the arrows going from green to red.
- Remember that some pupils might feel confident enough to start using a pencil, but there is no pressure on them to do this. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /v/ as they are doing the task.

Look and say. Sing 10 mins

- Use the picture cards to revise classroom objects. Show a card and elicit the name chorally.
- Play *Disappearing Picture Cards* with the following picture cards: *ruler, pen, pencil, pencil case, bag* and *rubber*. Stick them on the board, picture side up. Pupils recite the words in order. Remove one picture card. Pupils recite all six words again in order. Continue until all the cards have been removed and the pupils are reciting from memory. Remember to elicit the indefinite article with the name, e.g., *a ruler*. Play the game again, but this time using the word cards.
- Hold up your book, point to Adam and Rosie and ask Who's this? Explain that they are packing their bags for school. Ask pupils what Adam is taking to school. Elicit a bag, a pencil, a pen and ink. Then ask what Rosie is taking to school (a bag, a pencil, a ruler and a rubber).
- Tell the pupils to listen and look at the pictures while you read the words of the song. Read the song lyrics below. Play **?** Track 74.

Track 74 Listen to the song.

Adam goes to school. Adam goes to school. He puts his pencil in his bag, And off he goes to school. Rosie goes to school. Rosie goes to school. She puts her ruler in her bag, And off she goes to school.

Tell the pupils to try to hum the tune as they hear the song again, and show them how to tap out the rhythm as they listen. Tell them they can sing along if they remember any of the words. Play Track 74 again.

Activity Book 7 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 55.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /v/ often and encourage pupils to repeat it, both in isolation and in the example words *van* and *violin*.

Activity Book 6 mins

- 2 Trace and colour.
- Ask pupils to look at the word and see if they can tell you what it says (*five*). Ask them to trace the letters.
- Point to the picture of the number 5. Ask pupils to colour the picture of the number 5. They can choose whatever colour(s) they want.
- This activity can be set as homework. If so, remember to look at the pupils' work at the start of the next lesson and praise their efforts.

Unit 6 Lesson 5

Aims:	Name objects and recognize oo
	and its sound.
	Practise making the shape of the
	digraph oo.
	Practise the names of classroom
	objects.
Language:	spoon, zoo, ruler, pencil case, bag,
	rubber, pen, pencil
Materials:	Pupil's Book page 70
	Activity Book page 56
	Fracks 75 and 76
	Alphabet posters
	Picture cards: spoon, zoo, ruler,
	pencil case, bag, rubber, pen,
	pencil

Warmer 5 mins

- Greet the class. Remind pupils of the digraphs (two-letter sounds) they have learned so far in the book (*ai*, *oa*, *ie*, *ee*, *or* and *ng*). Make sure pupils can make these sounds. Elicit a number of the example words they have learned for them, e.g., *tail*, *coat*, *tie*, *bee*, *fork* and *ring*. Explain that they will be learning another digraph in today's lesson.
- Ask pupils to open their Pupil's Books at page 70.

Look, listen and say 8 mins

Point to the letters *oo* in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the *spoon* and the *zoo* and say the words slowly and clearly. Elicit or say the sound /uː/. Play
Track 75, pausing after each section.

Track 75 Listen and look at the board. oo spoon zoo oo spoon zoo Now listen and say.

oo oo oo spoon spoon spoon zoo zoo zoo

Listen and say again.

oo oo oo spoon spoon spoon zoo zoo zoo

• Ask the pupils to look at the *spoon* and the *zoo* on the page or on picture cards. Walk round the room saying *Show me a spoon./Show me a zoo*. The pupils should point to the correct picture, either in their books or in one of the alphabet posters, and repeat the word. Make sure the pronunciation is correct. Ask groups, then individuals to say the words.

Trace and say 8 mins

- Briefly remind pupils how to form the letter *o*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /uː/ as they are doing the task. Remind pupils that the sound of *oo* is not the same as the single letter *o*.

Listen, look and say 8 mins

- Hold up a red pencil and ask *What's this?* Elicit *It's a pencil*. Then say *Yes, it's a red pencil*. Ask again *What is it?* Prompt the response *It's a red pencil*. Do the same with different coloured classroom objects. If you hold up something coloured orange, remind them that we say *an* before *orange*.
- Talk about the picture on page 70. Hold up your book, point to the teacher and ask Who's this? Where are the children? Elicit or present teacher/ in a class(room)/in a lesson.
- Introduce the listening activity. Tell pupils to just

listen and look at their books the first time. Play the first part of Track 76. Pupils listen, look at the picture in their book and point to the objects they hear. Play the second part of Track 76, pausing after every one or two items to give pupils time to listen, point and say the words.

Frack 76 Track 76 Listen, look and say.

a red pen a blue pencil a pink bag a green pencil case a yellow bag a red pencil case a green pencil a yellow rubber a pink pencil case a grey ruler a blue ruler an orange pencil case a green pen an orange pencil a blue pen

Now listen, point and say.

a red pen a blue pencil a pink bag a green pencil case a yellow bag a red pencil case a green pencil a yellow rubber a pink pencil case a grey ruler a blue ruler an orange pencil case a green pen an orange pencil a blue pen

Extra!

Pupils can repeat the task and get extra practice by working in pairs and pointing to items in the picture. They take it in turns asking *What's this?* The other pupil has to answer *a (pink pencil case)*.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 56.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words in the same way as they did before. Remind them to work in the direction of the arrows. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /uː/ often and encourage pupils to repeat it, both in isolation and in the example words *spoon* and *zoo*.

Activity Book 8 mins

2 Look and say

- Begin by demonstrating with as many pupils as possible. Walk around the class, choose a pupil and point to one of the three pictures in their book at random, asking, *What is it?* When the pupil answers correctly, move on to another pupil and another picture.
- Put pupils in pairs. Tell them to take turns pointing and asking the question. The other pupil has to answer. Monitor as many pairs as possible. For more practice, get pupils to swap partners and repeat the activity.

Answers:

What is it? It's a bag. What is it? It's a rubber. What is it? It's a pencil.

Unit 6 Lesson 6

Aims:	Name objects and recognize an
	alternative sound for <i>oo</i> .
	Practise making the shape of the
	digraph oo.
	Practise the names of classroom
	objects.
Language:	foot, book, bin, desk, chair, pencil
	case, pencil, pen, apple, bag, juice
Materials:	Pupil's Book page 71
	Activity Book page 57
	Fracks 77 and 78
	Alphabet posters
	Picture cards: foot, book, bin,
	desk, chair, pencil case, pencil,
	pen, apple, bag, juice

Warmer 6 mins

- Greet the class. Remind pupils of the digraph they learned in the previous lesson (*oo*). Make sure pupils can make this sound. Elicit the example words they learned, e.g., *spoon* and *zoo* (they have also learned the word *moon*, which contains the same digraph and sound). Explain that today's lesson will be slightly different because they will be using the same digraph (*oo*) but for a **different** sound.
- Ask pupils to open their Pupil's Books at page 71.

Look, listen and say 7 mins

Point to the letters *oo* in the book and explain that this is the sound they are going to learn in today's lesson. Pupils might be puzzled since they did this in the previous lesson. Explain that, this time, the sound is different. Point to the pictures of the foot and the book and say the words slowly and clearly. Elicit or say the sound /u/. Play Track 77, pausing after each section in the usual way.

Track 77 Listen and look at the board. oo foot book oo foot book

Now listen and say. 00 00 00 foot foot foot book book book

Listen and say again.

oo oo oo foot foot foot book book book

• Ask the pupils to look at the *foot* and the *book* on the page or on picture cards. Walk round the room saying *Show me a foot./Show me a book*. The pupils should point to the correct picture and repeat the word. Make sure the pronunciation is correct. Draw attention to the fact that it is a much shorter sound than the one they learned in the previous lesson. For contrast, you could say *foot* (emphasizing the short sound), and then say *moon* emphasizing the long sound (*mooooon*). Ask groups, then individuals to say the words.

Note: The word *look* has the same *oo* sound that pupils are learning in this lesson. Frequent use of the word will help reinforce the sound. You could, for example, say *Look! A foot! Look! A book!* Point out that the sounds are the same.

Trace and say 8 mins

- Pupils will need little reminding of how to form the letter *o*, but tell them that it's always good to get more practice.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /v/ as they are doing the task. Make sure the sound they are making is distinct from the sound in the previous lesson.

Listen and say 9 mins

- Ask pupils to look at the picture on page 71.
 Say Who can you see? (Hani, Sarah, Adam, the teacher). Hold up the picture card for book.
 Ask What's this? Elicit It's a book. Get pupils to point to a book in the picture. Repeat for bin, desk, chair and pencil case. This last item (CD) might not be familiar to pupils, so take a moment to explain it if necessary.
- Explain that pupils should point to the words they hear. Play the first part of Track 78, telling pupils to listen and look at the pictures in their books. Play the second part of the track, asking pupils to repeat each word after they hear it. Pause the audio whenever necessary.

🚱 Track 78

Listen and look at the pictures.

- a book a book
- a bin a bin
- a desk a desk
- a chair a chair
- a pencil case a pencil case

Now listen and say.

- a book
- a bin
- a desk
- a chair
- a pencil case
- If necessary, use the picture cards for choral and individual repetition of the new items.
- Point to examples of the new items in your own classroom and ask *What's this?* Elicit (*It's*) *a desk*, etc.

Extra!

There are other items in the picture that pupils know how to name (a red pen, a pink pencil case, juice, etc.). Tell them to take it in turns to point to a picture and ask *What is it?* The other pupil has to answer *It's a* (*red pen*).

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 57.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the words in the same way as they did before. Monitor to make sure everyone is managing, and provide support as necessary. Ask pupils to say the words out loud being careful to pronounce the two *oo* sounds correctly.

Activity Book 7 mins

2 Draw

- Ask pupils to look at the letter *oo* in the corner of the first box. Explain that they should draw something that contains the letters *oo*. Remind pupils that they have learned several words containing *oo*. See if they can remember any of the words (*moon, spoon, book, foot, look*). Ask pupils what the other letters are in the second box *ng*. Ask what words they know that contain the letters *ng* (*king, ring*).
- Tell pupils to choose objects and draw pictures in the relevant boxes.

Unit 6 Lesson 7

Aims:	Revise words for classroom
	objects.
	Practise asking and answering
	What's this?
	Revise the two different sounds
	for the digraph <i>oo</i> .
Language:	What's this? It's a
Materials:	Pupil's Book page 72
	Activity Book page 58
	Track 79
	Alphabet posters
	Picture cards: <i>pencil</i> , <i>pen</i> ,
	key, spoon

Warmer 7 mins

- Greet the class. Remind pupils of the digraph they learned in the previous lesson (00). Make sure pupils can make the two different sounds – /ui/ for *spoon*, *zoo*, and also *moon*; and /u/ for *look*, *foot* and *book*.
- Ask pupils to open their Pupil's Books at page 72.

Listen and say 22 mins

- Ask pupils to look at the questions and the two pictures at the top of page 72. Point to the picture of the spoon and say *What's this?* Elicit *It's a spoon*.
- Repeat for the picture of the book.
- Ask pupils to practise saying the two words clearly and remind them of the difference in sound.
- Point to the main picture on the page.
- Ask the pupils to tell you who and what they can see in the two pictures. Elicit *teacher*, *boy*, *girl*, *desks*, *chairs* and the names of objects on the desks. Explain that the children are playing a guessing game with their teacher. The children have to guess what the teacher has put in the bag. The idea of the game is that the teacher has several classroom items on her desk then asks pupils to close their eyes. The teacher removes one of the items to put into the bag. Pupils open their eyes and see what item is missing. That is how they know what's in the bag.
- Hold up your book and point to the first picture. Read out the question and answer. Tell them to listen and find out what's in the teacher's bag. Play the first part of Track 79.
- Play the second part of the track and ask pupils to repeat each line. This is good practice for their pronunciation of questions.

🗑 Track 79

Look and listen.

Teacher:What's this?Boy:It's a pen.Teacher:What's this?Girl:It's a pencil.Teacher:Yes!

Now listen and repeat.

Teacher:What's this?Boy:It's a pen.Teacher:What's this?Girl:It's a pencil.Teacher:Yes!

Extra!

Play the game yourself with the class.

Activity Book 8 mins

1 Draw

- Ask pupils to open their Activity Books at page 58.
- Get the class to count along with you from 1 to 10. Say *one* and point to yourself. Point to a pupil and elicit *two*, before pointing to a different pupil. Go round the class like this until pupils are fully fluent with numbers 1–10. Explain that they are going to join the dots from 1–10.
- Make sure everyone is seated correctly. Make sure pencils are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start joining the dots. Ask pupils to say the numbers out loud when they show you their work.
- Pupils who finish early can colour in the elephant.

Activity Book 8 mins

- 2 Trace
- Ask pupils to look at the writing. Say it out loud and explain if anyone has a problem. Explain that Adam is asking and answering about the picture in activity 1. Tell pupils to trace the word *elephant*.

Unit 6 Lesson 8

Aims:	Revise known words.
	Get further practice asking and
	answering questions.
	Learn two more words for the
	digraph oo.
	Get more practice with the two
	different sounds of the digraph oo.
Language:	book, zoo, foot, moon, boot,
	wood, spoon
Materials:	Pupil's Book page 73
	Activity Book page 59
	Tracks 80 and 81
	Alphabet posters
	Picture cards: book, zoo, foot,
	moon, boot, wood, spoon

Warmer 5 mins

 Greet the class. Remind pupils of the two different sounds of the digraph *oo* – /ui/ for *spoon*, *zoo*, and also *moon*; and /u/ for *foot*, *book* and also *look*. Write these words on the board in two separate columns:

Long oo	Short oo
spoon	foot
Z00	book
moon	look

- Point to the words in the left column and say them out loud, emphasizing the long /uː/ sound. Repeat for the words in the other column and the short /ʊ/ sound.
- Once pupils have had the chance to practise the sounds, and have recognized the difference, rub the words off the board, leaving only the columns and the headings.
- Tell pupils you are going to say one of these words and they have to do the following: if it is a long /uː/ sound, they should stand up; if it is a short /u/ sound, they should stay seated but put their hands up.
- Say one of the six words from the table. Wait for pupils to react, and check that they have heard the sound correctly. Try a different word. Keep going until all of the pupils are reacting

appropriately. It doesn't matter if you start to repeat the words.

• Ask pupils to open their Pupil's Books at page 73.

Listen and say 15 mins

- Ask pupils to look at the pictures. Draw their attention to the phonetic symbols at the top of the page. Point to the picture of the book and say *What's this? Is it a foot?* Elicit *No, it isn't.* Then say *Is it a book?* Elicit *Yes, it is.*
- Repeat for the picture of the zoo, deliberately getting it wrong the first time as above. Do the same for wood and moon, then for foot and boot.
- It might help your pupils if you show them the shape of your mouth when pronouncing the two different sounds. Point out that, for the long /uː/ sound, we purse our lips and push them forward. In contrast, for the short /ʊ/ sound, there is little movement in the shape of the mouth.
- Play **•** Track 80. Ask pupils to listen. Play the track again for pupils to repeat the words, to reinforce the correct pronunciation.

👽 Track 80

Listen and say.

book book wood wood foot foot zoo zoo moon moon boot boot

• Finally, tell pupils to practise saying the correct letter sounds as they point to and say the letters on the page.

Sing 10 mins

• Tell pupils you are going to read them the words of a song. Read out the first two lines of Adam's song: *I go to the zoo. I go to the moon.* As you say the words, pupils point to the words *zoo* and *moon.* Repeat if necessary.

- Then read out the next two lines: *I look at a book. I eat food with a spoon. Look* might be familiar to them, and you can ask pupils to guess what you put on a *spoon.* The word *spoon* is not on this page, so you can either show pupils the spoon on the previous page or use the picture cards or poster. Repeat the two lines once pupils understand.
- Finally read out the last four lines: There's a boot on this foot. But it's not made of wood. There's a boot on this foot. But it's not made of wood. As you do so, point to one foot, then the other, stressing the word this for the second foot. Repeat if necessary. Play the first part of Track 81 for pupils to listen and point. Then play the second part of the track for pupils to listen and sing.

W Track 81 Listen and point.

I go to the zoo. I go to the moon. I look at a book. I eat food with a spoon. There's a boot on this foot. But it's not made of wood. There's a boot on *this* foot. But it's not made of wood.

Now listen and sing.

I go to the zoo. I go to the moon. I look at a book. I eat food with a spoon. There's a boot on this foot. But it's not made of wood. There's a boot on *this* foot. But it's not made of wood.

• Ask pupils to join in with the song as much as they can. It doesn't matter if they don't know all the words. Tell them they can tap out the beat with their fingers on the desk if they prefer.

Extra!

Reinforce correct pronunciation by writing the words on the board without the *oo*. Write *b--k*, *z--*, *f--t*, *m--n*, *b--t* and *w--d*. Ask pupils to tell you which word they make if they add *oo*.

Activity Book 15 mins

1 Trace and complete

- Ask pupils to open their Activity Books at page 59.
- Direct pupils to the pictures. Say the names of each object out loud and ask pupils to repeat them. Tell pupils to trace the lines and complete the pictures. Pupils who finish early can start to colour them in. Go round checking work. Ask pupils to point and say the words for what they have drawn. When checking, make sure pupils recognize which words have the short /u/ sound (book, foot, wood), and which have the long /u!/ sound (moon, zoo, boot).

Unit 6 Lesson 9

Aims:	Practise following commands.
	Get more practice with the two
	different sounds of the digraph oo.
Language:	stand up, sit down, hands up,
	hands down, close your eyes,
	open them
Materials:	Pupil's Book page 74
	Activity Book page 60
	Track 82
	Alphabet posters
	Picture cards: <i>spoon</i> , <i>book</i>

Warmer 6 mins

Greet the class. Remind them of the actions they performed in Lesson 2 of this unit. You may wish to direct pupils to page 67 of the Pupil's Book to jog their memories. Elicit *Hands up! Hands down! Stand up! Sit down! Turn round!*

- Briefly revise *Touch your* ... commands, prompting pupils to remember the names for the different parts of the body they have learned.
- Ask pupils to open their Pupil's Books at page 74. Tell them they will be learning some new commands in today's lesson.

