



English for Libya Primary 2 Teacher's Book State of Libya Ministry of Education Curricula and Educational Research Centre

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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 second 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 *Libva* follow a very specific approach for teaching young learners about phonics, reading and writing. In Unit 1, Lesson 1 pupils revise the English alphabet, to understand the alphabetical order of the letters and the letter sounds. 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 1, Lesson 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 four stories [Little Red Riding Hood, The Rabbit And The Tortoise, The Hungry Mouse and Goldilocks And The Three Bears]. See page 9 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

Primary 2 has eight units in the PB, and there are eight 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 About Me, My Home and My Clothes.

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 this book, 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 four characters: Al-Hadi and his sister Muna and brother Kareem, and the children's friend Adam the Astronaut. 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 this book 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 2

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:

- 1 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 primary pupils learning 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, teamwork, 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 2 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 2

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 2.

- 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 PB, 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 PB 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 will hear over and over again. For example, many sections begin: *Listen and look at your book/ 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* 2. 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 Where 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 2* 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 2*, as pupils start to learn the sounds for all the English letters. 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, <u>red</u>! Teacher: Oh, ves! Sorry! The teacher has a red 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

Recognition of the letters is presented in the following way:

- The letters are presented together with one object beginning with that letter.
- The sound of the letter in focus and its key word are recorded, e.g.:

Listen and look at your book.

s s sun s s sun a a apple a a apple

Now listen and say.

s s sun s s sun a a apple a a apple

Listen and say again.

s s sun s s sun a a apple a a apple

Note: The procedure for introducing the sound of each letter is given in full in the teaching notes.

Note: It is recommended that you keep the alphabet posters on the classroom wall at all times.

Recognition of key words

Recognition of initial sounds and the linked key words begins from Unit 1, Lesson 2. All letter and digraph sounds are introduced in *Primary* 2, 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 2, from Unit 1, Lesson 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 straight away, 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 your book.; 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.

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 pupil's 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. The **Now I can** ... statements can also be used as warmer activity at the start of the next 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 in Arabic 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.

\subset	Aims	Activities
Unit 1: The Alphabet	Learn the sounds for the letters of the English alphabet. Greet others and introduce yourself. Learn colours. Learn numbers 1–10. Start to blend the sounds of English letters to make words.	 alphabet words: sun, apple, taxi, pizza, ink, nose, car, kite, elephant, house, rabbit, monkey, dog, girl, orange, umbrella, lemon, flower, ball, jam, watch, van, yo-yo, x-ray, queen, zebra Hello, Goodbye How are you? I'm very well, thanks. What's your name? I'm How old are you? I'm 7. colours: red, blue, yellow, green, orange, pink numbers: 1–10
	Aims	Activities
Unit 2: About Me	Start to develop an understanding of classroom instructions. Ask and answer: What's your name? How old are you? How are you? Ask and answer: What's this? Ask and answer: How many? Name parts of the body. Ask and answer about pictures, colours and numbers. Describe pictures. Role-play short conversations. Continue to develop sound/letter correspondence and word recognition. Learn classroom words. Join in songs. Follow a story. Learn digraphs: oa, ee, ue, oo, th, ch, sh	 numbers: 1–10 What's your name? What's his/her name? How old are you? I'm 9. What's this? It's a ball. How many watches (are there)? (There are) 5. There is/There are How are you? I'm very well, thanks. I'm fine, thanks. I'm not very well! Body words: hand, head, ear, eye, arm, elbow, mouth, nose, body, foot, leg, hair Classroom words: open, draw, close, clock, board, bag, pencil case, pencils, pens, ruler, chair, desk, rubber, glue, book Digraph words: boat, coat, tree, bee, glue, blue, moon, zoo, foot, book, bathroom, three, this, that, chicken, cheese, fish, sheep
\subset	Aims	Activities
Unit 3: Healthy Food	Continue to develop an understanding of classroom instructions and commands. Understand short conversations in a café. Understand people saying what food/drink they like and want. Talk about likes and dislikes. Name fruits and other food and drink. Use articles a/an correctly. Practise offering and accepting/rejecting. Continue to develop sound/letter correspondence and word recognition. Role-play short conversations. Join in a song. Follow a story. Learn digraphs: or, ie, ng, ou	 I like/l don't like I like [mangoes], I don't like [bananas]. He/She likes [sandwiches]. Vocabulary for fruit, food and drink a/an Do you want [an apple]? Do you want [a sandwich]? Yes, please./No, thank you. In my lunchbox there is I'm hungry/thirsty. I'm not hungry/thirsty. Do you want a/an? Yes, please./No, thank you./Here you are. Digraph words: fork, popcorn, pie, tie, king, ring, mouth, mouse