Look and say 8 mins

- Direct pupils to the top of the page, and the words *spoon* and *book*. Point out that these are representative of the two different *oo* sounds (long and short respectively).
- While they are tracing, repeat the long sound of *spoon* by exaggerating the /uː/ sound and the shape of your mouth (see instructions for this in the previous lesson). Do this several times, and then say the word *book* repeatedly. This time, emphasize how short the sound is, and how little the shape of the mouth changes. Say the two words together for contrast. Encourage your pupils to do the same.
- When they have finished tracing and saying the words, write *oo* on the board. Elicit both long and short sounds. Then write *sp* in front of *oo*. Pupils should immediately complete the word for you, saying *spoon* using the long *oo*. Add the letter *n* to complete the word.
- Write *oo* on the board again. This time, write the letter *b* in front of *oo*. Pupils should fairly quickly complete the word for you, saying *book* using the short *oo*. Add the letter *k* to complete the word. Repeat this process using *moon*, *zoo*, *foot* and *look*.

Listen and say. Do 15 mins

- Tell pupils to look at the figures around the writing. Ask them what they are doing elicit some of the commands in the centre of the page, such as *Stand up*, *Hands up*, etc.
- Demonstrate each action and say the words in the middle of the page. As you repeat each action (starting with *Stand up.*), say the commands and encourage pupils to repeat what you are saying as they do the actions.

Tell pupils you are going to play them a rhyme, and the first time they listen, they just have to look at their books. Play the first part of Track 82. Pupils listen and say. Pause after each line if necessary. Play the second part of Track 82. This time ask pupils to be ready to do the actions. It doesn't matter if they don't know all the words/ actions. Tell them they can tap out the beat with their fingers on the desk if they prefer.

🗑 Track 82

Listen and say

Stand up Sit down Hands up Hands down Close your eyes Open them Stand up Sit down again!

Now listen and do.

Stand up Sit down Hands up Hands down Close your eyes Open them Stand up Sit down again!

Activity Book 8 mins

1 Match

- Ask pupils to open their Activity Books at page 60.
- Explain that pupils have to draw lines to match the capital letters with the small or lower-case letters. Do the example with them, holding up your book and indicating the line connecting the capital *F* with the small *f*.
- Ask pupils to draw the other lines to link the pairs of letters.
- When checking their work, make sure that pupils remember the correct pronunciation for these letters. Ask a pupil to choose a letter and make the sound. You then write this letter on the board, in both its lower-case and capital form. Repeat for the other letters.

- Invite pupils to mime writing the new capital letters in the air. It helps if they come to the front of the class and stand with their backs to the other pupils. Give help and guidance where necessary. Very confident pupils might want to write the letters on the board.
- This activity can be set as homework. If so, remember to check the pupils' answers at the start of the next lesson and praise their work.

Answers:

Сc	Оо
F f	Рp
I i	S s
Jj	U u
K k	V v
M m	W w
N n	Ζz

Activity Book 8 mins

- 2 Trace and copy
- Ask pupils to tell you what it says on the page. Elicit *stand up* and *sit down*. Tell pupils to trace and complete the phrases.
- Very confident pupils might want to copy the two phrases on the lines below. Emphasize that it's not a problem if pupils don't feel ready to write.

Unit 6 Lesson 10

Aims:	Practise using language from
	the unit.
	Talk about the differences between
	two pictures.
Language:	classroom words, colours,
	numbers
Materials:	Pupil's Book page 75
	Activity Book page 61
	Alphabet posters
	Picture cards: book, bin, desk,
	chair, pencil case, pencil, pen,
	ruler, apple, bag, lemon, poster

Warmer 6 mins

- Greet the class. Briefly revise vocabulary for objects in the classroom by picking things up or pointing to them and saying *What's this?* Encourage pupils to add the colour in their description where appropriate, e.g., *It's a blue pen*. Remind pupils to use the article *an* in front of nouns or adjectives beginning with a vowel, e.g., *an apple, an orange bag*.
- Ask pupils to open their Pupil's Books at page 75.

Find the difference 25 mins

- Start by using picture cards or realia to help pupils remember the words for classroom objects. Hold up a picture of a pen or a pen and say *What's this?* Elicit both the word *pen* and the colour (e.g., *It's a red pen*.) Do this with several classroom objects.
- Tell the pupils to look at the top picture (picture a) on page 75 and find the things you name. When they find the object, they must put their hands up (say *Hands up!* in English when needed, since they practised it in the previous lesson). Choose one pupil whose hand is up, check that he/she is pointing to the right object and ask him/her to repeat. For example: T: Find a yellow ruler.

[Pupils point in their books and put their hands up.]

T: (checks the book of one pupil) Yes, that's right.

- Continue in this way with various objects in picture **a**.
- Explain that there are nine differences between the two pictures. Elicit one difference from the whole class, e.g., in picture **a** there is a poster of the alphabet on the wall; the letters are in lower case; in picture **b** there is a poster of the alphabet on the wall; the letters are in capitals.
- Tell the pupils to work in pairs to find the ten differences and circle them. Go round the class helping and encouraging.
- Ask the pupils to tell the class about the differences they have found. They can point to the objects in their books and say: *Picture a an apple. Picture b a lemon. Picture a a red bin. Picture b a blue bin.*

Continue the discussion about the classroom objects by asking pupils to pretend to be a person in the pictures and say *I have a (green book)*. The other pupils then put up their hands if they know who it is in the picture. Choose a pupil to point to one of the characters on the page. Elicit that the boy at the front has got a green book. Repeat with different pupils.

Answers:

Picture a	Picture b
alphabet is lower-case	alphabet is capitals
a blue bag	a red bag
a blue pencil case	an orange
	pencil case
a green pen	a red pen
a pink flower	a pink fish
a yellow rubber (on the floor)	a green rubber
an apple	a lemon
a red pencil	a yellow pencil
an orange bag	a yellow bag

Extra!

Play *Spot the Difference* using picture cards. Stick these five animal picture cards on the board: *dog, cat, duck, elephant, fish.* Allow the pupils to look at the cards for one minute only. Take the cards down. Quickly stick the picture cards on the board again, in any order, but replacing one of them with *goat*. Ask the class what is different. Other groups of picture cards are: classroom objects: *pen, pencil, ruler, rubber, bag, desk, chair* colours: *blue, green, red, yellow, pink, orange*

You can use a group more than once just by changing a different picture card each time.

Activity Book 8 mins

1 Match

- Ask pupils to open their Activity Books at page 61.
- Point to the letters *ng* and elicit the sound. Do the same with the letters *oo* but this time, elicit both sounds for the letters.
- Explain that pupils have to match the pictures with the sound that is in each word. Tell them to draw lines to show this.

• When you check their work, ask them to say the words. Make sure they are saying them correctly.

Answers:

ng [ring] [king] oo [moon] [book] [boot] [foot]

Activity Book 6

2 Draw

- Explain that the pencil case is empty. Tell pupils to draw some objects in the pencil case, such as pens, pencils, rulers, rubbers, etc. They are then free to colour the pencil case using any colour(s) they want.
- Congratulate pupils on finishing Unit 6.

Now I can ...

Before moving on to the next Unit, take time • to look at the Now I can ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.

My Toys

Objectives

Listening

<u>Unit 7</u>

- Begin to feel confident about the sound of English letters and words.
- Carry out classroom instructions (TPR).
- Listen and repeat words, phrases and sentences.
- Listen and identify pictures.

Speaking

- Talk about toys.
- Say new words.
- Ask and answer *How many ...?*
- Understand and use *this*, *that*, *these*, *those*.
- Identify and name objects.

Skills

- Be more confident in reading and writing English from left to right.
- Recognize the shapes of almost all the letters of the alphabet.
- Develop confidence and skill in drawing from left to right, learn how to hold a pencil correctly, practise pencil control, develop hand-eye coordination.
- Learn the shape and direction of almost all the letters of the alphabet.

Word list

Lesson 1

yo-yo – /jəʊ jəʊ/ yellow – /'jeləʊ/ balloon – /bə'lu:n/ skates – /skertz/ doll – /dɒl/ bear – /beə(r)/ car – /ka:(r)/ kite – /kart/

Lesson 2

x-ray - /'eksrei/ box - /bøks/ fox - /føks/ doll - /døl/ bike - /baik/ six - /siks/ skates - /skeitz/

Lesson 3

chicken – /'tʃɪkɪn/ cheese – /tʃiːz/ toys – /tɔɪ/

Lesson 4

fish – /fɪʃ/ shelf – /ʃelf/ How many toys? – /hau 'meni tɔɪz?/ yo-yo – /jəu jəu/ book – /buk/ ball – /bəːl/ bear – /beə(r)/ car – /kaː(r)/ kite – /kaɪt/ balloon – /bə'luːn/

Lesson 5

teeth – /ti:θ/ three – /θri:/ thin – /θɪn/ think – /θɪŋk/ thank you – /θæŋk jʊ/ Here you are – /hɪə ju: aː/

Lesson 6

father – /'faːðə(r)/ mother – /'mʌðə(r)/ this – /ðɪs/ that – /ðæt/ these – /ðiːz/ those – /ðəʊz/

Lesson 7

orange – /'prindz/ yo-yo – /jəʊ jəʊ/ desk - /desk /three $-/\theta riz/$ fish - /fif/monkey - /'mʌŋki/ taxi – /'tæksi/ kite – /kaɪt/ elbow – /'elbəʊ/ pizza – /'pirtsə/ flower - /'flauə(r)/ mouth – $/mav\theta/$ cake – /keik/ $duck - /d\Lambda k/$ father - /'fatðə(r)/ tomato – /təˈmaːtəʊ/ moon - /muːn/ jam – /dzæm/ ant - /ænt/ hand - /hænd/

Lesson 8

capital letters - /'kæpɪt(ə)l 'letə(r)z/
gate - /geɪt/
key - /kiː/
jam - /dʒæm/
flower - /'flaʊə(r)/
ant - /ænt/
elbow - /'elbəʊ/
dog - /dɒg/
bus - /bʌs/
insect - /'ɪnsekt/
hand - /hænd/
cat - /kæt/
lion - /'laɪən/

Lesson 9

apple - /'æp(ə)l/ ball - /bɔːl/ car - /ka:(r)/ elbow - /'elbəʊ/ elephant - /'elɪfənt/ flower - /'flaʊə(r)/ garden - /'ga:(r)d(ə)n/ hand - /hænd/ ink - /ɪŋk/ jam - /dʒæm/ kite - /kaɪt/ lemon - /'lemən/

Lesson 10

chair – /tʃeə(r)/ fish – /fɪʃ/ brother – /'brʌðə(r)/

Unit 7 Lesson 1

Aims:	Name objects and recognize y and
	its sound.
	Practise making the shape of the
	letter <i>y</i> , lower-case and capital.
Language:	yo-yo, yellow, balloon, skates,
	doll, bear, car, kite
Materials:	Pupil's Book page 78
	Activity Book page 62
	Tracks 83 and 84
	Alphabet posters
	Picture cards: yo-yo, yellow

Warmer 5 mins

- Greet the class. Briefly revise the letters pupils have learned up to now (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, r, s, t, u, v, w and z). You could write these on the board, flick through the Pupil's Book, use the alphabet posters or use alphabet cards. Whichever method you choose, ask pupils to make the sounds and tell you words beginning with each letter. Pupils might notice that there are three letters remaining (q, x and y). Tell the class you will be learning one of those letters today.
- Ask pupils to open their Pupil's Books at page 78.

Look, listen and say 8 mins

Point to the letter y in the book and explain that this is the sound they are going to learn in today's lesson. Point to the pictures of the yo-yo and the colour yellow, and say the words slowly and clearly, emphasizing the y sound at the beginning. Elicit or say the sound /J/. Play
Track 83, pausing after each section as usual.

Track 83 Listen and look at the board. y yo-yo yellow

y yo-yo yellow

Now listen and say.

y y y yo-yo yo-yo yo-yo yellow yellow yellow

Listen and say again.

y y y yo-yo yo-yo yo-yo yellow yellow yellow

- Ask the pupils to look at the *yo-yo* and the colour *yellow* on the page. Walk round the room saying *Show me a yo-yo./Show me yellow* (remind pupils that *yellow* does not have an article). The pupils should point to either the correct picture in their book, or an item in the classroom (for yellow), and say the word.
- Hold up the picture card of the *yo-yo* and elicit the word in chorus. Make sure the pronunciation is correct. *Yo-yo* is a particularly good word to practise and repeat because it has the sound /J/ twice. Ask groups, then individuals to say the word. Repeat with the picture card of the colour *yellow*.

Trace and say 8 mins

- Demonstrate how to form the letter *y*. You can do this by using one or more of the methods you used before (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letter on the desk). Get pupils to do the same. Remind them to follow the traffic light system (green to orange; orange to red).
- Remember that most pupils might feel confident enough to start using a pencil by this stage, but there is no pressure on them to do this – they can carry on using their index finger for tracing if they feel they need to. Go at the pupils' pace, and they will start when they are ready. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /J/ as they are doing the task.

Listen and say 8 mins

- Direct the pupils to the picture at the bottom of page 78. Ask them to look at the toys.
- Tell the pupils to listen and point to the toys as they hear them on the audio. Play Track 84. Ask pupils to listen and point the first time. Remind them the words are for toys from left to right on the page. Then play the track again, this time asking pupils to repeat the words.
- Ask the pupils what toys they have at home and what toys they like. Say the English word for any toys that have not been presented yet.

🗑 Track 84

Listen and say.

balloon balloon skates skates doll doll bear bear car car kite kite

• As *y* is the letter pupils are learning in today's lesson, finish by saying *Point to something yellow*. Go round and check they have each found something suitable.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 62.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /J/ often, and encourage pupils to repeat it, both in isolation and in the example words (in this case, *yo-yo* and *yellow*).

Activity Book 8 mins

- 2 Look and tick (\checkmark) or cross (X)
- Elicit the sound of the first letter, /J/. Ask what is in the first picture. Elicit *a watch*. Ask *Does watch begin with* /J/? Elicit No. Mime putting a cross in the small box because *watch* doesn't begin with y.
- Ask pupils to complete the task independently.

Answers:

y X √ w X √

Unit 7 Lesson 2

Aims:	Name objects and recognize x and
	its sound.
	Practise making the shape of the
	letter <i>x</i> .
Language:	x-ray, box, fox, bike, skates, six
Materials:	Pupil's Book page 79
	Activity Book page 63
	Track 85
	Alphabet posters
	Picture cards: <i>x-ray</i> , box

Warmer 6 mins

- Greet the class. Briefly revise the letter *y* and the words *yellow* and *yo-yo* that pupils learned in the previous lesson. You could write these on the board, flick through the Pupil's Book, use the alphabet posters or use alphabet cards. Ask pupils to make the sound and say the words. Tell the class you will be learning one more letter today.
- Ask pupils to open their Pupil's Books at page 79.

Look, listen and say 8 mins

• Point to the letter *x* in the book and explain that this is the sound pupils are going to learn in today's lesson. However, you should explain

that not many words begin with x. It is also complicated because it has two sounds. Point to the pictures of the *x-ray* and the *box*, and say the words slowly and clearly, emphasizing the sound /eks/ at the beginning of *x-ray* and the sound /ks/ at the end of *box*. Play Track 85, pausing after each section in the usual way.

Frack 85 Listen and look at the board.

x x-ray box x x-ray box

Now listen and say.

x x x x-ray x-ray x-ray box box box

Listen and say again.

x x x x-ray x-ray x-ray box box box

- Ask the pupils to look at the *x-ray* and the *box* on the page. Walk round the room saying *Show me an x-ray./Show me a box* (remind pupils that *x-ray* takes the article *an*). The pupils should point to the correct picture in their books and repeat the word.
- Hold up the picture card of the *x-ray* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *box*.

Trace and say 7 mins

- Demonstrate how to form the letter *x*. You can do this by using one or more of the methods you used before. Get pupils to do the same. Remind them to follow the traffic light system but tell them the letter *x* is formed with two separate movements (green to red; green to red).
- Remember that many pupils will now feel confident enough to use a pencil. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sounds /eks/ and /ks/ as they are doing the task.

Look and say 8 mins

- Direct the pupils to the bottom of page 79. Ask them to look at the pictures and tell you if they know what any of these things are called (pupils should recognize *six* and *x-ray*).
- Tell the pupils to listen and point as you name each item on the page. Read out *fox*, *bike*, *skates*, *six*, *x-ray*. Walk around the classroom as you read the words, so you can check that pupils are pointing in the right places. Encourage pupils to say the words as they point.
- Repeat the procedure above but, this time, say the words out of sequence to make sure that pupils truly know the words.
- Ask pupils to tell you which of these words have the x sounds from today's lesson. Allow a little time for pupils to think about this, as it will focus their attention on the words you have just told them. Say *Hands up when you know the answer*. Elicit some suggestions but don't tell them yet whether they are right or wrong. Pupils should immediately offer *x-ray*, since it was the focus of today's lesson. The other two words are *fox* and *six*, but pupils are not very used to listening for sounds at the ends of the words so you might have to read the list out again.
- Finally, go through the list of words again, this time asking pupils to repeat after you.

Activity Book 7 mins

1 Trace

- Ask pupils to open their Activity Books at page 63.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound *x* several times, and encourage pupils to repeat it after you, both in isolation and in the example words (*x-ray* and *box*).

Activity Book 9 mins

2 Trace

- Tell pupils that you want them to trace the writing to complete the words. You might want to explain that the dash in *x-ray* is not a letter and it isn't pronounced. It is just there to separate the letter *x* from the word *ray*.
- When they have finished tracing, read the words together with the pupils. Encourage them to try to read all the words themselves by blending the letter sounds, but prompt if necessary.

Unit 7 Lesson 3

Aims:	Name objects and recognize <i>ch</i>
	and its sound.
	Practise making the shape of the
	digraph <i>ch</i> .
Language:	chicken, cheese, toys
Materials:	Pupil's Book page 80
	Activity Book page 64
	🚱 Tracks 86 and 87
	Alphabet posters
	Picture cards: chicken, cheese

Warmer 5 mins

- Greet the class. Briefly revise the digraphs pupils have learned up to now (*ai*, *oa*, *ie*, *ee*, *or*, *ng* and *oo*). You could write these on the board or flick through the Pupil's Book. Ask pupils to make the sounds and say some of the words associated with each sound. Tell the class you will be learning another digraph today.
- Ask pupils to open their Pupil's Books at page 80.