Aims **Activities** •

- Continue to develop an understanding of classroom instructions and commands.
- Understand descriptions of where things are (place).
- Name rooms in a house.
- Extend knowledge of furniture and objects in houses.
- Ask and answer questions about location.
- Revise and extend knowledge of prepositions.
- Role-play a conversation.
- Continue to develop sound/letter correspondence and word recognition.
- Join in a song. •
- . Play a game.

Unit 4: My Home

. Learn digraphs: oi, ar, er

- in, on, under, next to, between
- Where's/are ...?
- Where's [Al-Hadi]?
- Where's the [ball]?/Where are the [grapes]?
- The ball is under the hat./The balls are on the hat.
- There's/There are ...
- It's [under] the [chair]./They're [next to] the [pencil case].
- What can you see? I can see ...
- Digraph words: point, oil, car, star, tiger, water

	Aims	Activities
Unit 5: My Clothes	 Continue to develop an understanding of classroom instructions and commands. Understand and extend vocabulary for clothes. Listen to people talking about what they are wearing. Describe own clothes and what other people are wearing. Talk about possessions with have/has. Extend knowledge of numbers: learn numbers 11–20. Extend knowledge of adjectives. Talk about family members (name, age, relationship). Read short descriptions of animals. Practise reading and writing names. Join in a song. Follow a story. 	 I'm wearing [a red T-shirt]./I'm wearing [blue trousers]. She's/He's wearing The [trousers] are [grey]./The [shirt] is [white]. His [trousers] are [brown]./Her [shirt] is [blue]. numbers 11–20 How many [trainers] are there? big, small, long, short have/has: [Al-Hadi] has a [ball]./I have [a kite]. What colour (is it/are they)? My name's, His/Her name is I am [10]./He's/She's [9]. I have [a brother/a sister].
	Aims	Activities
6: Family Trees	 Continue to develop an understanding of classroom instructions and commands. Understand descriptions of people. Extend knowledge of words for members of the family. Practise describing people, including own family. Describe a family tree. Continue to learn numbers 1–20. Say the days of the week. Read short sentences describing people and things. Write short words and sentences. 	 My mum is [short]./My dad is [tall]. in, on, under, next to, between (at the) café/fun park/market, (at) home/school Where's [Kareem]? He's at [home]. Where are [dad and grandpa]? They're at [the café]. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday On [Saturday], we [clean the house].

• Revise: colours, clothing, prepositions

Jnit 6: Family Trees

•

Recognize how words are spelled.

Identify days of the week.

Join in a song. Follow a story.

_____ Activities

•

• Understand vocabulary for everyday activities and abilities.

Aims

- Say how you feel.
- Practise talking about abilities using can/can't.
- Write sentences using can/can't.
- Talk about activities you do on different days of the week.
- Talk about where you do everyday activities.
- Read short sentences.
- Read to recognize and learn new vocabulary.
- Read to match activities with days of the week.
- Read to choose the correct verb.
- Complete a tick chart.
- Write names with capital letters.
- Play a game.
- Follow a story.

Can you [draw]? Yes, I can./No, I can't.