Look, listen and say 8 mins

Point to the digraph *ch* in the book and explain that this is the sound pupils are going to learn in today's lesson. Remind pupils that the sound of a digraph is often far removed from the sound of the individual letters that make up the digraph. Point to the pictures of the chicken and the cheese, and say the words slowly and clearly, emphasizing the sound /tj/ at the beginning. Point out that they have already heard the word *chair* in the book – another example of this digraph. Play Track 86, pausing after each section.

😡 Track 86

Listen and look at the board.

ch chicken cheese ch chicken cheese

Now listen and say.

ch ch ch chicken chicken chicken cheese cheese

Listen and say again.

ch ch ch chicken chicken chicken cheese cheese

- Ask the pupils to look at the *chicken* and the *cheese* on the page. Walk round the room saying *Show me a chicken./Show me some cheese*. Pupils point to the correct picture and say the word. Or to add variety, say the words and invite pupils to come to the board to draw a picture for the word you said. (Remind pupils that *cheese* takes no article; we don't usually talk about *one cheese*; we say *some cheese* or *a piece of cheese*.) The pupils should point and repeat the word.
- Hold up the picture card of the *chicken* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *cheese*.

Trace and say 8 mins

- Briefly remind pupils how to form the *c* and the *h*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /tʃ/ as they are doing the task.

Listen and find 9 mins

- Direct the pupils to the bottom of page 80. Tell the pupils to look at the toy boxes. To introduce the first part of this listening activity, tell them to listen and point to the toys that you name. They may be in any of the toy boxes. Walk around the class as you give the instructions, checking that the pupils are able to find the toys. Name toys without colours to begin with. For example: *a bike, a yo-yo, a doll, a car, a balloon.*
- Repeat the activity, this time adding colours. For example: *a red ball, a blue car, an orange kite, a blue balloon, a pink yo-yo.*
- Tell the pupils that they are going to hear different toy words. They need to listen carefully to say which toy box the toy is in each time – a, b or c.
- Play **•** Track 87. Ask pupils to listen and look. Play the track again. This time, pause after each line for pupils to say which toy box the toy is in.

Frack 87 Listen and find.

a red ball a blue ball a blue car red skates a red bus a yellow kite an orange kite a pink yo-yo a red yo-yo a bike a doll • Check the answers. Then play **•** Track 87 again for pupils to repeat the words.

Answers:

a red ball (a) a blue ball (b and c) a blue car (c) red skates (c) a red bus (b) a yellow kite (b and c) an orange kite (a) a pink yo-yo (a) a red yo-yo (b) a bike (b) a doll (a)

Extra!

Tell pupils to choose a box (a, b or c) but not to tell anyone which one they have chosen. Explain that they are going to describe the things in their box and the other pupils have to guess which box it is. When everyone understands, say *What's in your box?* (and add the name of a pupil while pointing to him or her). The pupil then starts listing what's in his/her box (*I have a* ...). When other pupils think they know which box is being described, tell them to put their hands up. Choose a pupil to answer. They say *a*, *b* or *c*. The first pupil answers *Yes* or *No*. Repeat for several pupils.

Extra!

Get pupils to play a memory game. Tell them to choose a box as above – telling the class which box it is. This time they have to remember all the things in the box and give you a list of them without looking. Begin without colours and, after a few pupils have successfully done the task, tell them to include the colours of the objects in their lists.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 64.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /tʃ/ often, and encourage pupils to repeat it, both in isolation and in the example words (in this case, *chicken* and *cheese*).

Activity Book 7 mins

- 2 Draw your toy
- Ask a few pupils what toy they want to draw.
- Tell pupils that they are free to draw and colour any toy they want.
- This activity can be set as homework. If so, remember to look at the pupils' pictures at the start of the next lesson and praise their work.

Unit 7 Lesson 4

Aims:	Name objects and recognize <i>sh</i>
	and its sound.
	Practise making the shape of the
	digraph <i>sh</i> .
Language:	fish, shelf, How many toys? doll,
	bike, car, book, kite, balloon
Materials:	Pupil's Book page 81
	Activity Book page 65
	Track 88
	Alphabet posters
	Picture cards: <i>fish</i> , <i>shelf</i> , <i>yo-yo</i> ,
	doll, bike, car, train, bus, kite

Warmer 5 mins

- Greet the class. Briefly revise the digraph pupils learned in the previous lesson /tʃ/, together with the words *chicken* and *cheese*. You could write these on the board or flick through the Pupil's Book. Ask pupils to make the sound and say the words associated with the sound. Tell the class you will be learning another digraph today.
- Ask pupils to open their Pupil's Books at page 81.

Look, listen and say 8 mins

Point to the digraph *sh* in the book and explain that this is the sound pupils are going to learn in today's lesson. Remind pupils that the sound of a digraph is often far removed from the sound of the individual letters that make up the digraph. Point to the picture of the fish and say the word slowly and clearly, emphasizing the sound /ʃ/ at the end. Do the same for *shelf*, but emphasize the /ʃ/ sound at the beginning. Play Track 88, pausing after each section.

😡 Track 88

Listen and look at the board.

sh fish shelf sh fish shelf

Now listen and say.

sh sh sh fish fish fish shelf shelf shelf

Listen and say again.

sh sh sh fish fish fish shelf shelf

- Ask the pupils to look at the *fish* and the *shelf* on the page. Walk round the room saying *Show me a fish./Show me a shelf*. The pupils should point to the correct picture and repeat the word.
- Hold up the picture card of the *fish* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *shelf*.

Trace and say 8 mins

- Briefly remind pupils how to form the *s* and the *h*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /ʃ/ as they are doing the task.

Ask and answer 8 mins

- Direct the pupils to the bottom of page 81.
- Invite the pupils to talk about what they can see in the picture.
- Use the picture cards like this:
 - T: (holding up a picture card of a doll or draw a doll on the board) *What's this?*
 - P: It's a doll.
 - T: Point to a doll in the picture.
 - T: (to one pupil) What colour is the doll?
 - P1: Red and blue.
- Do the same with picture cards of other toys on page 81. Then put pupils in pairs and ask them to do the same.
- Hold up your Pupil's Book, point to the words How many ...? and read them out. Then point to the doll and say How many dolls? Give them one or two minutes, then elicit the answer (3). Write the numbers 1–5 vertically on the board. When you elicit the correct answer, write it on the board. Repeat with the other toys, writing the numbers on the board as you go.
- Your board will end up something like this at the end of the activity:
 - bikes 1
 - kites 3
 - cars 4
 - dolls 3
 - books 3
 - balloons 5
- Divide the class into two groups and use the answers on the board to practise questions and answers like this: Group 1: How many dolls?

Group 2: Three dolls. Group 2: How many kites? Group 1: Three kites.

Extra!

Get pupils to play the memory game, just as they did in the last lesson. This time, tell them to spend a minute memorizing the objects in the toy shop. After a minute, say *Close your books*. *Hands up if you can remember*. Choose a pupil to list all the things in the toy shop. The other pupils tell him/her what they forgot to mention, if anything. Begin without numbers and, after a few pupils have successfully done the task, tell them to include the numbers of the objects in their lists. Make sure you have cleaned the board before they attempt to remember!

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 65.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /ʃ/ often, and encourage pupils to repeat it, both in isolation and in the example words (in this case, *fish* and *shelf*).

Activity Book 8 mins

2 Count and write

• Tell pupils to look at the pictures and name the things they see. Elicit all the objects and then say *How many yo-yos?* Elicit six, and point to the space next to the word *yo-yos* where pupils have to write the number 6. Tell them to do the same thing for the other objects on the page, writing in the correct numbers.

Answers:

- 6 yo-yos
- 7 cars
- 9 balls

Unit 7 Lesson 5

Name objects and recognize th
and its sound.
Practise making the shape of the
digraph <i>th</i> .
mouth, three, thin, think, thank you
Pupil's Book page 82
Activity Book page 66
Track 89
Alphabet posters
Picture cards: mouth, three

Warmer 5 mins

- Greet the class. Briefly revise the digraph pupils learned in the previous lesson /ʃ/, together with the words *fish* and *shelf*. You could write these on the board or flick through the Pupil's Book. Ask pupils to make the sound and say the words associated with the sound. Tell the class you will be learning another digraph today.
- Ask pupils to open their Pupil's Books at page 82.

Look, listen and say 8 mins

- Point to the digraph *th* in the book and explain that this is the sound pupils are going to learn in today's lesson. Remind pupils that the sound of a digraph is often far removed from the sound of the individual letters that make up the digraph. Point to the picture of the mouth and say the word slowly and clearly, emphasizing the sound /θ/ at the end. Do the same for *three*, but emphasize the /θ/ sound at the beginning.
- Demonstrate making the sound. Say Look at my mouth, making the /θ/ sound at the end of mouth by placing the tongue between the teeth and breathing out.
- Play **W** Track 89, pausing after each section.

👽 Track 89

Listen and look at the board. th three mouth th three mouth

Now listen and say.

th th th three three three mouth mouth mouth

Listen and say again.

th th th three three three mouth mouth mouth

- Ask the pupils to look at the mouth and the number three on the page. Walk round the room saying *Show me a mouth/three*. The pupils should point and repeat the word.
- Hold up the picture card of the mouth and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the number three.

Trace and say 8 mins

- Briefly remind pupils how to form the *t* and the *h*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound θ as they are doing the task.

Trace and say 8 mins

- Direct the pupils to the bottom of page 82.
- Point to the *th* and say the sound. Encourage pupils to repeat the sound after you.
- Hold up your Pupil's Book, point to the other words one at a time, and read them out. Present the meaning of *thin* and *think*.
- Point to the picture of Adam giving Nadia some flowers. Ask the class what they would say if

someone gave them flowers. Elicit *Thank you*. Say the phrase as before, being careful to stress the *th* sound at the beginning. Ask pupils to repeat after you.

- Ask pupils to trace the *th* digraph in the words on the page.
- Now that it has been formally presented, make sure to use *Thank you* as often as possible as part of your regular lesson vocabulary.

Activity Book 8 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 66.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /θ/ often, and encourage pupils to repeat it, both in isolation and in the example words *mouth* and *three*.

Activity Book 8 mins

- 2 Trace and match
- Tell pupils to look at the pictures and name the things they see. Present the word *bathroom*. Elicit which picture shows a bathroom. Tell pupils that you want them to trace the words and then join them to their pictures with a line.
- When checking their work, ask pupils to say the words and phrases out loud. Pay particular attention to their pronunciation of the /θ/ sound and give guidance if needed.

Unit 7 Lesson 6

Aims:	Name objects and recognize an
	alternative sound for <i>th</i> .
	Practise making the shape of the
	digraph <i>th</i> .
Language:	father, mother, this, that,
	these, those
Materials:	Pupil's Book page 83
	Activity Book page 67
	Tracks 90 and 91
	Alphabet posters
	Picture cards: <i>father</i> , <i>mother</i>

Warmer 5 mins

- Greet the class. Remind pupils of the digraph they learned in the previous lesson /θ/. Make sure pupils can make this sound. Elicit the example words they learned, e.g., *mouth*, *tree*, *thin* and *think* (they also learned the phrase *thank you*). Explain that today's lesson will be slightly different because they will be using the same digraph (*th*) but for a slightly different sound. You might want to remind them that they saw something similar with the different sounds of the digraph *oo* in *spoon* and *book* (Unit 6, Lessons 5 and 6).
- Ask pupils to open their Pupil's Books at page 83.

Look, listen and say 8 mins

- Point to the letters *th* in the book and explain that this is the sound they are going to learn in today's lesson. Pupils might be puzzled since they did this in the previous lesson. Explain that, this time, the sound is different. Point to the pictures of the father and the mother and say the words slowly and clearly. Elicit or say the sound /ð/.
- Demonstrate making the sound so that pupils can hear the difference between this sound and the one in the previous lesson. As you did before, say *Look at my mouth*, making the /θ/ sound at the end of *mouth* by placing the tongue between the teeth and breathing out. This is the sound

from the previous lesson. Now say *Listen!* Adopt the same position with the tongue between the teeth but, instead of just breathing out, make a vibrating sound. Tell pupils to copy you. This is the sound for today's lesson. Play Track 90, pausing after each section in the usual way.

👽 Track 90

Listen and look at the board.

th father mother th father mother

Now listen and say.

th th th father father father mother mother mother

Listen and say again.

th th th father father father mother mother mother

Ask the pupils to look at the father and the mother on the page or on picture cards. Walk round the room saying *Show me a father./Show me a mother*. The pupils should point to the correct picture and repeat the word. Make sure the pronunciation is correct. For contrast, you could say incorporate words from the previous lesson and say them side-by-side with words from today's lesson, e.g., *thin – this; think – that*. Ask groups, then individuals to say the words. Make sure they can make both sounds clearly.

Trace and say 8 mins

- Pupils will need little reminding of how to form the letters *t* and *h*, but tell them that it's always good to get more practice.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /ð/ as they are doing the task. Make sure the sound they are making is distinct from the sound in the previous lesson.

Listen and say 8 mins

- Direct the pupils to the bottom of page 83.
- Point to the *th* and say the sound. Encourage pupils to repeat the sound after you.
- Hold up your Pupil's Book, point to the words one at a time, and read them out. Ask students to look at how near or far the hand is from the apples in each picture.
- Present the meaning of *this* (singular item close to us) and *that* (singular item far from us) using the illustrations. Get pupils to point to something near them and say *This* (*pen*). Then get them to point to something far away and say *That* (*poster*).
- Present the meaning of *these* (plural items close to us) and *those* (plural items far from us) using the illustrations. Get pupils to point to something plural near them and say *These* (*pencils*). Then get them to point to something plural far away and say *Those* (*books*).
- Play Track 91 and ask pupils to listen. Play the track again for pupils to repeat, to make sure they are using the correct pronunciation, as these words are used a lot in English so it is important to say them correctly.

Track 91 Listen and say. This apple.

That apple. These apples. Those apples.

Activity Book 8 mins

- 1 Trace and match
- Ask pupils to open their Activity Books at page 67.
- Tell them you want them to trace the words and then find the correct picture for each word. remind pupils that they can check in the Pupil's Book if they can't remember. Tell them to trace all the letters then to draw lines connecting the words with the correct pictures.
- When you check their work, ask pupils to say the words. Make sure they are pronouncing the /ð/ sound correctly.

Activity Book 8 mins

2 Find

- Explain to pupils that you want them to find the words. Draw their attention to the first word *fish* and the example circle around it. Ask pupils to find the other words and draw circles around them.
- When you check their work, ask pupils to say the words. Make sure they are pronouncing all the words correctly.

Answers:

fish, skates, doll fox, car, bike ball, boat, book

Unit 7 Lesson 7

Aims:	Revise sounds and objects that
Language:	pupils have learned. orange, yo-yo, desk, three, fish, monkey, taxi, kite, elbow, pizza,
	flower, mouth, cake, duck, father, tomato, moon, jam, ant, hand
Materials:	Pupil's Book page 84 Activity Book page 68 Alphabet posters
	You will need counters, coins or pieces of sticky paper to play the game of <i>Battleships</i> .

Warmer 7 mins

- Greet the class. Briefly revise some of the sounds and the words that pupils have learned in the book so far. Begin by writing the alphabet on the board in order (only the letter *q* is missing). Elicit the sounds made by each letter, as well as example words beginning with them (in the case of *x*, you can accept *box* and *fox*).
- Briefly revise the digraphs that pupils have learned (*ai*, *oa*, *ie*, *ee*, *or*, *ng*, *oo*, *ch*, *sh* and *th*).
 Write example words for each one on the board.

Make sure you include the two distinct sounds for *oo* and *th*.

Ask pupils to open their Pupil's Books at page 84.

Play a game 18 mins

Note: Pupils have probably noticed the letters across the top of the picture are listed in alphabetical order -a, b, c, etc. In this lesson, you will be **naming** the letters, rather than using the letter sounds.

- Direct the pupils to the grid on page 84. Say 1a.
- Help pupils find the relevant square in the grid by holding up your Pupil's Book and moving your finger down to the number 1. Then move to the right to the letter *a*. Elicit what's in the square (an orange). Say *An orange*. Read the example at the bottom of the page.
- Repeat for several more items, allowing time for pupils to follow directions and get used to you naming letters rather than using the sounds for them. When they give you the answers, it's OK for pupils to use the sounds of the letters if they can't remember how to name them.
- Once pupils know what to do, put them in pairs and get them to take turns asking and answering. Pupil A names a square, e.g., *4d*. Pupil B then answers *An ant*. Walk around the class monitoring and helping with any difficulties.
- After pairs have used up most of the squares on the grid, tell them they are going to do a variation of what they have just been doing. This time Pupil A names an object in the grid, e.g., *moon*. Pupil B then has to say which square it's in (4b). Tell them to do this for several objects in their pairs.

Note: Pupils could use this grid for a game of *Battleships*. Put them in pairs. Each pupil chooses four squares in the grid and covers them with counters, coins or pieces of sticky paper. It's important that they can't see each other's books so you might want to move them apart a little. The game begins with Pupil A saying a square (e.g., 3b). If Pupil B has a counter, coin or piece of sticky paper on that square, he/she takes it off and says *mouth*. If there's nothing on the square, Pupil B says *No* and then chooses a square on Pupil A's grid. They carry on like this, taking turns until one of the players has no 'battleships' left.

Activity Book 20 mins

1 Draw

- Ask pupils to open their Activity Books at page 68.
- Tell them you want them to draw pictures for each of the words in the boxes.
- Go through the words, asking pupils to say them out loud. Check their pronunciation and make sure they understand each word. Tell them to draw the pictures.
- When you check their work, make sure pupils pronounce the words correctly (seven of the nine words contain *digraphs* that pupils have learned).