- I can run (fast)./I can't ride [a bike].
- My friend can ...
- I sleep in my bedroom.
- on + days of the week
- everyday activities: cook, draw, do my homework, play football, ride my bike, watch TV, play basketball

Aims

- Understand personal descriptions.
- Revise language and vocabulary.
- Practise talking about likes and dislikes.
- Do a role-play.
- Do a puzzle.
- Do a word-by-word reading.
- Label a drawing with words for clothes.
- Write a goodbye email about yourself.
- Read from your goodbye email.
- Talk about what you have learned in Primary 2.
- Understand a goodbye song.

- Activities
- Revision of all
- happy, fine, sad
- long, short, old, young, tall, small
- hungry, thirsty
- There is/are ..., He's/She's wearing ...
- Revise: colours, numbers, prepositions, clothes

Unit 8: Feelings

Phonetic Chart

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

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

Consonant	ts						
p	b	t	d	ff	ġат	k	g
plane	bed	tomato	<u>d</u> o	<u>ch</u> icken		<u>ki</u> te	gate
f	V	H	ð	S	Z	∫	3
<u>f</u> ive	violin	<u>th</u> ink	fa <u>th</u> er	six	<u>z</u> oo	fi <u>sh</u>	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> ion	<u>r</u> ocket	window	yes

The Alphabet

Objectives

Listening

Unit 1

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

Speaking

- Say Hello and Goodbye.
- Introduce self: *I'm (name)*.
- Ask and answer a question: What's your name? I'm (Muna).
- Ask and answer a question: *How old are you? I'm (7)*.
- Join in a song.

Skills

- Understand that English is written from left to right.
- Recognize the shapes of the letters and their sounds.
- Begin to blend the sounds of English letters.
- Develop awareness of writing 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.

Word list

Lesson 1 Hello! – /hə'ləʊ/ How are you? -/haʊ aɪ juɪ?/ I'm very well, thanks. -/aim 'veri wel, $\theta \approx \eta ks/$ What's your name? -/wpts jpr nerm?/ I'm Muna. -/aim muna/ How old are you? -/haʊ əʊld aɪ juː?/ I'm 7. – /aɪm 'sevn/ Goodbye! - / gud'bai/ $colours - / k_{\Lambda} = r)z/$ red – /red/ blue – /bluː/ yellow – /'jeləʊ/ green - /griin/ orange - /'prindz/ pink – /pɪŋk/

Lesson 2

sun – /sʌn/ apple – /'æpəl/ taxi – /'tæksi/ pizza – /'piːtsə/

Lesson 3

ink – /ɪŋk/ nose – /nəʊz/ car – /kaː(r)/ kite – /kaɪt/

Lesson 4

elephant – /'elɪfənt/ house – /haʊs/ rabbit – /'ræbɪt/ monkey – /'mʌŋki/ dog – /dɒg/

Lesson 5

girl – /gɜː(r)l/ orange – /'ɒrɪndʒ/ umbrella – /ʌm'brelə/ lemon – /'lemən/

Lesson 6

flower – /'flaʊə/ ball – /bɔːl/ jam – /dʒæm/ watch – /wɒtʃ/ van – /væn/

Lesson 7

yo-yo – /jəʊ jəʊ/ x-ray – /eks reɪ/ queen – /kwiːn/ zebra – /'zebrə/

Lesson 8

apple – /'æpəl/ ball - /bɔːl/ car - /kar(r)/dog - /dpg/elephant - /'elɪfənt/ flower - /'flavə/ $girl - /g_{31}(r)l/$ house - /haus/ ink – /Ink/ jam – /dʒæm/ kite – /kaɪt/ lemon – /'lemən/ monkey – /'mʌŋki/ nose – /nəʊz/ orange - /'prindz/ pizza – /'pirtsə/ queen - /kwiin/ rabbit - /'ræbɪt/ sun - /sn/

taxi – /'tæksi/ umbrella – /ʌm'brelə/ van – /væn/ watch – /wɒtʃ/ x-ray – /eks reɪ/ yo-yo – /jəʊ jəʊ/ zebra – /'zebrə/ the alphabet – /ði: 'ælfə,bet/

Unit 1 Lesson 1

Aims:	Recognize the letters of the
	alphabet and their sounds.
	Say Hello and Goodbye.
	Follow instructions and repeat
	new language.
	Learn questions and answers.
	Learn words for colours.
	Colour pictures according to
	instructions.
	Learn numbers 1–10.
Language:	Hello! How are you? I'm very
	well, thanks.
	What's your name? I'm Muna.
	How old are you? I'm 7.
	Goodbye!
	colours – red, blue, yellow, green,
	orange, pink, Numbers 1-10
Materials:	Pupil's Book page 8
	Activity Book page 4
	Tracks 1, 2, 3 and 4
	Lower-case alphabet poster
	Lower-case and capitals
	alphabet poster
	Colours poster
	Numbers poster
	a bag (optional)

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.

Note: The main purpose of Unit 1 is to establish letter recognition and to present the synthetic phonics approach in which letters are presented in the best order to help pupils learn to blend sounds and form words as quickly as possible. **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.

Warmer 5 mins

• Say *Hello* to the class. Say it clearly and smile. Move round the class and say *Hello* to different pupils. Elicit *Hello* from them.

1 Listen and say 10 mins

- Ask pupils to open their Pupil's Book at page 8.
- Ask the pupils to look at the alphabet and see whether they can remember any of the sounds.
- Go round the class asking individual pupils to say a sound.
- Play the audio and ask the pupils to listen.
- Play the audio again, but this time invite pupils to say the sounds chorally as they hear them. Pause the audio if necessary.
- Finally, play the audio a third time, but this time get pupils to point to the letters in their books as they listen and say them.
- Remind pupils that they can see 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.

😡 Track 1

- A ... a
- B ... b
- С...с
- D ... d E ... e

G ... g H ... h I ... i J ... j K ... k L...1 M ... m N ... n О... о Р...р Q ... q R ... r S ... s T ... t U ... u V ... v

F ... f

- W ... w
- Х... х
- Y ... y
- Z ... z

2 Listen and say 5 mins

- Hold up your book and point to the speech bubbles on page 8.
- Read out the questions and answers slowly. Explain if you need to, so that pupils understand the meaning each time.
- Ask some of the pupils *How are you?* Elicit *I'm very well, thanks.* Repeat with the other two questions, *What's your name?* and *How old are you?*
- Tell the pupils to listen to the song. Play the first three verses of **P** Track 2.

🐼 Track 2

Listen and say. Hello! How are you? I'm very well, thanks! Hello! What's your name? I'm ... [music only for pupils to sing own names] Hello! How old are you? I'm ... [music only for pupils to sing own names] Thank you! Goodbye!

- Tell the pupils to listen to the song again and try to join in this time. Encourage them to say their own names and ages.
- Explain that *I'm Muna*. and *My name is Muna*. are two ways of saying the same thing.

3 Listen and say 5 mins

- Ask pupils to look at the picture on page 8. Name the colours from left to right (red, blue, yellow, green, orange and pink).
- Put the colours poster on the wall and ask pupils to look at it. Point to red on the poster, say *red* and get the class to chorus *red*. Repeat for the other five colours.
- Say *Listen and look at the colours*. Use gestures to support your instructions. Play Track 3 while the pupils look at the colours. Get pupils to point to each colour as they listen.
- Say Now listen and say. Play the next part of Track 3.
- Say *Listen and say again*. Play the third part of Track 3.
- Play the track again, following the three stages and the instructions. This time, see if pupils can point to things in the classroom that are the colours they hear.

😡 Track 3

Listen and look at the colours.

red blue yellow green orange and pink red blue yellow green orange and pink

Now listen and say.

red red red blue blue blue yellow yellow yellow green green green orange orange orange pink pink pink

Listen and say again.

red red red blue blue blue yellow yellow yellow green green green orange orange orange pink pink pink • Ask pupils to look at the things on their desks or in their bags. Ask if they can find something that is one or more of the colours they have learned. If so, invite them to hold the item up and say the colour(s).