Unit 7 Lesson 8

Aims:	Revise letters $a-l$ and letters x	
	and <i>y</i> .	
	Revise capitals for the	
	above letters.	
Language:	gate, key, jam, flower, ant, elbow,	
	dog, bus, insect, hand, cat, lion	
Materials:	Pupil's Book page 85	
	Activity Book page 69	
	Alphabet posters	

Warmer 6 mins

- Greet the class. Briefly revise some of the letters that pupils have learned in the book so far. Begin by writing the letters *y* and *x* on the board. Ask pupils to make the sound of each letter and to give you examples of words containing them or beginning with them.
- Then write the alphabet on the board in order (up to the letter *l*). You can write in lower-case and capital letters. Elicit the sounds made by each letter, the names of the letters and example words beginning with the letters.
- Ask pupils to open their Pupil's Books at page 85.

Trace and say 8 mins

- Ask pupils to look at the words and letters at the top of the page. Elicit which letters they are (*y* and *x*), the fact that the letters are in both lower-case and capital form, and the meanings of the words given (*box* and *yes*).
- Tell pupils you want them to trace the letters and the words, as they have done before.
- When you check their work, ask them to say the sounds of the letters and to read the words out loud.

Match 18 mins

- Point to the lower-case and capital letters on the left of the page. Explain that, in a moment, you are going to ask pupils to trace them.
- Point to the letter *Aa*. Remind pupils that *ant* begins with *a*. Point out the example line from the letter *Aa* to the picture of the ant.
- Ask pupils to begin tracing letters and drawing lines to connect the sounds to the objects. Go round the class and help where necessary.

Answers:

Aa ant Bb bus Cc cat Dd dog Ee elbow Ff flower Gg gate Hh hand Ii insect Jj jam Kk key Ll lion

Activity Book 6 mins

1 Match

- Ask pupils to open their Activity Books at page 69.
- Direct pupils to the pictures and the example. Point to the picture of the car, and then the word *car*, and mime drawing a line between the two. Tell pupils to match the words with the pictures by drawing lines.
- When you check their work, ask the pupils to say the words and make sure they pronounce them correctly.
- This activity can be set as homework. If so, check the answers as a class at the start of the next lesson.

Answers:

[car] car [nose] nose [window] window [plane] plane [juice] juice [ring] ring

Activity Book 7 mins

2 Draw

- Tell pupils you want them to draw the other half of the picture of Adam the Astronaut.
- Ask them to start drawing. Walk around the class while they work.

Unit 7 Lesson 9

Aims:	Continue revising letters <i>a</i> – <i>l</i> .	
Language:	letters of the alphabet, apple, ball,	
	car, duck, elbow, flower, garden,	
	hand, ink, jam, kite, lemon	
Materials:	Pupil's Book page 86	
	Activity Book page 70	
	Track 92	
l	Alphabet posters	

Warmer 5 mins

- Greet the class. Briefly revise the alphabet up to the letter *l*. Write the lower-case letters up in alphabetical order but miss out every second or third letter (e.g., a c d f h i j l). Ask pupils to tell you the missing sounds (they can either give you the sound the letter makes or the name of the letter). Repeat this several times, leaving out different letters each time.
- Ask pupils to open their Pupil's Books at page 86.

Listen and say 20 mins

- Ask pupils to look at the pictures and letters on the page. Elicit which letters they are (*a* to *l*).
- Tell pupils they are going to hear the names and sounds of all the letters from a to l.
- Play Track 92 and ask pupils to listen and point to the letters and pictures in their books as they hear them. Play the track again and this time ask pupils to repeat. Pause the audio as necessary.

Frack 92 Listen and say.

A a a a apple B b b b ball C c c c c ar D d d d duck E e e e elbow F f f f flower G g g g garden H h h h hand I i i i ink J j j j jam K k k k kite L l l l lemon lemon

For further revision, choose a letter at random, say it out loud, and ask pupils to tell you the name of the object that goes with it. For example: Teacher: *f*Pupil 1: Flower Teacher: Very good. *k*Pupil 2: Kite. Teacher: Correct. *h*

Pupil 3: Hand

• When they have done this a few times, open it up to pupils. Tell one pupil to choose a letter and another pupil to ask. The second pupil answers and chooses another letter and a third pupil, etc.

Note: If pupils have reacted well to you presenting the names of the letters, rather than the sounds, encourage them to learn them by going round the class. You start by saying the name of the first letter, *a*. Look around the class to see if anyone offers *b*. Choose another pupil to say *c*, etc. You only need to do this up to the letter *l* for now. (If pupils don't find this easy, you can leave it for a later lesson, but continue to use both the name and the sound of the letters as they come up in lessons.)

Activity Book 8 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 70.
- Direct pupils to the letters at the top of the page. Tell them you are going to give them some more practice forming capital letters. As usual, if pupils are not ready to use a pencil, they can trace the letters with their index fingers. For pupils using a pencil, make sure they are holding it correctly and sitting properly.

Activity Book 12 mins

- 2 Trace and copy
- Tell pupils you want them to get more practice tracing words. Go through the list and elicit the pronunciation and the meaning of each one.
- For pupils who have already started writing, ask them to copy each word in the space next to it.

Unit 7 Lesson 10

Aims: Revise digraphs *th*, *ch* and *sh*.

Language: chair, fish, brother **Materials:** Pupil's Book page 87

Activity Book page 71 Alphabet posters

Picture cards: chair, fish, brother

Warmer 7 mins

- Greet the class. Briefly revise the digraphs they have learned up to now (*ai*, *oa*, *ie*, *ee*, *or*, *ng*, *oo*, *ch*, *sh* and *th*). Write example words for each one on the board. Make sure you include the two distinct sounds for *oo* and *th*.
- Ask pupils to open their Pupil's Books at page 87.

Trace and say 16 mins

- Ask pupils to look at the digraphs at the top of the page. Ask pupils to trace the letters and pronounce these sounds. Remind them that the digraph *th* has two distinct sounds.
- Point to the pictures and elicit that the words next to them have gaps where the digraphs go. Tell the class to look at the first picture and think about which digraph is missing. As part of the process, pupils might try the wrong digraph, before concluding that it makes the wrong sound. This is a very useful step, so don't hurry them at this stage. Elicit the digraph *ch*, and ask pupils to repeat the sound, as well as the completed word *chair*.

- Repeat the procedure for the other two pictures, eliciting *fish* and *brother*.
- When you are satisfied that all the pupils understand what they have done, elicit further words using the same digraphs. Again, don't rush pupils – let them think about it for a minute before you take suggestions. You could also ask them to look through their Pupil's Books to find examples. There are many of them but you don't need to elicit all of them. With *th*, take care that you only include words with the same sound as *brother*. Write them on the board as pupils suggest them. For example:

th – (brother), mother, father, this, that, these, those, they, the, with, them

ch – (chair), watch, teacher, chicken, cheese sh – (fish), wash, she, shelf

Extra!

Continue the list you made above. This time, include the other digraphs that pupils have learned: *ai*, *oa*, *ie*, *ee*, *or*, *ng*, *oo* (both sounds) and the other sound made by *th*. One or two words for each sound are enough, although if students find more in their books, you should add them.

Activity Book 10 mins

- 1 Trace
- Ask pupils to open their Activity Books at page 71.
- Direct pupils to the letters at the top of the page. Tell them they are going to practice forming capital letters for the remainder of the alphabet (minus the letter q, which they haven't learned yet). For pupils using a pencil, make sure they are holding it correctly and sitting properly.

Activity Book 12 mins

- 2 Trace, copy and draw
- Tell pupils you want them to have a little more practice tracing words. Read out the two phrases and elicit the pronunciation and the meaning of each one.

- For pupils who have already started writing, tell them to copy each phrase in the space below it.
- Finally, ask pupils to draw a picture for each of the two phrases.
- Congratulate pupils on finishing Unit 7.

Now I can ...

Before moving on to the next Unit, take time • to look at the **Now I can** ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.



At The Zoo

Objectives

Listening

Unit 8

- Get further practice with the sound of English letters, words and sentences.
- Carry out classroom instructions (TPR).
- Colour and trace according to instructions.
- Identify variety of named objects.

Speaking

- Say the names of animals.
- Talk about animals.
- Ask and answer Where's the ...?
- Talk about the differences between two pictures.
- Ask and answer a question: Where's the (tiger)? In the (bag).
- Join in songs.

Skills

- Begin working with adjectives.
- Revise the prepositions *in* and *on*.
- Recognize the shape of the letter *q*, lower-case and capital, and its sound.
- Recognize the shapes of the digraphs ou, oi, ue, er and ar and their sounds.
- Practise *There is a .../There are ...*
- Continue learning the names and sounds of letters.
- Continue practising alphabetical order.

Word list

Lesson 1

question - /'kwestf(ə)n/
queen - /kwi:n/
goat - /gəʊt/
penguin - /'peŋgwɪn/
tiger - /'taɪgə(r)/
camel - /'kæm(ə)l/
snake - /sneɪk/

Lesson 2

mouse - /maus/ mountain - /'mauntin/ tiger - /'targə(r)/ camel - /'kæm(ə)l/ lion - /'larən/ penguin - /'peŋgwin/ goat - /gəut/ rabbit - /'ræbit/ monkey - /'mʌŋki/ duck - /dʌk/ elephant - /'elifənt/

Lesson 3

point - /pɔɪnt/ oil - /ɔɪl/ elephant - /'elɪfənt/ tiger - /'taɪgə(r)/ goat - /gəʊt/ penguin - /'peŋgwɪn/ camel - /'kæm(ə)l/ rabbit - /'ræbɪt/ fish - /fɪʃ/

Lesson 4

glue – /gluː/ blue – /bluː/ big – /bɪg/ funny – /'fʌni/ little – /'lɪt(ə)l/ long – /bŋ/

Lesson 5

tiger - /'taɪgə(r)/
water - /'wɔ:tə(r)/
bird - /bɜ:(r)d/
rabbit - /'ræbɪt/
fish - /fɪʃ/
goat - /gəʊt/
mouse - /maʊs/
penguin - /'peŋgwɪn/
monkey - /'mʌŋki/
lion - /'laɪən/
cat - /kæt/
camel - /'kæm(ə)l/
snake - /sneɪk/

Lesson 6 car - /ka:(r)/ star - /sta:(r)/

Lesson 7

Where's the ...? - /weə(r)z ði: ...?/ It's in the ... - /ɪts ɪn ðiː .../ It's on the ... - /ɪts ɒn ðiː .../

Lesson 8 the alphabet – /ðiː 'ælfə,bet/

Lesson 9 the alphabet – /ðiː 'ælfə,bet/

Lesson 10

There is a monkey on the tree. – /ðeə(r) 12 ə mʌŋki ɒn ðiː triː/

Unit 8 Lesson 1

Aims:	Name objects and recognize <i>q</i> and	
	its sound.	
	Practise making the shape of the	
	letter <i>q</i> , lower-case and capital.	
	Practise the digraph qu.	
Language:	question, queen, goat, penguin,	
	snake, tiger, camel	
Materials:	Pupil's Book page 90	
	Activity Book page 72	
	Fracks 93 and 94	
	Alphabet posters	
	Picture cards: question, queen,	
	goat, penguin, tiger, camel, snake	

Warmer 6 mins

- Greet the class. Briefly revise the letters pupils have learned up to now (they have learned the whole alphabet except *q*). Write these on the board, leaving a gap for *q*. You could turn this into a class activity, with pupils calling out the next letter if they know it. Ask pupils to make the sounds of each letter and tell you words beginning with each one. Point to the gap and tell the class you will be learning the last letter today.
- Ask pupils to open their Pupil's Books at page 90.

Look, listen and say 8 mins

Note: Pupils are introduced to the letter q followed by the letter u. In other words, it is taught here as a digraph, not a single letter. This is because, at this level, there are no words which contain q without u after it. Such words exist, but they are above level and mainly imported words (such as *souq*). For our purposes here, the letter q is always followed by u.

• Point to the letter *q* in the book and explain that this is the sound they are going to learn in today's lesson. Explain that the letter *u* is there

because we always write a *u* after *q*. Point to the pictures of the *question mark* and the *queen*, and say the words slowly and clearly, emphasizing the /kw/ sound at the beginning. The mime for this could be placing a heavy crown on your head, like a queen. Elicit or say the sound /kw/. Play the first part of **P** Track 93 and ask pupils to listen and look. Play the second and third parts of the track, as usual.

Frack 93 Listen and look at the board.

q question queen q question queen

Now listen and say.

q q q question question question queen queen

Listen and say again.

q q q question question question queen queen

- Hold up the picture card of a *question mark* and elicit the word *question* chorally. Elicit the sound of the letter *q* at the beginning of the word. Do the same with the /kw/ sound in *queen*.
- Ask pupils to look at the page and find the *question mark* and the *queen*.
- Ask pupils to look at the alphabet posters. Point to *q* and get pupils to do the mime (putting on a crown) and at the same time say the sound /kw/.

Trace and say 8 mins

• Demonstrate how to form the letter *q*. You can do this by using one or more of the methods you used before (standing with your back to the class, writing on the board, tracing over pupils' books, or tracing the shape of the letter on the desk). Get pupils to do the same. Remind them to follow the traffic light system (green to orange; orange to red). Pupils will need little reminding about how to form the letter *u*, but tell them that they need practice in writing the two letters together.

- As we are starting a new unit, remember that many pupils might be using a pencil, but there may be a few who want to carry on using their index finger for tracing. Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /kw/ as they are doing the task.

Listen and say 8 mins

- Direct the pupils to the pictures at the bottom of page 90. Ask them to look at the first picture of the penguin. Say the word *penguin*, slowly and deliberately at first. Then after a few repetitions, say it at normal speed. Ask pupils to say the word, firstly as a class and then individually. Check pronunciation and give guidance where necessary.
- Repeat for the other animals, *goat, snake, tiger* and *camel*, and make sure pupils grasp the meaning and the pronunciation.
- Play **•** Track 94 and tell pupils to listen and point to the animals as they hear the words. Play the track again and this time, ask pupils to repeat the words. Pupils point and repeat. Pause the audio where necessary.
- Ask the pupils what animals they have seen and what their favourite animals are. Say the English word for any that have not been presented yet.

🗑 Track 94

Listen and say.

penguin penguin goat goat snake snake tiger tiger camel camel

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 72.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /kw/ often, and encourage pupils to repeat it, both in isolation and in the example words *queen* and *question*.

Activity Book 7 mins

2 Colour

• Tell pupils that you want them to colour the word 'queen'. Tell them they can use whatever colours they want to use.

Unit 8 Lesson 2

Aims:	ms: Name objects and recognize <i>ou</i>	
	and its sound.	
	Practise making the shape of the	
	digraph <i>ou</i> .	
Language:	mouse, mountain, tiger, camel,	
	lion, penguin, goat, rabbit,	
	monkey, duck, elephant	
Materials:	Pupil's Book page 91	
	Activity Book page 73	
	W Tracks 95, 96 and 97	
	Alphabet posters	
	Picture cards: mouse, mountain,	
	tiger, camel, lion, penguin, goat,	
	rabbit, monkey, duck, elephant	

Warmer 5 mins

- Greet the class. Briefly revise the digraphs that pupils have learned (*ai*, *oa*, *ie*, *ee*, *or*, *ng*, *oo*, *ch*, *sh* and *th*). Write example words for each one on the board. Make sure you include the two distinct sounds for *oo* and *th*. Add *qu* because those two letters always go together.
- Tell the class you will be learning another digraph today.
- Ask pupils to open their Pupil's Books at page 91.

Listen, look and say 8 mins

- Point to the digraph *ou* in the book and explain that this is the sound pupils are going to learn in today's lesson. Remind pupils that the sound of a digraph is often very different from the sounds of the individual letters. Point to the picture of the *mouse* and say the word slowly and clearly, emphasizing the sound /av/ in the middle. Do the same for *mountain*, emphasizing the /av/ sound near the beginning.
- Demonstrate making the sound. Say *mouse*, making the /au/ sound in the middle of the word by opening your mouth wide and then nearly closing it completely. Play Track 95 in the usual way.

Frack 95 Listen and look at the board.

ou mouse mountain ou mouse mountain

Now listen and say.

ou ou ou mouse mouse mouse mountain mountain mountain

Listen and say again.

ou ou ou mouse mouse mouse mountain mountain mountain

Ask the pupils to look at the *mouse* and the *mountain* on the page. Walk round the room saying *Show me a mouse./Show me a mountain*. The pupils should point to the correct picture and repeat the word.

• Hold up the picture card of the *mouse* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *mountain*.

Trace and say 8 mins

- Briefly remind pupils how to form the *o* and the *u*. You can do this by using one or more of the methods you used before. Get pupils to do the same.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /au/ as they are doing the task.

Listen and say 8 mins

- Say Open your Pupil's Book on page 91, please. Present zoo and ask what we can see at a zoo. Elicit animals. Find out if anyone has ever been to a zoo. If any pupils have been, ask them what animals they saw there. Ask the class what animals they might see and elicit the names of animals they already know in English. Include the names of small animals as well as big ones, because zoos often have a 'pets corner' for small animals.
- Put four picture cards up on the board (*camel*, *lion, tiger, penguin*). Play the first part of
 Track 96. Pupils listen and look at the picture in their books. Play the second part of the track and ask pupils to repeat the words.

😡 Track 96

Listen and look at the picture. camel lion tiger penguin

Now listen and say.

camel lion tiger penguin

Put the next five picture cards up on the board (*elephant, duck, monkey, rabbit, goat*). Ask if any of the pupils know the names of these animals. Play Track 97 in the same way as
 Track 96.

W Track 97 Listen and look at the picture.

elephant duck monkey rabbit goat

Now listen and say.

elephant duck monkey rabbit goat

- Say the names of the animals on page 91 and ask pupils to point to each animal.
- Write each animal up on the board but with letters missing and ask pupils to tell you the animal. For example:
 - cam__ __ck
 - eleph___
 - g__t li
 - kev
 - peng_
 - ___bit
 - tig___
- Invite pupils to come up and write in the missing letters. The other pupils can say *Yes* or *No*.

Answers: camel

duck elephant goat lion monkey penguin rabbit tiger

Activity Book 10 mins

1 Trace

- Ask pupils to open their Activity Books at page 73.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /aʊ/ often, and

encourage pupils to repeat it, both in isolation and in the example words *mouse* and *mountain*. Note that the word *house* is used here because it has the same digraph.

Activity Book 6 mins

2 Trace and colour

- Tell pupils to look at the picture. Ask them what they can see. Elicit *mouse*.
- Ask pupils to trace the word then trace the lines to complete the picture of the mouse. When they have finished, they should colour their picture.

Unit 8 Lesson 3

Aims:	Name objects and recognize <i>oi</i> and its sound.	
	Practise making the shape of the	
	digraph oi.	
Language:	point, oil, elephant, tiger, goat,	
	penguin, camel, rabbit, fish	
Materials:	Pupil's Book page 92	
	Activity Book page 74	
	W Track 98 and 99	
	Alphabet posters	
	Picture cards: <i>point</i> , <i>oil</i> , <i>elephant</i> ,	
	tiger, goat, penguin, camel,	
l	rabbit, fish	

Warmer 5 mins

- Greet the class. Ask a pupil to name an animal. Go round the class and ask for a different animal from each pupil. Prompt, if necessary. You could elicit some of the following: *camel*, *lion*, *tiger*, *penguin*, *elephant*, *duck*, *monkey*, *rabbit*, *goat*, *fish*, *dog*, *cat*, *ant*, *insect*, *horse*.
- Briefly revise the digraph that pupils learned in the previous lesson /au/. Elicit the example words, *mouse* and *mountain*. Remind pupils that they also had *house* in their Activity Books. Tell the class you will be learning another digraph today.

• Ask pupils to open their Pupil's Books at page 92.

Look, listen and say 8 mins

- Point to the digraph *oi* in the book and explain that this is the sound pupils are going to learn in today's lesson. Point to the picture of the hand and the word *point*, and say the word slowly and clearly, emphasizing the sound /ɔɪ/ in the middle. Do the same for *oil*, emphasizing the /ɔɪ/ sound at the beginning.
- Demonstrate making the sound, encouraging pupils to look at your mouth as you make the *oi* sound. Play Track 98.

🗑 Track 98

Listen and look at the board. oi point oil

oi point oil

Now listen and say.

oi oi oi point point point oil oil oil

Listen and say again.

oi oi oi point point point oil oil oil

- Ask the pupils to look at the picture of the hand and the word *point*, and the oil on the page.
 Walk round the room saying *point/oil*. The pupils should point to the correct picture and repeat the word.
- Hold up the picture card of the pointing hand and elicit the word *point* in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the oil.
- Now that it has been formally presented, make sure to use *point* as often as possible as part of your regular lesson vocabulary.

Trace and say 8 mins

- Briefly remind pupils how to form the *o* and the *i* (they will be very familiar with the *o* by now).
 You can do this by using one or more of the methods you used before.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Ask pupils to say the sound /ɔɪ/ as they are doing the task.

Sing 10 mins

Tell the pupils they are going to learn a song called *Come To The Zoo!* Explain the title. Then tell them to listen and point to the animals as they are mentioned in the song. Play Track 99. Ask pupils to listen. Play the track one or two more times. Ask pupils to join in when they can.

Note: The song has four verses, so it will take the pupils some time to learn it.

Frack 99 Track 99 Listen to the song.

Boys and girls and Adam too, Come to the zoo! Come to the zoo! Boys and girls and Adam too, Come to the zoo today.

There's a lion, a tiger and monkeys too, In the zoo! In the zoo! There's a lion, a tiger and monkeys too, In the zoo today.

There are penguins, ducks and elephants too, In the zoo! In the zoo! There are penguins, ducks and elephants too, In the zoo today.

There's a camel, goats and rabbits too, In the zoo! In the zoo! There's a camel, goats and rabbits too, In the zoo today.

- Choose nine pupils to come to the front. Give them each a picture card of an animal mentioned in the song. They are *camel*, *lion*, *elephant*, *monkey*, *rabbit*, *penguin*, *duck*, *tiger*, *goat*. Tell the pupils to hold up their picture card when they hear the animal mentioned. Play
 Track 99 again.
- Say the lines of Verse 1 for repetition by the whole class, then groups. Use the rhythm of the song. Then begin to sing Verse 1 and gesture to the pupils to join in.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 74.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /ɔɪ/ often, and encourage pupils to repeat it, both in isolation and in the example words *point* and *oil*.

Activity Book 6 mins

2 Trace, match and copy

- This activity will help revise two different sounds that pupils have learned recently.
- Tell pupils to look at the first digraph. Elicit the sound it makes. Repeat for the other two digraph.
- Now direct the pupils attention to the pictures with the incomplete words. Explain that the words can be completed by finding the right digraph. Ask pupils to complete the activity.
- When you check pupils' answers, make sure to elicit the sounds of each digraph and each word from as many pupils as possible.

Answers:

oil
mouse

Unit 8 Lesson 4

Aims:	Name objects and recognize ue
	and its sound.
	Practise making the shape of the
	digraph <i>ue</i> .
	Introduce adjectives.
Language:	glue, blue, big, funny, little, long
Materials:	Pupil's Book page 93
	Activity Book page 75
	W Tracks 100 and 101
	Alphabet posters
	Picture cards: glue, blue

Warmer 6 mins

- Greet the class. Briefly revise the digraph that pupils learned in the previous lesson (*oi*). Elicit the example words, *point* and *oil*. Tell the class you will be learning another digraph today.
- Ask pupils to open their Pupil's Books at page 93.

Name objects and recognize ue

- 8 mins
- Point to the digraph *ue* in the book and explain that this is the sound pupils are going to learn in today's lesson. Point to the picture of the glue and say the word slowly and clearly, emphasizing the sound /uː/. Do the same for *blue*, emphasizing the /uː/ sound.
- Demonstrate making the sound, encouraging pupils to look at your mouth as you make the *ue* sound. Play Track 100.

😡 Track 100

Listen and look at the board.

ue glue blue ue glue blue

Now listen and say.

ue ue ue glue glue glue blue blue blue

Listen and say again.

ue ue ue glue glue glue blue blue blue

- Ask the pupils to look at the picture of the *glue* and the colour *blue* on the page. Walk round the room saying *glue/blue*. The pupils should point to the correct picture and repeat the word.
- Hold up the picture card of the *glue* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the colour *blue*.

Trace and say 8 mins

- Briefly remind pupils how to form the *u* and the *e*. You can do this by using one or more of the methods you used before.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /uː/ as they are doing the task.

Trace, listen and say. Match 8 mins

Note: This is the first time pupils have been introduced to the idea of adjectives. Take things slowly and, whenever the opportunity presents itself, remind them that adjectives are describing words.

Direct pupils to Pupil's Book page 93. Tell the pupils to look at the pictures at the bottom of the page. Ask *What can you see?* Elicit *monkeys, ants, a camel* and *a snake*.

- Present the adjectives *big*, *funny*, *little* and *long*. Do this with objects or pictures in the classroom first, before referring pupils back to the book and the animals.
- Tell the pupils to listen and point to the pictures, starting with the monkeys. Play the first part of Track 101 for pupils to listen and look at the pictures. Play the second part of the track and ask pupils to repeat.

W Track 101 Listen and look at the pictures.

- 2 funny monkeys.
- 6 little ants.
- 1 big camel.
- 1 long snake.

Listen and say.

- 2 funny monkeys.
- 6 little ants.
- 1 big camel.
- 1 long snake.
- Use the following procedure to practise the phrases: Teacher: *Funny* Class: *Two funny monkeys* Teacher: *Long* Class: *One long snake*
- Pupils can practise in pairs when you have finished whole-class practice.
- If your pupils have started using a pencil, ask them to trace the letters to form the new words.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 75.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /uː/ often, and encourage pupils to repeat it, both in isolation and in the example words *glue* and *blue*.

Activity Book 8 mins

2 Trace and match

- Tell pupils to say the first word. Elicit which picture represents *little* (the ants). Mime drawing a line connecting the word *little* with the picture of the ants.
- If your pupils are using pencils, ask them to trace the letters to form the new words.

- Tell pupils to connect the words to their appropriate pictures by drawing lines.
- When you check pupils' answers, make sure to elicit the words orally and check pronunciation.

Answers:

little ants funny monkeys long snake big elephant

Unit 8 Lesson 5

Aims:	Name objects and recognize <i>er</i>	
	and its sound.	
	Practise making the shape of the	
	digraph <i>er</i> .	
Language:	tiger, water, bird, rabbit, fish,	
	goat, horse, penguin, monkey,	
	tiger, lion, cat, camel, snake	
Materials:	Pupil's Book page 94	
	Activity Book page 76	
	W Tracks 102 and 103	
	Alphabet posters	
	Picture cards: <i>tiger, water,</i>	
	bird, rabbit, fish, goat, horse,	
	penguin, monkey, tiger, lion, cat,	
	camel, snake	

Warmer 5 mins

- Greet the class. Briefly revise the digraph that pupils learned in the previous lesson /uː/. Elicit the example words, *glue* and *blue*. Tell the class you will be learning another digraph today.
- Revise numbers 1–10 by saying *one* and pointing to a pupil to elicit *two*. Then point to another pupil and elicit *three*. After a few turns, pupils can take over and nominate the next person to say the next number. When they reach 10, tell them to start again at 1.
- Ask pupils to open their Pupil's Books at page 94.

Look, listen and say 8 mins

Note: The sound of /ə/ that pupils are learning in this lesson is the most common sound in British English. It is important for pupils to understand that the letter *r* is not pronounced when this digraph ends a word. The one exception to this is when it is followed by a vowel, as in *The <u>winter is</u> cold*. Your pupils will not encounter this very often at the level, so encourage them to think of the *r* as totally silent for now.

- Point to the digraph *er* in the book and explain that this is the sound pupils are going to learn in today's lesson. Point to the picture of the *tiger* and say the word slowly and clearly, emphasizing the sound at the end. Do the same for *water*.
- Demonstrate making the sound, encouraging pupils to look at your mouth as you make the /ə/ sound. Make sure your pupils notice that you are not forming the *r* sound, despite the fact that the letter is on the page. Play Track 102.

Track 102 Listen and look at the board. er tiger water

er tiger water

Now listen and say.

er er er tiger tiger tiger water water water

Listen and say again.

er er er tiger tiger tiger water water water

- Ask the pupils to look at the picture of the *tiger* and the *water* on the page. Walk round the room saying *tiger/water*. The pupils should point to the correct picure and repeat the word.
- Hold up the picture card of the *tiger* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of *water*.

Trace and say 8 mins

- Briefly remind pupils how to form the *u* and the *e*. You can do this by using one or more of the methods you used before.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /ə/ as they are doing the task.

Listen and say. Play a game 10 mins

- Direct pupils to Pupil's Book page 94. Tell the pupils to look at all the pictures quickly. Ask them if all the pictures are animals. Elicit the answer that they are all animals except for one, the picture of Adam.
- Tell the pupils to listen to you and point to the picture you describe. Give one or two examples, e.g., *1 yellow bird. 3 lions*. Elicit the squares they are in (1a and 3d). Then play Track 103. Pause after each item for the pupils to repeat.

🐼 Track 103

Listen and say.

- 1 yellow bird
- 2 red birds
- 1 black rabbit
- 4 blue fish
- 1 goat
- 1 mouse
- 2 penguins
- 3 monkeys
- Adam the Astronaut
- 4 pink and green fish
- 1 camel
- 3 lions
- 4 yellow and brown snakes
- 5 rabbits
- 2 tigers
- 2 cats
- Say 1b. Ask the class to tell you what is in square 1b. Elicit *Two red birds*.
- Continue to call out grid references and play the game as a class. Pupils must put their hand up if

they know the answer. Choose a different pupil to say the answer each time.

Extra!

Give your pupils further practice by putting them in pairs and asking them to take turns saying a number and a letter, e.g., *4c*. Their partner then responds by saying what is in the square (*Two tigers*). You may need to demonstrate this a few times before asking pupils to carry on in pairs.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 76.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /ə/ often, and encourage pupils to repeat it, both in isolation and in the example words *tiger* and *water*.

Activity Book 6 mins

2 Count and trace

- Explain that pupils should count the animals and trace the numbers with their fingers. If your pupils are using pencils, ask them to trace the numbers.
- When you check pupils' answers, make sure to elicit the numbers and words orally and check pronunciation.

Unit 8 Lesson 6

Aims:	Name objects and recognize ar
	and its sound.
	Practise making the shape of the
	digraph <i>ar</i> .
Language:	car, star, words to talk about
	pictures
Materials:	Pupil's Book page 95
	Activity Book page 77
	Track 104
	Alphabet posters
	Picture cards: <i>car, star</i>
	Multiples of different everyday
	objects (see Warmer)

Warmer 6 mins

- Greet the class. Revise the phrases *There's a* ... and *There are* Put various objects on your table or desk. You need some single objects as well as groups of two to ten of the same object. Ask a pupil to come to the table. Ask *How many* (pens) are there? If the pupil answers with a number only, say *That's right*. Then add *There's* or *There are* to the answer and get the pupil, then the class, to repeat it. Repeat this with several pupils.
- Stand or sit at the back of the classroom and tell two pupils to go to the table and each tell the class about something that is on it. Try to give every pupil a turn.
- Briefly revise the digraph that pupils learned in the previous lesson /ə/. Elicit the example words, *tiger* and *water*. Remind them that there was a 'silent' *r* in that sound. Tell the class you will be learning another digraph today with a silent *r*.
- Ask pupils to open their Pupil's Books at page 95.

Look, listen and say 8 mins

Note: As in the previous lesson (with the sound *er*) the letter *r* is not pronounced when this digraph ends a word except when the next word begins with a vowel. Since pupils will not encounter this until later, it is important to stress the correct pronunciation for words like *car* and *star* (/kɑː/ and /stɑː/).

- Point to the digraph *ar* in the book and explain that this is the sound pupils are going to learn in today's lesson. Point to the picture of the *car* and say the word *car* slowly and clearly, emphasizing the sound /ɑː/ at the end. Do the same for *star*.
- Demonstrate making the sound, encouraging pupils to look at your mouth as you make the / α :/ sound. Make sure your pupils notice that you are not forming the *r* sound, despite the fact that the letter is on the page. Play Track 104 in three parts, in the usual way.

Track 104 Listen and look at the board. ar car star ar car star

Now listen and say.

ar ar ar car car car star star star

Listen and say again.

ar ar ar car car car star star star

- Ask the pupils to look at the picture of the *car* and the *star* on the page. Walk round the room saying *Show me a car./Show me a star*. The pupils should point to the correct picture and repeat the word.
- Hold up the picture card of the *car* and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture card of the *star*.

Trace and say 8 mins

- Briefly remind pupils how to form the *a* and the *r*. You can do this by using one or more of the methods you used before.
- Check that pupils are sitting in the correct position and holding the pencil properly if they are using one. Go round and make sure they are forming the letters correctly.
- Get pupils to say the sound /ɑː/ as they are doing the task.

Find the difference 10 mins

- Direct pupils to Pupil's Book page 95. Tell the pupils to look at both pictures quickly. Ask them to tell you something about the pictures (e.g., *It is a zoo. There are animals*, etc.).
- Ask *What can you see in Picture 1?* Explain that you want them to use *There's* and *There are* when they answer. Elicit answers. Repeat the process with Picture 2.
- Tell the class that the pictures are nearly the same, but that there are differences. Ask them to look for things that are different. Encourage them to do this in pairs and talk in English. If they are having difficulty finding differences, stick the following picture cards on the board: *penguin, dog, tiger, goat, monkey, snake.* Draw a simple picture of a man. You can tell the class that the picture cards and the man are clues.
- To elicit answers, point to a picture card, e.g., *penguin*. Help a pupil who wants to answer by saying:

Picture 1 – There are three penguins. Picture 2 – There are two penguins. When you point to the man (the zookeeper), talk about his clothes and elicit the colours in English. The differences are:

Picture 1	Picture 2
3 penguins	2 penguins
1 dog	2 dogs
2 tigers	1 tiger
a pink snake (on the tree)	a blue snake
	(on the tree)
4 monkeys	3 monkeys
a red snake and a yellow snake	2 red snakes
1 goat	2 goats

Extra!

As before, play *Spot the Difference* using picture cards. Stick these five animal picture cards on the board: *penguin, dog, tiger, goat, monkey*. Allow the pupils to look at the cards for one minute only. Take the cards down. Quickly stick the picture cards on the board again, in any order, but replacing one of them with *snake*. Ask the class what is different. Repeat with different combinations of cards.

Extra!

- Collect a number of known items together – preferably some singular items and some plural. Put them on a tray or table and cover them with a cloth.
- Ask pupils to stand in a circle around the tray/table so that they can all see clearly. Tell them you are going to show them what is on the table and that they should try to remember as much as they can about what they see (name, colour, number, *big*, *little*, *long*).
- Remove the cloth and let pupils look for about one minute. Cover the objects. You can either let pupils go back to their desks and draw what they saw, or they can discuss and decide orally in pairs. Alternatively, you can keep them standing around the tray/table and get immediate feedback.
- If pupils do not immediately come out with sentences beginning *There's a ...* /*There are ...*, do not interrupt their memory flow by correcting them just reinforce it when you check by saying *That's right. There are (three books)*. Encourage pupils to repeat the phrases after you.

Activity Book 7 mins

1 Trace

- Ask pupils to open their Activity Books at page 77.
- Make sure everyone is seated correctly. If pupils are using pencils, make sure they are sharpened and pupils know how to hold them correctly.
- When pupils are ready, they can start tracing the letters and words. Remind them to work in the direction of the arrow. Monitor to make sure everyone is managing, and provide support as necessary. Say the sound /ɑː/ often, and encourage pupils to repeat it, both in isolation and in the example words *car* and *star*.

Activity Book 7 mins

- 2 Match and circle.
- Tell pupils to look at the first picture (of the cat). Elicit the word for it. Point to the three letters and elicit which letter *cat* starts with. Elicit *c* and explain to pupils that's why *c* is circled.
- Explain that pupils should find and circle the first letter of each of the other words.
- When you check pupils' answers, make sure to elicit the words orally and check pronunciation.

Answers:

[cat] c [bird] b [elephant] e [snake] s [penguin] p [tiger] t

Unit 8 Lesson 7

Revise colours.
Revise There's a/There are
Where's the? It's in the It's
on the
Pupil's Book page 96
Activity Book page 78
Track 105
Alphabet posters
Picture cards: <i>tiger</i>

Warmer 7 mins

- Greet the class. Briefly revise the colours they have learned up to now. You could do this by pointing at things around you and saying What colour is the (wall). Elicit a range of colours.
- Briefly revise *There's a .../There are* Again, you can do this by saying what's in the room. (*There's a board. There are two windows.*, etc.)
- Finally, remind pupils of the picture of the cat in the hat in Unit 4, Lesson 10. Say the sentence *The cat is in the hat*. and ask pupils to repeat it. Make sure they understand the concept of *in* the hat.
- Ask pupils to open their Pupil's Books at page 96.