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.

4 Listen and say 5 mins

- Ask if any pupils already know the numbers in English.
- Ask pupils to look at the numbers across the bottom of the page. Tell them they are going to learn to count in English. Use your fingers to demonstrate numbers 1–10. Ask the pupils to hold up their hands and copy you.
- 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 2–10.
- Introduce and play **•** Track 4.

😡 Track 4

Listen and point.

1 2 3 4 5 6 7 8 9 10

Listen and point again.

1 2 3 4 5 6 7 8 9 10

Now listen and say.

Let's go again!

1 2 3 4 5 6 7 8 9 10

Extra!

- Use the numbers poster to practise recognition. Point to numbers *1–10* in sequence and have the pupils say the numbers chorally. Then point to the numbers out of sequence and elicit the names.
- Divide the class into groups of ten. Allocate a number (1–10) to each pupil. Say numbers 1–10 randomly, when a pupil hears his/her number, they stand up.

Activity Book

Note: Pupils will start to learn how to form and write the letter shapes in this unit and they will learn in a very specific way, which will help them to learn to blend sounds and make words very quickly.

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.

Activity Book 5 mins

1 Trace and complete

- Explain that this is a tracing and completing activity, and that pupils are going to trace the words in the speech bubbles then write in their own age.
- Make sure pupils understand then ask them to complete the activity.

Activity Book 5 mins

2 Colour

- Explain that this is a colouring activity, and that pupils are going to colour the pictures according to the words above each one. 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 pens or pencils they will need first (orange and yellow).
- Ask pupils to colour in the first picture. They can choose which part of the picture to colour orange and which part to colour yellow.
- Repeat the process for the remaining picture.

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 5 mins

3 Count and trace

- Explain to pupils that they are going to count the items in each picture and then trace the number in the box.
- Make sure pupils understand what they need to do, and if necessary go through the first item as a class. Then ask pupils to complete the activity.

Extra!

Play *The Number Bag Game*. Put between one and ten 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.

Ending the lesson

One of the words the pupils know is *Goodbye*. Make sure you exploit this word at the end of the lesson, saying *Goodbye* to the class as a whole and to individual pupils (adding their name).

Unit 1 Lesson 2

Aims:	Name objects and recognize
	the letters <i>s</i> , <i>a</i> , <i>t</i> and <i>p</i> , and their sounds.
	Practise making the shape of the
	letters s, a, t and p.
	Learn how to form letter shapes.
	Follow instructions and repeat
	new language.
Language:	sun, apple, taxi, pizza
Materials:	Pupil's Book page 9
	Activity Book page 5
	Track 5
	Alphabet posters
	Alphabet cards: <i>s</i> , <i>a</i> , <i>t</i> , <i>p</i>
	Picture cards: sun, apple,
	taxi, pizza

Note: The purpose of Unit 1 is to teach the shapes and sounds of the individual letters to your pupils. They will also start to blend the letter sounds to make words. Their prewriting and pre-reading skills will start to develop as they progress through this unit. The letters are NOT taught in alphabetical order in this unit, as the approach is one of synthetic phonics. This means that by the end of Lesson 2, pupils will already be able to form some words by blending the letter sounds they have learned. However, you are advised to leave the alphabet posters on the wall anyway, so children can see the full alphabet at all times. The letters of the alphabet are also on the pages of their Pupil's Books and Activity Books. As you introduce new letters, you can show the pupils where they appear on the poster or invite pupils to come to the front and find them. Or, if you prefer, you can cover the letters on the

posters individually with Post-it notes, and reveal them as they are taught throughout this unit.