Listen and look. Ask and answer 20 mins

- Ask pupils to look at the pictures quickly. Get the pupils to talk about the picture like this: Teacher: Look at the picture. How many tigers are there?
 - Pupil 1: There are six tigers.
 - Teacher: What colour are the tigers?
 - Pupil 2: *There's a blue tiger.*
 - Pupil 3: There's a red tiger.
- Practise using the word *in*. Take a pencil/rubber or some familiar object that all the class can see. Hold up a bag and put the pencil in the bag. Say *In the bag*. Say *Where's the pencil?* Elicit *In the bag/It's in the bag*. Drill chorally.

To introduce the listening text, read the questions and answers on the page, and tell the pupils they are going to listen to where the tiger is. Tell them to point to the pictures as they listen. Play Track 105.

😡 Track 105

Listen and look.

Male: Where's the red tiger? Female: It's in the box. Male: Where's the blue tiger? Female: It's in the bag. Male: Where's the pink tiger? Female: It's in the bin. Male: Where's the yellow tiger? Female: It's in the pencil case. Male: Where's the brown tiger? Female: It's in the taxi. Male: Where's the grey tiger? Female: It's in the house.

- Divide the class into two groups to practise the questions and answers chorally. Explain what you want them to do. Elicit question and answer sessions as below:
 Teacher (to Group 1): *the blue tiger*Group 1: *Where's the blue tiger*?
 Group 2: *It's in the bag*.
 Teacher (to Group 2): *the pink tiger*Group 2: *Where's the pink tiger*?
 Group 1: *It's in the bin*.
- Use open pairs to ask and answer the same questions. Let the pupil asking the question choose any tiger. It doesn't matter if the pupils ask about the same one. Try to let every pupil ask or answer a question.

Extra!

- If there are pencil cases, bags and a bin with things in them in the classroom, ask one or two questions with *Where's ...?* If there aren't any of these, place some objects around the classroom, in or on things, so that you can ask the questions. After one or two questions, let individual pupils ask questions.
- Put pupils in pairs. Ask them to choose three or four picture cards each and put them on their desks. Ask them to place

a card in their pencil case, bag or book and ask *Where's the elephant/apple*, etc. Their partner replies with *It's in the* ... Pupils swap over.

Activity Book 18 mins

1 Match and draw

- Ask pupils to open their Activity Books at page 78.
- Elicit the animals that they can see in silhouette at the top of the page (*elephant, monkey, camel, tiger, penguin*).
- Ask the pupils what they think the main picture is. Say *It's a zoo, but where are the animals?* Point out the different sections of the zoo and elicit the letters in each one. Then ask the pupils to think of animals that begin with these letters.
- Explain that pupils should draw the animal in its correct section.
- When you check the answers, ask pupils to say the names of the animals so you can check their pronunciation.

Answers:

c camel e elephant t tiger p penguin m monkey

Unit 8 Lesson 8

Aims: Revise the alphabet.

Language: alphabet words

Materials: Pupil's Book page 97

Activity Book page 79 Alphabet posters

Picture cards: alphabet picures

Warmer 7 mins

- Greet the class.
- Remind pupils that they now know all the letters of the alphabet. Revise the letters. Begin by going round the class. Say *A*. Then point to a pupil to

elicit *B*. Point to another pupil to elicit *C*, etc. Keep going like this until *Z*. Then get pupils to do it on their own, each saying a letter before nominating a pupil to say the next letter. As they give you the letters in order, write them on the board. Remember that pupils can use the names of the letters or the sounds. Both are acceptable for now.

• Ask pupils to open their Pupil's Books at page 97.

Complete and say 20 mins

- Point to the grid of letters on the page. Elicit that pupils now have all of the letters of the alphabet. Ask if they remember how many letters there are in the English alphabet (26).
- Invite pupils to notice and comment on which letters look very similar in both lower-case and capital form (e.g., *c* and *C*; *x* and *X*). Then do the same with letters that look very different in their respective forms (e.g., *a* and *A*; *g* and *G*). Ignore the letters that are missing for now.
- For the letters that have pictures, go round the class asking pupils to say the letter/sound and its associated word (e.g., *a apple*). Skip over the missing pictures for now.
- Point out that four capital letters and four lowercase letters are missing from the main grid. Elicit the first one (capital N), and point to the square at the bottom of the page. With your finger on the book, point to the N at the bottom and mime sliding it into place in the main grid. Ask pupils to find the next missing letter and show you where it goes. Walk round the class making sure that pupils are pointing in the right places.
- Repeat the procedure above for the missing pictures.

Extra!

Invite pupils to come up to the alphabet posters, choose a letter and say the name of the letter, the sound of the letter and the word for the picture. Repeat with as many pupils as possible. Encourage them to try not to repeat a letter that has already been said.

Activity Book 18 mins

1 Trace

- Ask pupils to open their Activity Books at page 79.
- Elicit the animals they can see.
- Explain that pupils should trace the words.
- When you check the answers, ask pupils to say the words so you can check their pronunciation.

Unit 8 Lesson 9

Aims:	Revise the second half of the			
	alphabet.			
Language:	alphabet words			
Materials:	Pupil's Book page 98			
	Activity Book page 80			
	W Tracks 92 and 106			
	Alphabet posters			
	Picture cards: alphabet pictures			

Warmer 5 mins

- Greet the class. Direct pupils back to Unit 7, Lesson 9, where pupils revised the first half of the alphabet. You could play Track 92 again to remind the pupils.
- Revise the letters of the alphabet up to *Ll* and ask pupils to say the words associated with each one. Explain that, in today's lesson, they will be focusing on the second half of the alphabet.
- Ask pupils to open their Pupil's Books at page 98.

Listen and say 20 mins

- Ask pupils to look at the pictures and letters on the page. Elicit which letters they are (*m* to *z*).
- Tell pupils they are going to hear the names and sounds of all the letters from m to z.
- Play Track 106 and ask pupils to listen and point to the letters and pictures in their books as they hear them. Play the track again and this time ask pupils to repeat. Pause the audio as necessary.

Unit 8 At The Zoo

Frack 106 Listen and say.

M m m m monkey N n n n nose O o o o orange P p p p plane Q qu qu qu queen R r r r rabbit S s s s sun T t t t taxi U u u u umbrella V v v v violin W w w w watch X x x x x-ray x-ray Y y y y yo-yo yo-yo Z z z z zebra

For further revision, choose a letter at random, say it out loud, and ask pupils to tell you the name of the object that goes with it. For example:
 Teacher: w

Pupil 1: Watch.
Teacher: Very good. n
Pupil 2: Nose.
Teacher: Correct. s
Pupil 3: Sun.

• When they have done this a few times, open it up to pupils. Tell one pupil to choose a letter and another pupil to ask. The second pupil answers and chooses another letter and a third pupil, etc.

Activity Book 20 mins

- 1 Match and write
- Ask pupils to open their Activity Books at page 80.
- Elicit the objects they can see. Explain that they all into two categories toys and animals. Point to the toy box and the zoo at the top of the page. Show them the example letter *a* in the toy box. Ask them to look at the picture for letter *a* (the car). Explain that the letter *a* is written in the toy box because a car is a toy.
- Do the same for the other example, explaining that the letter *c* is written in the zoo because picture *c* is a penguin and a penguin is an animal.

- Explain that pupils should write the rest of the letters in the spaces in the toy box and the zoo at the top of the page.
- When you check the answers, ask pupils to say the words so you can check their pronunciation.

Answers:

toys:

car (a), doll (b), kite (d), plane (e), yo-yo (f), ball (i) zoo: penguin (c), elephant (g), snake (h), lion (j), monkey (k), tiger (l)

Unit 8 Lesson 10

Aims:	Revise vocabulary.
	Revise <i>in</i> and <i>on</i> .
Language:	in, on, There is a monkey on
	the tree.
Materials:	Pupil's Book page 99
	Activity Book page 81
	🚱 Track 107
	Alphabet posters
l	

Warmer 7 mins

- Greet the class. Direct pupils back to Unit 4, Lesson 10.
- Remind pupils of the picture of *the cat in the hat* and *the cat on the mat*. Say the two sentences and ask pupils to repeat them. Make sure they understand the difference between *in* and *on*.
- Ask pupils to open their Pupil's Books at page 99.

Listen and point. Point and say 20 mins

- Ask pupils to look at the words *in* and *on* at the top of the page, together with the illustrations.
- Look at the example sentence *There is a monkey on the tree.* Point to the picture, making it clear that the monkey is standing on the tree.
- Point to the picture of the monkey on the tree. Ask Where is the monkey? Elicit the sentence The monkey is on the tree.

- Repeat the above procedure for the other pictures.
- Play Track 107. Ask pupils to listen and point to the pictures the first time they listen. Play the track again. This time ask pupils to repeat.
 Note: Teach 'den'.

Frack 107 Listen and point. Point and say.

The fish is in the water. The bird is in the sky. The rabbit is in the den. The monkey is on the tree. The bee is on the flower. The cat is on the grass. The animals are in the zoo.

Activity Book 10 mins

1 Trace, match and colour

- Ask pupils to open their Activity Books at page 81.
- Elicit the objects they can see. Explain that they have both the word and the picture for four objects.
- Tell them to trace the word, draw a line to match the word to the relevant picture, and then colour the picture.
- When you check the answers, ask pupils to say the words so you can check their pronunciation.

Activity Book 8 mins

2 Trace and draw

- Read out the sentences. Make sure everyone understands the meaning of each one.
- Explain that pupils should trace the sentences, with a pencil if they are confident enough. They should then draw the picture described by the sentences.
- When you check the answers, ask pupils to say the two sentences out loud. Ask as many pupils as possible.
- Congratulate the pupils on finishing Unit 8.

Now I can ...

Before moving on to the next Unit, take time to look at the Now I can ... statements with the class. You can either do this at the end of this lesson or at the start of the next one. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. However, there may be some pupils who don't feel confident about one or more of the statements. Make it clear that these pupils should not be afraid to say if they are having difficulty. Pupils must feel free to express this and need to know that teachers will give help wherever it is needed. If a lot of pupils are having difficulty with one of the statements, you may want to go over it again with the whole class; if only one or two pupils express difficulty, you might prefer to give those pupils some extra help individually.

Unit 9

Things I Know

Objectives

Listening

- Get further practice with the sound of English letters, words and phrases.
- Carry out classroom instructions (TPR).
- Listen to a story.
- Identify a variety of named objects.

Speaking

- Rhyming words.
- Act out a story.
- Talk about differences between pictures.
- Talk about things I have.
- Ask and answer *How many ...?*
- Ask and answer What is it? What can you see?
- Ask and answer What's your name? How old are you?

Skills

- Revise letters, digraphs and words.
- Practise blending letters/digraphs to make words.
- Recognize rhyming words.
- Practise using verbs: *I have ..., I am ...*
- Talk about two pictures and discuss differences.
- Continue practising alphabetical order.

Word list

Lesson 1

tiger – /'taɪgə(r)/ queen – /kwi:n/ watch – /wɒt∫/ monkey – /'mʌŋki/ bus – /bʌs/ duck – /dʌk/

Lesson 2

ink - /ɪŋk/ cat - /kæt/ ant - /ænt/ son - /sʌn/ net - /net/ red - /red/ zoo - /zuː/ foot - /fʊt/

Lesson 3

moon – /muːn/ book – /bʊk/ spoon - /spu:n/ lion - /'laɪən/ boat - /bəʊt/ nose - /nəʊz/ coat - /kəʊt/ teeth - /ti:θ/ ring - /rɪŋ/ king - /kɪŋ/ gate - /geɪt/ violin - /ˌvaɪə'lɪn/ snake - /sneɪk/ cat - /kæt/ oil - /ɔɪl/ cake - /keɪk/

Lesson 6

I have a \dots – /aı hæv ə \dots /

Lesson 7

How many ...? - /haʊ 'meni ...?/

Lesson 8

What is it? - /wpt IZ It?/ What can you see? - /wpt kæn jur sir?/

Lesson 9

My bedroom - /mai 'bedruim/

Lesson 10

Hello – /hə'ləʊ/ What's your name? – /wɒts jɔː neɪm?/ I'm ... – /aɪm .../ How old are you? – /haʊ əʊld aː uː?/ Goodbye – /,gʊd'baɪ/

Unit 9 Lesson 1

Aims:	Revise letters and words.			
	Practise blending letters to make			
	words.			
Language:	tiger, queen, watch, monkey,			
	bus, duck			
Materials:	Pupil's Book page 102			
	Activity Book page 82			
	Alphabet posters			
	Picture cards: <i>tiger</i> , <i>queen</i> , <i>watch</i> ,			
	monkey, bus, duck			

Warmer 7 mins

- Greet the class. Briefly revise the letters pupils have learned so far (they have learned the whole alphabet). Write these on the board. You could turn this into a class activity, with pupils calling out the next letter if they know it. Ask pupils to make the sounds of each letter and tell you words beginning with each one.
- Revise the digraphs that pupils have learned (*ai*, *oa*, *ie*, *ee*, *or*, *ng*, *oo*, *ch*, *sh*, *th*, *ou*, *oi*, *ue*, *er* and *ar*). Write example words for each one on the board. Make sure you include the two distinct sounds for *oo* and *th*. Add *qu* to the list, and elicit example words.
- Ask pupils to open their Pupil's Books at page 102.

Match and copy 20 mins

- Point to the picture of the *tiger*. Elicit that the first letter is missing.
- Ask pupils to look at the letters in boxes on the right of the page. Ask pupils to pronounce each of these sounds.
- Tell the class to look at the first picture and think about which letter is missing. As part of the process, pupils might try the wrong letter, before concluding that it makes the wrong sound. This is a very useful step, so guide them through it. Start by trying the letter b in the gap. Encourage them to blend the letter b with the word. Elicit *biger*. Say *Is that a word?* Repeat for the other

letters so that you arrive at *tiger* via a variety of wrong constructions (*diger*, *miger*, etc.).

- When you get the right answer, ask pupils to repeat the sound, as well as the completed word *tiger*.
- Repeat the procedure for the other items.
- When you are satisfied that all the pupils understand what they have done, elicit further words using the same letters. Again, don't rush pupils – let them think about it for a minute before you take suggestions. You could also ask them to look through their Pupil's Books to find examples. There are many of them but you don't need to elicit all of them. Write them on the board as pupils suggest them. For example: t – (tiger), tomato
 - qu (queen), question
 - w (watch), window
 - m (monkey), moon
 - b (bus), bed
 - d (duck), door
- You can use picture cards to further practise some of the above words.

Activity Book 10 mins

1 Trace

- Ask pupils to open their Activity Books at page 82.
- Point out that the word banners contain all of the letters of the alphabet. Make sure pupils understand that there are three rows of letters – all to be read from left to right.
- Elicit the alphabet from the class, encouraging them to use the names of the letters if they can. Otherwise, continue to accept the sounds of the letters.
- When pupils are ready, they can start tracing the letters. Monitor to make sure everyone is managing, and provide support as necessary.

Activity Book 8 mins

- 2 Trace
- Elicit the names of the things in the pictures. Point to the words under each one. Ask pupils to say the words, individually and all together.

• Tell pupils that you want them to trace the words. Praise their work.

Unit 9 Lesson 2

Aimen	Derite letters and see als				
Alms:	Revise letters and words.				
	Practise blending letters to make				
	words.				
	Practise spelling.				
Language:	ink, cat, ant, son, net, red,				
	zoo, foot				
Materials:	Pupil's Book page 103				
	Activity Book page 83				
	Alphabet posters				
	Picture cards: ink, cat, ant, son,				
	net, red, zoo, foot				

Warmer 6 mins

- Greet the class. Write the alphabet on the board. Ask pupils if they can blend three letters to form a word. Demonstrate, if necessary, with *c*, *a* and *t* to form *cat*. Ask pupils to work in pairs to make as many words as they can. If they find it difficult, limit the words you form with them to three- or four-letter words. Otherwise, pupils can form quite long words, like *elephant*. Tell them it doesn't matter if they have to use the same letter more than once.
- Revise the digraph *oo*, eliciting example words for both the long and the short sounds.
- Ask pupils to open their Pupil's Books at page 103.

Find and copy 20 mins

• Point to the picture of the *bottle of ink*. Elicit that the word is written underneath but the letters are in the wrong order. Ask pupils to rearrange the letters so that they are in the right order and, for those who have started writing, tell them to write the correct spelling in the space provided. Elicit from the class the correct spelling of *ink* (*i-n-k*). Accept the sound of the letters or the names.

- When you get the right answer, ask pupils to repeat the spelling and the completed word (i-n-k *ink*).
- Repeat the procedure for the other items.
- For the last two items, be careful to elicit the correct long *oo* sound (*zoo*) and the short *oo* sound (*foot*).
- When you are satisfied that all the pupils understand, elicit further words using different sets of letters. Again, don't rush pupils – let them think about it for a minute before you take suggestions. Prompt them with t-i-s (to elicit *sit*), n-p-i (to elicit *pin*), and a range of other words that pupils have encountered. If they have managed with three- and four-letter words, you can extend the length of the words, for example s-e-r-o-h (to elicit *horse*), or k-e-y-n-o-m (to elicit *monkey*).
- You can use picture cards to further practise some of the above words.

Activity Book 10 mins

1 Draw

- Ask pupils to open their Activity Books at page 83.
- Point to the letters in the corners of each box. Ask pupils to give you words beginning with or containing each letter/digraph. Elicit at least one word for each box.
- When pupils are ready, they can start drawing pictures. Tell them they can draw anything but it must start with the letter or contain the digraph given.
- Examples: bee, kite, book, car

Activity Book 9 mins

2 Trace and complete

- Point to the letters, *a*, *e*, *i*, *o* and *u*. Get pupils to trace the letters, either with pencils or with their fingers.
- Tell pupils that these letters are missing from the words in the exercise. Ask them to find the missing letters. Pupils who have started writing can write them in the spaces provided. Others can simply tell you when you check their work.

Answers:

rabbit goat zebra umbrella

Unit 9 Lesson 3

Aims:	Revise digraphs and words.			
	Recognize similar-sounding			
	words.			
Language:	moon, book, spoon, lion, boat,			
	nose, coat, teeth, ring, king, gate,			
	violin, snake, cat, oil, cake			
Materials:	Pupil's Book page 104			
	Activity Book page 84			
	Alphabet posters			
	Picture cards: moon, book, spoon			
	lion, boat, nose, coat, teeth, ring,			
	king, gate, violin, snake, cat,			
	oil, cake			

Warmer 5 mins

- Greet the class. Write the digraphs *oo*, *oa*, *ou*, *ng* and *oi* on the board. Ask pupils to work in pairs to make as many words as they can containing these sounds. Tell them they can look in their books only after a short time has passed. Allow a minute or so for them to discuss it in pairs, and then a further minute or so if they need to look in their books.
- When it comes to eliciting words for the digraph *oo*, make sure pupils give you words for both the long and the short *oo* sounds.
- Ask pupils to open their Pupil's Books at page 104.

Say and match 18 mins

- Point to the picture of the *moon*. Ask pupils to say it out loud. This is important, as successfully completing this exercise depends largely on the way the words sound.
- Tell pupils they have to find a word in the same row that *rhymes with* moon. Make sure they understand what that means. Give an example,

like *cat* and *mat*. Ask pupils to work in pairs and say all the words out loud. If they answer quickly, listen to their answer but don't tell them whether they are right or wrong yet. Ask if others agree.

- When you get the right answer, read out the two words together (moon and spoon). Some pupils might think that book is the answer because of the oo in the spelling. Others might go for lion because of the on at the end. Make sure they understand that the sound is what matters here, and moon and spoon have the same sound.
- Repeat the procedure for the other items, eliciting the answers only after pupils have discussed them in pairs. For the last item, point out that *snake* and *cake* don't sound the same because of a digraph that pupils have learned, but because they have the same letters (and therefore the same sound) at the end of the word.
- You can use picture cards to further practise some of the above words.

Activity Book 12 mins

1 Match

- Ask pupils to open their Activity Books at page 84.
- Point to the first word (*red*). Ask pupils to say
 it out loud. Tell them to follow the example line
 to the word *bed*. Ask them what the connection
 is. Elicit that they have the same sound they
 rhyme, like the words in the Pupil's Book
 exercise did. That's why the words are joined
 with a line.
- Ask pupils to draw lines matching the other pairs of words that sound the same.

Answers:

red	bed
car	star
coat	boat
moon	spoon
pie	tie
king	ring

Activity Book 10 mins

2 Circle and copy

- Point to the first picture. Say What is it? Is it a van or is it a yo-yo? Listen to their answers but don't tell them whether they are right or wrong. Tell them to circle the correct word and do the same for the second picture.
- Pupils who have started writing can write the correct words in the spaces provided. Others can simply tell you when you check their work.

Answers:

van x-ray

Unit 9 Lesson 4

Aims: Listen to a story. Act out the story. Answer questions about a story.
Language: Who's this? fish
Materials: Pupil's Book page 105 Activity Book page 85 Track 108 Alphabet posters Picture cards: fish

Warmer 6 mins

- Greet the class. Briefly revise the following questions and answers: What's your name? (I'm ...) How old are you? (I'm ...)
- Ask a number of pupils and then get them to ask others.
- Ask pupils to open their Pupil's Books at page 105.

Story 20 mins

• Tell the pupils that these four pictures tell a little story. Point to the sequence of pictures, saying *one, two, three, four.* Ask the pupils who they can see in Picture 1. Elicit Nadia and Sarah and

their friend (present the word *friend*; you can tell pupils that her name's Zeinah). Ask what Sarah has and elicit *a box*.

- Ask the pupils what Sarah is saying in Picture
 Draw attention to the number 6 and elicit
 I'm 6. Ask them to guess what Zeinah is asking
 in Picture 3. Draw attention to Zeinah's finger
 pointing at the box and try to elicit What's this?
 Look at what Sarah is saying. Ask for a volunteer
 to read the sentence. (It's my little fish.) Explain
 that Sarah is pressing a button on the side of the
 box in Picture 3, to make the box open.
- Ask the pupils what they can see in Picture 4. Elicit *a fish*. Explain that it's a toy fish that jumps out of the box when Sarah presses the button on the box. (This type of toy is called a jack-in-the-box.) Talk about what Zeinah and Nadia do when the fish jumps out: Zeinah jumps back and Nadia laughs. Present *scary* to illustrate what Zeinah thinks of the fish (this word comes up in the listening activity).
- Tell the pupils that they are going to hear the full story and explain that you want them to listen and find the answer to these questions: *Is Sarah Nadia's friend?*

Is Sarah six?

Does Zeinah say it's scary?

(The answer to all of them is *Yes.*) Play **•** Track 108 for pupils to listen, Then play the track again, pausing after every line for pupils to repeat. You can play the track a third time and see if any pupils can join in with some of the words.

😡 Track 108

Look, listen and say.

- Zeinah: Hello, Nadia. Who's this?
- Nadia: This is my friend, Sarah.
- Zeinah: Hello, Sarah.
- Sarah: Hello, Zeinah.
- Zeinah: How old are you, Sarah?
- Sarah: I'm 6.
- Zeinah: What's this?
- Sarah: It's my little fish.
- Zeinah: Oh! That's scary!
- Sarah: Sorry, Zeinah! It's just a toy.
- Zeinah: Goodbye, girls.

Girls: Goodbye, Zeinah.

Extra!

- Act out the story: Explain *It's just a toy*. Then elicit the conversation in Picture 1 from the whole class.
- Use something to represent Sarah's box a book, for example. Invite three pupils to come to the front with their books and act out Picture 1. Do the same with the other three pictures. Then ask if any pupils want to act out the whole conversation. If you have three volunteers, tell them to try to do it without their books. Say that you and the other pupils will help them. (You can repeat this activity in a later lesson.)

Activity Book 11 mins

- 1 Draw
- Ask pupils to open their Activity Books at page 85.
- Point to the first word (*cake*). Ask pupils to say it out loud. Tell them this is what they have to draw in the box.
- Repeat for the other words, and ask pupils to draw the pictures.

Activity Book 8 mins

- 2 Draw
- Explain that this is a 'Join the dots' activity. Make sure pupils realize they have to connect the numbers. Pupils who finish early can colour in their picture.

Unit 9 Lesson 5

Listen for detail.				
Find and talk about differences.				
Read simple sentences with				
known words.				
This girl has, This boy is				
Pupil's Book page 106				
Activity Book page 86				
Track 109				
Alphabet posters				

Warmer 6 mins

- Sing the school song (Track 74 Unit 6, Lesson 4) to revise classroom objects.
- Ask pupils to open their Pupil's Books at page 106.

Listen and tick (\checkmark) 20 mins

- Tell the pupils to look at Pictures 1a and 1b. Ask them what the differences are. Elicit just words and short phrases for now, e.g.:
 1a yellow rubber
 1b red rubber
- Go through each pair of pictures like this.
 Present *man* when you get to Picture 4, *lady* when you get to Picture 5, and *park* when you get to Picture 6 (these words are used in the listening activity). Then tell the pupils to listen and tick the picture they hear each time. Play
 Track 109 and ask pupils to tick the picture that matches each time.

🗑 Track 109

Listen and tick the right pictures.

- 1 This girl has a red pencil case and a yellow rubber.
- 2 This boy has two red pencils and a long ruler.
- 3 This girl is in her house. She has a little doll.
- 4 This man is in a big, black car.
- 5 This lady is in a shop. She has a white bag.
- 6 This girl is in the park. She has a blue bike.
- Play **•** Track 109 again. Pupils listen and check their answers.

Unit 9 Things I Know

Answers:

- 1 a
- 2 a
- 3 b
- 4 b
- 5 b
- 6 b

Extra!

Direct pupils to the *wrong* answers from the listening activity. Explain that, just as the listening activity had full sentences describing the right answers, pupils can construct full sentences describing the wrong answers. Look at item 1. Play the relevant part of Frack 109 again. (This girl has a red pencil case and a yellow rubber.) Remind pupils that the sentence describes the correct answer (Picture 1a). Elicit the correct sentence to describe 1b. (This girl has a red pencil case and a red rubber.) Do the same for the other items, pointing out that pupils are using two verbs - has and is - to make sentences. You should elicit the following sentences:

- 1 This girl has a red pencil case and a red rubber.
- 2 This boy is in school. He has two <u>blue</u> pencils and a <u>little</u> ruler. (You could, if you wish, present *short* as the opposite to *long* here.)
- 3 This girl is in her house. She has a <u>red ball</u>.
- 4 This man is in a big, <u>blue van</u>.
- 5 This lady is in a shop. She has a white <u>box</u>.
- 6 This girl is in the park. She has a blue <u>ball</u>.

Extra!

Give each pupil a sheet of plain paper. Tell them to draw a line across the middle of the sheet of paper using a ruler. Hold up your sheet of paper and show them that they now have two boxes. Ask them to label the boxes 1 and 2. Explain that they should draw two pictures, either of their classroom or their bedroom at home. Their two pictures should be the same but different (show them the pictures on page 106 again). Tell them to work individually. When pupils have finished their drawings, put them in pairs and get them to swap drawings. Their partner should look carefully at the drawing and find the differences, e.g., (There's) a yellow ruler. (There's) a blue ruler. Again, encourage pupils to make sentences, but only interrupt if pairs need your help. Monitor and support as necessary.

Activity Book 19 mins

1 Find and copy

- Ask pupils to open their Activity Books at page 86.
- Point to the picture of the son. Elicit that the word is written underneath but the letters are in the wrong order. Ask pupils to rearrange the letters so that they are in the right order. Elicit from the class the correct spelling of son (*s-o-n*). Accept the sound of the letters or the names.
- When you get the right answer, ask pupils to repeat the spelling and the completed word (*s-o-n - son*) and, for those who have started writing, tell them to write the correct spelling in the space provided. Others can tell you the answers orally.
- Tell students to do the other items in the same way.
- For the last three items, warn them that they contain digraphs.
- Check pronunciation when pupils give you the answers.

son	net
bus	pie
oil	Z00

Unit 9 Lesson 6

 Aims: Play a memory game. Identify objects and groups.
 Materials: Pupil's Book page 107 Activity Book page 87
 ✓ Track 110 Alphabet posters Picture cards: animals, classroom objects, food items

Warmer 5 mins

- Use the picture cards to revise animals, classroom objects and food items. Put the cards in groups and ask pupils to try to remember details. Ask questions, e.g., *How many animals are there?/What classroom objects are there?/ What food is there?/What colour is the (ruler)?*
- Hand the cards out to pupils and encourage them to say what they have got, e.g., *I have (got) a (tiger)*.
- Ask pupils to open their Pupil's Books at page 107.

Look and listen 15 mins

- Tell the pupils to look at Pictures 1–6. Ask *How many boys are there?* Elicit 3. Ask *How many girls are there?* Elicit 3.
- Tell pupils that the boys and girls are playing a game. Explain the picture above the first boy's head. It shows what the boy is saying. Read out what the boy in 1 says: *I have a pen*. Ask the pupils to look at all the pictures to see if there is a pen in all of them. Elicit the answer *Yes*. Then ask them what the girl in 2 says and elicit *I have a pen and a pencil*. Ask them to look at all the pictures after number 2 and see if the pencil is in all of them. Elicit the answer *Yes*. Remind them

that the boy in 1 says *I have a pen*. Prompt them if necessary to say *I have a pen and a pencil*. Then tell them to listen and point to the pictures. Play **P** Track 110.

Track 110 Look and listen.

- 1 I have a pen.
- 2 I have a pen and a pencil.
- 3 I have a pen, a pencil and a rubber.
- 4 I have a pen, a pencil, a rubber and a ruler.
- 5 I have a pen, a pencil, a rubber, a ruler and a book.
- 6 I have a pen, a pencil, a rubber, a ruler, a book and a bag.
- Check that pupils understand the game. (One pupil begins and says *I have* ... and names something. The next pupil has to say the same and add something else. The next pupil has to say these two things and add something else, and so on.) Play the track again if necessary.

Play a game 13 mins

- Ask the pupils to look at the animals at the bottom of the page. Elicit the names of the animals (*tiger, zebra, elephant, penguin, monkey, camel, lion, goat, snake*). Then say *Let's play the game with the animals*. Tell the pupils you will start the game. Anyone who wants to continue should put up their hands. Tell them they must listen carefully because they mustn't forget an animal that's been said before and they must add a new animal each time. Begin with *I have a tiger and an elephant*. The third pupil says, e.g., *I have a tiger, an elephant and a zebra*. Point out that we say *and* before the last item in a list.
- Revise the food items in the other box to play the game again. If the pupils like the game, play it a few times with both of these groups of pictures. Ask pupils to choose picture cards and, working in pairs, play the game using these cards. Alternatively, they can play the game without picture card prompts, but just with words they know from memory. As they get used to the game, they will be able to say if someone forgets an item.

Activity Book 12 mins

1 Read and colour

- Ask pupils to open their Activity Books at page 87.
- Point to Picture 1. Elicit that the sentence underneath it describes the picture. Make sure pupils understand the sentence. Elicit the colours the pupils need to use for the objects in the picture (a brown pencil case). Repeat for the other sentences and pictures. Tell pupils to colour the pictures according to what the sentences say.
- When you check their work, get pupils to read out the sentences. Ask as many pupils as possible to read out at least one sentence.

Unit 9 Lesson 7

Aims:Name objects in a picture.
Revise numbers 1–10.
Practise How many ...?Language:How many ...?Materials:Pupil's Book page 108
Activity Book page 88
Alphabet posters
Picture cards: animals, toys,
transport (car, bus, bike, plane,
train, boat, van)

Warmer 5 mins

- Use the picture cards to revise animals, toys and types of transport.
- With cards put away, elicit as many objects from each group as possible. Write the groups on the board as headings, e.g., animals, toys, food, transport (pupils won't know this word, so explain it). Then add words to a list under each heading as pupils suggest them.
- Ask pupils to open their Pupil's Books at page 108.

Find and count. Ask and answer [20 mins]

- Start by letting the pupils talk about the picture in pairs. Encourage them to say the words they know in English. Ask them what is on or near the house (encourage them to answer in English).
- Suggested procedure for finding objects: Teacher: What's this? (hold up elephant picture card)
 Pupils: Elephant
 Teacher: /e/, elephant
 Pupils repeat: /e/, elephant
 Teacher: Point to an elephant in your book.
 Pupils: (pointing to an elephant on the page)
 Elephant, /e/
- Repeat with the other object picture cards of items that are in the picture. Focus on identifying single items in the book *an ant*; *a ball* for now.
- Point to the picture in the book. Ask about objects and their colours. Say *Find an apple*.
 What colour is it? Find an ant. What colour is it? Repeat for as many items as possible.
- Next, ask pupils to find and count the number of items in the picture. Say *How many apples are there?* Elicit the answer. If there is disagreement, tell the class to look at each other's books and help each other.
- Ask about the other objects in the picture *How many ducks/ants*, etc. *are there?*
- Hold up a picture card, ask What's this? It's a cake. Drill What's this? It's a/an ... Remind pupils to say <u>an</u> ant, <u>an</u> egg, <u>an</u> elephant because of the vowels at the start of these words. Practise with open class pairs, before asking pupils to carry on in their own pairs.
- While pupils are asking and answering in their pairs, walk around the class to monitor pronunciation and vocabulary.

Answers:

There are 9 ants. There are 6 fish. There are 2 eggs. There is 1 cake. There are 6 apples. There are 4 rabbits. There are 3 cars. There are 2 dogs. There are 3 balls. There is 1 cat. There are 2 buses. There are 3 kites. There are 2 planes. There are 2 flowers. There is 1 goat. There is 1 elephant. There is 1 bird. There are 4 ducks. There is 1 house. There is 1 Adam the Astronaut.

Extra!

Extend the activity by asking pupils to make short sentences with *There's a* .../ *There are* ..., as they have done before. Try to use the prepositions *on* or *in* where possible. If pupils ask you, you can introduce new words. Elicit sentences similar to the following (the underlined words are words you might need to present): There are two buses on the <u>road</u>. There are two planes in the <u>sky</u>. There's a rabbit on the <u>roof/fence/grass</u>. There's a duck on the <u>pond/water/grass/roof</u>.

Activity Book 15 mins

- 1 Draw
- Ask pupils to open their Activity Books at page 88.
- Ask different pupils to read the numbers and words in each of the boxes. Explain that this is what the pupils are going to draw in each box.
- Praise their efforts.

Activity Book 5 mins

- 2 Draw
- Explain that this is a 'Join the dots' activity. Make sure pupils realize they have to connect the capital letters in alphabetical order. Review alphabetical order with the class by saying *A*, then pointing to a pupil to say the next letter. That pupil points to another pupil to say the next letter of the alphabet, and so on. Continue

until the pupils have said all the letters of the alphabet. Pupils who finish early can colour in their picture.

Unit 9 Lesson 8

Aims:	Talk about a picture.			
	Practise counting objects.			
	Practise describing colours			
	of objects.			
Materials:	Pupil's Book page 109			
	Activity Book page 89			
	Alphabet posters			
	Picture cards: (see Pupil's Book)			

Warmer 7 mins

- Play a game of *I spy*, only this time pupils use their Pupil's Books to look for objects. Do a few examples with the class. Look through your Pupil's Book without the others seeing what page you're on. Say *I spy with my little eye something beginning with* Choose an object and give pupils the first letter. Use both the letters and the sounds. Pupils have to guess. When someone guesses correctly, show them the page you were looking at and point to the object.
- Pupils can play the game in pairs for a few minutes. It is a good way for them to choose which words they want to revise. Walk around the class and give help if it is needed.
- Ask pupils to open their Pupil's Books at page 109.