Warmer 5 mins

- Greet the class, saying *Hello* to as many pupils as possible. Encourage them to reply. You could also introduce *Good morning* or *Good afternoon*, as an alternative greeting for your pupils to start becoming familiar with. If you think they are confident enough, add *How are you?* and elicit *I'm very well, thanks.*
- As pupils are settling themselves at the start of the lesson, you could replay **?** Track 1, to help them remember the sounds of the alphabet.
- Revise the colours you learned in the last lesson (red, blue, yellow, green, orange, pink). You can do this with an exaggerated mime of *point*, while saying *Point to something red*. Repeat for the other colours.
- Briefly revise the numbers 1–10 from the previous lesson.

1 Trace and say. Listen and say 30 mins

- Ask pupils to open their Pupil's Book at page 9.
- Hold up the alphabet card for *s*. Elicit or say the sound /s/. Ask the pupils to find an example of the *s* sound on the page. Explain that the name of the object (*sun*) begins with the sound /s/. Make a *sssss* sound and get pupils to say /s/, /s/, /s/.
- Write *s sun* 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.

Repeat the process for the letter *a* and the sound /æ/ and write *a apple* on the board. Then repeat for the letter *t* and the sound /t/ and write *t taxi* on the board. And finally, repeat for the letter *p* and the sound /p/ and write *p pizza* on the board.

- Introduce the tracing activity. Pupils use their index fingers, or their pencils to trace the outline of the letters, starting on the green dot, following the direction of the arrow, and finishing on the red dot.
- Check that pupils understand they need two separate strokes for the letter *t* and that they need to lift their pencil off the paper and put it back onto the paper again in a new place.
- Go round the class, checking that pupils use the correct movements.
- Say each letter sound and ask pupils to repeat.
- Say Listen and look at your book. 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 5.
- 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 5.
- Say *Listen and say again*. Play the third part of Track 5.
- Play the track again, following the three stages and the instructions. This time, get pupils to point to the letters and words in their books as they listen and say.

👽 Track 5

Listen and look at your book.

- s s sun s s sun a a apple
- a a apple
- t t taxi
- t t taxi
- p p pizza p p pizza
- Now listen and say.
- s s sun s s sun a a apple a a apple t t taxi t t taxi p p pizza p p pizza

Listen and say again.

s s sun s s sun a a apple a a apple t t taxi t t taxi p p pizza p p pizza

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 cards for sun, taxi and pizza.

Activity Book

Note: In the Activity Book, pupils begin to trace letters. Your pupils are likely to be at different levels, so some will want to trace the letters with their fingers and others will be keen to start using a pencil. For pupils using pencils, in preparation for tracing, and ultimately writing, get them to follow the three steps below.

1 Sit correctly

They should sit on their chairs with both feet on the floor and arms and hands on the writing surface.

2 Hold the pencil correctly

The correct position is between the thumb and first finger and with the second finger acting as support. The grip should be comfortable and relaxed. The free hand should control and stabilize the paper.

3 Position their book correctly

It should be turned approximately 30–40 degrees to the right, or left, of the child according to the pupil's preferred writing hand. Left-handers should be encouraged to hold the pencil farther away from the point since this allows them to see what they have written. A higher chair can also help them see what they have written. Left-handers will need space on their left side, so avoid positioning them close to a right-hander or a wall.

Activity Book 10 mins

1 Trace

- Ask pupils to open their Activity Books at page 5.
- Introduce the activity by explaining that pupils are going to trace the letters *Ss*, *Aa*, *Tt* and *Pp*.
- Make sure everyone is seated correctly.
- Demonstrate how pupils can best position their books on the desk or table.
- When pupils are ready, they can start tracing the letters. Monitor to make sure everyone is managing, providing support as necessary.
- End the lesson the usual way.

Unit 1 Lesson 3

Aims:	Name objects and recognize
	the letters i , n , c and k , and
	their sounds.
	Practise making the shape of the
	letters i, n, c and k .
	Learn how to form letter shapes.
	Follow instructions and repeat
	new language.
Language:	ink, nose, car, kite
Materials:	Pupil's Book page 10
	Activity Book page 6
	Track 6
	Alphabet posters
	Alphabet cards: <i>i</i> , <i>n</i> , <i>c</i> , <i>k</i>
	Picture cards: <i>ink</i> , <i>nose</i> , <i>car</i> , <i>kite</i>
	a piece of card for each pupil
	(optional)

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 as you get to know their names.
- Briefly revise what you did in the previous lesson. You could hold up the card for the letter *s*, as well as the word card for *sun*. Alternatively, you could write the letters and words on the board. Encourage pupils to say the words and produce the sounds. Ask pupils if they can find the letters on the posters.