Look and find. Ask and answer 23 mins

- Ask questions to get the pupils to talk about the main picture, telling you what they can see.
 Elicit or explain that the people are in a park.
 Ask Who can you see?/What can you see?/How many (boys) can you see?/What colour is the (rabbit)?
- Elicit all vocabulary in the picture that has been presented in the book: *balloon, bin, plane, bus, car, taxi, cat, duck, penguin, tree, key, girl,*

boy, ball, balloon, goat, flower, ant, chair, bag, ruler, pen, book, apple, astronaut, olive, orange, laptop, sun. Without counting the items (for now), ask pupils to point and say *There's a (bin)*, etc. Some of the things are hard to spot. For example, the key is sticking out of the sleeping man's pocket.

- Hold up your book and point to the picture. Ask about objects and their colours. Say *Look and find a plane*. *What colour is it? Look and find a taxi. What colour is it?* Repeat for as many items as possible. Be aware that in the case of multiple items, the colours might vary (e.g., there are several different coloured flowers).
- Continue talking about the picture by asking the pupils to count various items. Pupils can work in pairs to ask and answer:
 Pupil 1: How many trees are there?
 Pupil 2: Three trees.
- Next, ask pupils to find and count the number of items in the picture. Say *How many bins are there?* Elicit the answer. If there is disagreement, tell the class to look at each other's books and help each other.
- Ask about the other objects in the picture *How many flowers/cars*, etc. *are there?*
- Direct pupils to the first question at the top of the page What is it? Make sure pupils understand the question. Then point to something in the picture and say What is it? Pupils have to name the object. Repeat with a number of different objects. Ask them to carry on doing this in pairs.
- Direct pupils to the second question at the top of the page What can you see? Make sure pupils understand the question. Then point to one pupil and say What can you see? Elicit something from the picture. Make sure all the others see it too. Point to another pupil and ask the same question. That pupil has to repeat the thing that was last mentioned and add another object, just as they did in Lesson 6 of this unit. Repeat until pupils cannot remember the list. You can then start again. For example: Teacher: [to pupil 1] What can you see? Pupil 1: A penguin. Teacher: [to pupil 2] What can you see? Pupil 2: A penguin and a cat.

Teacher: [to pupil 3] *What can you see?*

Pupil 3: A penguin, a cat and a bin., etc.

As pupils get used to playing, introduce numbers and colours. For example: Teacher: [to pupil 1] *What can you see?* Pupil 1: One pink penguin. Teacher: [to pupil 2] *What can you see?* Pupil 2: One pink penguin and three orange cats. Teacher: [to pupil 3] *What can you see?* Pupil 3: One pink penguin, three orange cats and two yellow bins, etc.

Extra!

Use picture cards to elicit sentences from the pupils based on the book. Hold up a card of a cat and ask *What's this?* Elicit *It's a cat.* Then point at the book and ask *What can you see?* Elicit *There are three orange cats.* Practise with open class pairs, before asking pupils to carry on in their own pairs (you can share out the picture cards for them to do this).

Activity Book 15 mins

1 Read and match

- Ask pupils to open their Activity Books at page 89.
- Point to Picture 1. Read out the phrase *A plane and a car*. Ask pupils to tell you which picture shows a plane and a car. Elicit 4. Tell pupils to write the number 4 in the first box. Tell pupils to repeat for the other phrases and pictures. Pupils who finish early can colour the pictures.
- When you check their work, get pupils to read out the phrases. Ask as many pupils as possible to read out at least one phrase.

Answers:

A plane and a car. 4 A lion and a monkey. 3 A king and a kite. 1 A key and some jam. 2

Unit 9 Lesson 9

Aims:	Talk about a picture.			
	Talk about a bedroom.			
Language:	my bedroom			
Materials:	Pupil's Book page 110			
	Activity Book page 90			
	Alphabet posters			
	sheet of drawing paper for			
	each pupil			

Warmer 5 mins

• Ask pupils to think about their bedrooms at home. Elicit some of the things they have there. Try to get pupils to do this in sentences. For example:

There's a bed in my room.

There's a desk in my room.

There's a chair in my room.

Prompt with questions if necessary, e.g., *Is there a window in your room*? Give help with any words pupils don't know in English.

- Use follow-up questions when pupils give you a sentence, e.g., *What colour is your bed?/Is it a big/little bed?*, etc.
- Ask pupils to open their Pupil's Books at page 110.

Draw 20 mins

- Direct pupils to the picture in the book. Explain that the boy is holding a picture of his bedroom that he has drawn. Point out that it says *My bedroom* on the picture. Help pupils to understand that the word *bedroom* is formed from two words they already know (*bed* and *room*).
- Elicit the vocabulary for the objects in the picture at the top of the page. Make sure that pupils know this is a bedroom. Encourage pupils to say as much as they can about the things in the room, adding colours, numbers or other details.
- Ask them to tell you other things, not in the picture, that could be there.
- Write the following words on the board: *big*, *little*, *red*, *blue*, 2 *legs*, 4 *legs*.

- Point to each word/phrase. Elicit the meaning of each one. Say Show me something big./Show me something little./Show me something red./Show me something blue./What's got two legs?/What's got four legs? Elicit answers from the classroom, posters or books. Try to get answers from all pupils big: the bed, the window; little: the pencils, the ruler, the bear, the van; red: the van; blue: the bed; two legs: the bear, the boy; four legs: the chair.
- Tell pupils that they are going to draw a bedroom. It should be the bedroom they would be happy to have. In it they must draw one thing which is big, small, red and blue and one thing which has two legs and one thing with four legs. Give out drawing paper. As pupils draw, allow them to explain to each other what they are drawing.
- Move around the class, helping, asking questions and encouraging pupils. When they have completed their pictures, pupils should spend some time showing their pictures to each other.
- On the board, write *Look at my..., There is .../ There are ..., It's a ..., This is ...* Encourage them to use this language to talk about their bedroom drawing.

Activity Book 20 mins

1 Match and write

- Ask pupils to open their Activity Books at page 90.
- Elicit the objects they can see at the bottom of the page labelled 1–16. Explain that they fall into four categories – toys for the toy box, animals for the zoo, food for the table and school objects for the school. Point to the toy box and the zoo at the top of the page, then the table and the school below that. Show pupils the example number 2 in the toy box. Ask them to look at the word for number 2 (*ball*). Explain that the letter 2 is written in the toy box because a ball is a toy.
- Do the same for the other examples, explaining that the number 3 is written in the zoo because a camel is an animal; the number 1 is written on the table because pizza is food; the number 4 is in school because we use a ruler in school.
- Explain that pupils should write the rest of the letters in the spaces in the top half of the page.

• When you check the answers, ask pupils to say the words so you can check their pronunciation.

Answers:

toys:	2	6	9	15
Z00:	3	5	7	8
table:	1	12	14	16
school:	4	10	11	13

Unit 9 Lesson 10

Aims:	Revise Hello and Goodbye.
	Ask and answer What's
	your name?
	Ask and answer How old are you?
Language:	What's your name? How old are
	you? Hello. Goodbye.
Materials:	Pupil's Book page 111
	Activity Book page 91
	Track 111
	Alphabet posters

Warmer 8 mins

- Ask pupils to reflect on the book as a whole. What was their favourite lesson? Which characters do they like? Which words can they remember? Encourage them to each choose a page from the Pupil's Book and give you a sentence from that page.
- Ask pupils to open their Pupil's Books at page 111.

Trace and write. Ask and answer 15 mins

• Direct pupils to the picture of Adam. Ask *Who can you see?* Explain that Adam is holding a pencil. Explain that this is because he has been doing some writing. Point to the first word that Adam has written (*Hello!*). Point out the space next to it where *Hello* is written for pupils to trace. Ask some pupils to trace the word in the air or on the board/desk. Make sure they understand how important it is that they know how to form the letters, digraphs and words they have learned in the book.

- Point to the next thing that Adam has written. Elicit/Explain that it is a question. Say What's your name? out loud for pupils to answer. Ask a variety of pupils. Point to the next box and tell them that this is how they can answer the question (I'm ...). For pupils who are writing, make sure they know how to spell their names in English. Tell them to write their name in the space provided. They only need to write their first name. For pupils who have not started writing yet, make sure you show them their names written on the board. Encourage them to tell you the letters and digraphs that make up their name. Finally, ask them to trace their name with their index finger, and maybe to make an attempt to write it.
- Direct pupils to the next question: *How old are you?* Say it out loud for pupils to answer. Ask a variety of pupils. Point to the next box and tell them that this is how they can answer the question, e.g., *I'm* (6). Tell them to write their age in the space provided. They only need to write the number.
- Finally, elicit what Adam says last. Elicit *Goodbye* and ask why he is saying goodbye (because we have reached the end of the book and this is the last lesson). Point out the space next to it where *Goodbye* is written for pupils to trace. Get them to say the word *Goodbye* as they are doing this.

Sing 15 mins

 Say the alphabet with the class. You may want to play the Alphabet Song to end the lesson with. If so, play Track 111.

Track 111 Listen to the song.

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

Activity Book 10 mins

- 1 Trace and colour
- Ask pupils to open their Activity Books at page 91.
- Elicit the word *Goodbye* at the top of the page and explain that Adam is waving goodbye because it is the end of the book.
- Ask pupils to colour in the picture.

Now I can ...

- At the end of the lesson, make time to look at the **Now I can** ... statements with the class. Read through each statement individually, clarifying meaning where necessary. Then ask pupils to put up their hands if they agree they can now do what the statement says. If they can, they should tick the box. Make it clear that any pupils who don't feel confident about any of the statements should not be afraid to say so. If any points need further explanation, try to provide this.
- Congratulate pupils on finishing the book. Praise all their hard work.

Unit 9 Things I Know

Stories

Project: Sami's Rocket

- Tell the class that they are going to do a project, but first you are going to tell them a story. Tell the class that the story is about a boy called Sami and his rocket. See if pupils know what a rocket is. Let them look at page 114. Point to the sky and let pupils tell you what they see in the sky. Talk about what Sami is doing (going to bed) and what happens when you sleep (you dream). Talk about dreams.
- Show pupils where to find the story on pages 114 and 115. Remind pupils to point to the pictures on the page. Tell the story, slowly, with pauses for pupils to find and point to the picture. Retell the story two or three times, speaking slightly quicker each time.
- On second and third readings, encourage pupils to join in with the sound effects (see below).

Story

1

It is time for bed.

Sami is in his bedroom. Sami is wearing his pyjamas. His pyjamas are blue and white.

Adam is in the bedroom with Sami.

Sami and Adam look at the sky. Sami says, 'It's the moon.' [*Mime pointing out of the window to the sky*.] Adam says, 'I want to fly to the moon.'

2

Sami and Adam decide to make a rocket. The rocket is for Adam to fly to the moon! The rocket is finished. Adam is in the rocket. [*Mime getting into a rocket and sitting down.*]

3

Adam is flying to the moon. Sami can see the rocket flying to the moon. [*Mime peering up into space*.]

4

Now Adam is on the moon. [Mime walking on the moon in a spacesuit.]

Adam can see the Earth. Sami is on Earth. He is waving at Adam. [Mime looking up to the sky and waving.] Sami says, 'Goodbye Adam. See you again soon!'

Project

Make a rocket for Adam to fly to the moon.

You need:

cardboard boxes scissors sticky tape colouring pens

In The Toy Shop

- Tell the class that you are going to tell them a story. Tell the class that the story is about choosing a new toy. Let pupils talk about the toys they have at home, their favourite toy, what they would buy today if they went to a toy shop, etc.
- Show pupils where to find the story on pages 116 and 117 of their Pupil's Book. Remind pupils to point to the pictures on the page. Tell the story, slowly, with pauses for pupils to find and point to the picture. Retell the story two or three times, speaking slightly quicker each time.
- On the second and third readings, encourage pupils to join in with the sound effects (see below).

Story

Nadia and Ahmed are in a toy shop. What is Nadia doing? [Mime reading and listening to a story.]

Yes, she is reading and listening to a story. What is Ahmed doing? He's playing with cars. He is driving too fast. [Mime driving by turning an imaginary steering wheel.]

What is Nadia doing now? She is playing with dolls. There are lots of dolls. [*Mime rocking a doll in your arms.*]

Nadia is asking her dad for a doll.

What is Ahmed doing? He is playing on a

trampoline. [Make your hand go up and down to mime bouncing.]

Ahmed says, 'Come and play!' It looks lots of fun! Dad says to Nadia, 'You can have one toy.' Which toy does Nadia choose? [Stop and see if pupils can tell you the answer.]

Yes, the story books.

Dad says to Ahmed, 'What do you want?' Which toy does Ahmed choose? [*Stop and see if pupils can tell you the answer.*] Yes. The trampoline.

At The Zoo

- Tell the class that you are going to tell them a story. Tell the class that the story is about going to the zoo. Let pupils talk about which animals the children like best. Which animals they think are funny, scary, etc.
- Show pupils where to find the story on pages 118 and 119. Remind pupils to point to the pictures. Tell the story, slowly, with pauses for pupils to find and point to the picture. Retell the story two or three times, speaking slightly quicker each time.
- On second and third readings, encourage pupils to join in with the sound effects (see below).

Story

Nadia and Ahmed are going to the zoo in a red bus. Who is driving the bus? [Mime driving by turning an imaginary steering wheel.] [Stop and see if pupils can tell you the answer.] Yes, Adam the Astronaut. Adam gives the man some money. [Mime counting out three notes. Or better use three real notes.] Adam and the children see three funny monkeys. They say, 'Hello monkeys.' [Mime waving.] They see two grey rabbits. They say, 'Hello rabbits.' [Mime stroking the rabbits.] They see three big elephants. They say, 'Hello elephants.' [Mime laughing.] They see two brown goats. They say, 'Hello goats.' [Mime waving.] They see three little penguins. They say, 'Hello penguins.' [Mime waving.] They see one big lion. They DON'T say, 'Hello lion.' [Mime being frightened and make a suitable noise.] What a fun day! It is time to go home. Adam, Nadia and Ahmed wave goodbye to the zoo man. Adam drives the red bus home.

At The Circus

- Tell the class that you are going to tell them a story. They should listen carefully for the words they have just revised. As they listen to the story, pupils should point to the pictures on Pupil's Book pages 120 and 121.
- Tell the story slowly, with pauses for pupils to find and point to the pictures. Retell the story two or three times, speaking slightly quicker each time.
- On second and third readings, encourage pupils to join in with your reactions (e.g., clapping, laughing, etc.).

Story

Hani and Sarah go to the circus with their mum and dad and their friends Ahmed and Nadia.

They see two little black and white dogs. 'Look at the dogs!'

They see some funny monkeys eating cake. 'Look at the monkeys!'

There are three boys all riding a bike together. Hani claps his hands. [*Clap your hands here.*]

Then there are two funny clowns drawing a silly picture. 'Look at the boys!' They are very funny. *[Laugh here: Ha, ha!]*

Soon there are more clowns and then Adam starts to play.

Adam throws a tomato. [Pretend to throw

something here.] Naughty Adam! [Gasp here and look cross.]

One of the clowns throws a cake! [*Gasp here and look cross.*]

They are very naughty! Then a tomato hits Dad! [*Gasp.*]

Adam comes to help Dad. Adam says, 'I'm sorry.'

Phonetic Symbols

apple $- / \exp(\vartheta) I /$ ant - /ænt/ $\operatorname{arm} - /\operatorname{arm} /$ bag - /bæg/ ball – /bɔːl/ balloon – /bəˈluːn/ bed - /bed/ bee - /bit/ bin – /bɪn/ boat - /bəʊt/ body - /'bpdi/ boot - /but/ box - /bpks/ brother – /'brʌðə/ bus - /bAs/cake – /keik/ camel – /'kæməl/ cat - /kæt/ chair $-/t e_{\bar{e}}/$ cheese -/tfiz/chicken – /'tſɪkɪn/ coat - /kəʊt/ dad - /dæd/desk - /desk/ dog - /dpq/ $duck - /d\Lambda k/$ ear – /Iə/ egg - /eg/ elbow - /'elbəʊ/ elephant - /'elɪfənt/ eye - /ai/ face - /feis/ fish - /fIf/flower - /'flaʊə/ foot - /fʊt/ fork – /fɔːk/ fox - /fpks/

garden – /'gɑːdən/ gate – /geɪt/ glue – /gluː/ goat – /gluː/ grandma – /'græn,mɑː/ grandpa – /'græn,pɑː/

hair – /heə/ hand – /hænd/ head – /hed/ hen – /hen/ house – /haʊs/

insect – /'ɪnsekt/ ink – /ɪŋk/

jam – /dʒæm/ juice – /dʒuːs/

key – /kiː/ kite – /kaɪt/

leg – /leg/ lemon – /'lemən/ lion – /'laɪən/

monkey – /'mʌŋki/ moon – /muːn/ mountain – /'maʊntɪn/ mouse – /maʊs/ mouth – /maʊθ/ mum – /mʌm/

net – /net/ nose – /nəʊz/

oil – /ɔɪl/ olive – /'ɒlɪv/ orange – /'ɒrɪndʒ/

pat – /pæt/ pen – /pen/ pencil - /'pensəl/ pencil case - /'pens(ə)l ,keis/ penguin - /'peŋgwin/ pie - /pai/ pin - /pin/ pizza - /'pi:tsə/ plane - /plein/ point - /pɔint/ popcorn - /'pɒp,kɔːn/

queen – /kwiːn/ question – /ˈkwestʃən/

rabbit – /'ræbīt/ racket – /'rækīt/ red – /red/ rubber – /'rʌbə/ ruler – /'ruːlə/

sister – /'sɪstə/ sit – /sɪt/ shelf – /ʃelf/ skates – /skeɪts/ snake – /sneɪk/ son – /sʌn/ spoon – /spuːn/ star – /stɑː/ sun – /sʌn/

table – /'teɪbəl/ tail – /teɪl/ taxi – /'tæksi/ teeth – /tiːθ/ tie – /taɪ/ tiger – /'taɪgə/ tin – /tɪn/ tomato – /tə'mɑːtəʊ/ train – /treɪn/ tree – /triː/

umbrella – /ʌmˈbrelə/ under – /ʌndə/ van – /væn/ violin – /ˌvaɪə'lɪn/ window – /ˈwɪndəʊ/ wood – /wʊd/

watch – /wɒtʃ/ water – /'wɔːtə/ x-ray – /'eksreı/

yo-yo – /jəʊ jeʊ/

zebra – /ˈzebrə/ zoo – /zuː/

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- Activity Book
- Teacher's Book
- Audio
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