- Explain that, in today's lesson, pupils will be learning to trace four new letters and one more word for each letter.
- Ask pupils to open their Pupil's Books at page 10.

1 Trace and say. Listen and say 30 mins

- Hold up the alphabet card for *i*. Elicit or say the sound /I/. Ask the pupils to find an example of the *i* sound on the page. Explain that the name of the object (*ink*) begins with the sound /I/. Make an *i-i-i-i* sound and get pupils to repeat.
- Write *i ink* on the board.
- Repeat the process for the letter *n* and the sound /n/ and write *n nose* on the board. Then repeat for the letter *c* and the sound /k/ and write *c car* on the board. Finally, repeat for the letter *k* and the sound /k/ and write *k kite* on the board.
- Introduce the tracing activity. Pupils use their index fingers, or their pencils to trace the outline of the letters, starting on the green dot, following the direction of the arrow, and finishing on the red dot.
- Explain that, for the letter *i*, they will need to use two separate movements, but that the second movement is simply a dot. Show them the first downward movement (from green to orange), then the second movement (the dot). Finally, point to the third, completed letter *i* showing both movements together.
- Stand with your back to the class and trace the letters in the air. Make sure to pause between the two movements in the letter *k*, lowering your hand briefly, so that pupils realize there are two different strokes. Get pupils to stand up and do the same.
- Go round the class, checking that pupils use the correct movements.
- Say each letter sound and ask pupils to repeat.

Note: As pupils learn more letters, vary the way you demonstrate them. 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.

- Say Listen and look at your book. Explain listen and look using gestures to support the words. Play the first part of Track 6.
- Say Now listen and say. Explain say using gestures to support the word. Play the next part of Track 6.
- Say *Listen and say again*. Play the third part of Track 6.
- Play the track again, following the three stages and the instructions. This time, get pupils to point to the letters and words in their books as they listen and say.

😡 Track 6

Listen and look at your book.

i i ink i i ink n n nose c c car c c car k k kite

k k kite

Now listen and say.

i i ink i i ink n n nose c c car c c car k k kite

k k kite

Listen and say again.

i i ink i i ink n n nose c c car c c car k k kite k k kite

Unit 1 The Alphabet

Extra!

Hold up the picture card of the nose, but instead of showing pupils the picture, show them the word. See if they are able to say the word. If not, turn the card over to show them the picture and elicit the word in chorus. Make sure the pronunciation is correct. Ask groups, then individuals to say the word. Repeat with the picture cards for ink, car and kite.

Activity Book 10 mins

- 1 Trace
- Ask pupils to look at Activity Book page 6.
 Remind pupils how they formed the letters *i*, *n*, *c* and *k* in the lesson. Ask them to trace the letters. They can start on the larger (upper-case) letters and move down to the smaller (lower-case) letters. Go round the class, checking that pupils use the correct movements and provide support as necessary.
- As they trace, encourage pupils to say the sounds of the letters.

Extra!

Give each pupil a card and tell them they can write their name on it in English. Help with any unknown letters by pointing them out on one of the alphabet posters. 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.

• End the lesson the usual way.

Unit 1 Lesson 4

Aims:	Name objects and recognize the letters e , h , r , m and d , and their sounds. Practise making the shape of the
	letters e, h, r, m and d .
	Learn how to form letter shapes.
	Follow instructions and repeat
	new language.
Language:	elephant, house, rabbit,
	monkey, dog
Materials:	Pupil's Book page 11
	Activity Book page 7
	Frack 7
	Alphabet posters
	Alphabet cards: <i>e</i> , <i>h</i> , <i>r</i> , <i>m</i> , <i>d</i>
	Picture cards: <i>elephant</i> , <i>house</i> ,
	rabbit, monkey, dog

Warmer 5 mins

- Greet the class, saying *Hello* to as many pupils as possible. Encourage them to say *Hello* back to you.
- Revise what pupils did in the previous three lessons by asking them to identify the letters they have learned so far on one of the alphabet posters (*s*, *a*, *t*, *p*, *i*, *n*, *c*, *k*).
- Point to the letters e, h, r, m and d on one of the posters and explain that, in today's lesson, pupils will be learning these five letters and five more new words. Ask them to open their Pupil's Books at page 11.

1 Trace and say. Listen and say 30 mins

- Hold up the alphabet card for *e*. Elicit or say the sound /e/. Ask the pupils to find an example of the *e* sound on the page. Explain that the name of the object (*elephant*) begins with the sound /e/. Make an *e-e-e-e* sound and get pupils to repeat.
- Write *e elephant* on the board.
- Repeat the process for the letter *h* and the sound /h/ and write *h house* on the board. Then repeat for the letter *r* and the sound /r/ and write *r*

rabbit on the board, followed by the letter *m* and the sound /m/ and write *m* monkey on the board. Finally, do the same for the letter *d* and the sound /d/ and write *d* dog on the board.

- Demonstrate the way the letter *d* is formed by using one or more of the methods from a previous lesson. Get pupils to practise the movements. By making the shape in the air with their hand before they start to trace the letters on paper.
- Ask pupils to look at the five letters on the page.
- As they have done before, pupils trace the letters, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot. Go round the class, checking that pupils use the correct movements for each of the letters.
- Say each letter sound and ask pupils to repeat.
- Say *Listen and look at your book*. Explain *listen* and *look*. Play the first part of **P** Track 7.
- Say Now listen and say. Play the next part of Track 7.
- Say *Listen and say again*. Play the third part of Track 7.
- Play the track again, following the three stages and the instructions. This time, get pupils to point to the letters and words in their books as they listen and say.

Frack 7

Listen and look at your book.

e e elephant e e elephant h h house r r rabbit r r rabbit m m monkey m m monkey d d dog

d d dog

Now listen and say.

e e elephant e e elephant h h house h h house r r rabbit r r rabbit m m monkey m m monkey d d dog d d dog

Listen and say again.

e e elephant e e elephant h h house h h house r r rabbit r r rabbit m m monkey m m monkey d d dog d d dog

Extra!

Draw a house on the board. Ask individual pupils to say the word. Repeat with an elephant, a rabbit, a monkey and a dog, each time asking pupils to say the word.

Activity Book 10 mins

- 1 Trace
- Ask pupils to look at Activity Book page 7. Remind pupils how they formed the letters *e*, *h*, *r*, *m* and *d* in the lesson. Check that pupils are seated correctly and have their books in a suitable position on the desks. As in the previous lesson, pupils start tracing the larger letters first. Go around the class, checking that pupils use the correct movements and check there are no problems holding the pencil.
- As they trace the letters, encourage pupils to say the sounds.

Extra!

- Explain that you will draw letters on the board – any letter that pupils have already learned (*s*, *a*, *t*, *p*, *i*, *n*, *c*, *k*, *e*, *h*, *r*, *m*, *d*). The pupils will put their hands up if they know the word associated with that letter. For example, if you write *p*, the pupil will say *pizza*.
- 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 you feel that your class is confident enough, they can write a letter on a piece of paper and play the game with a partner.
- End the lesson the usual way.

Unit 1 Lesson 5

Aims:	Name objects and recognize
	the letters g , o , u and l and
	their sounds.
	Practise making the shape of the
	letters g , o , u and l .
	Learn how to form letter shapes.
	Follow instructions and repeat
	new words.
Language:	girl, orange, umbrella, lemon
Materials:	Pupil's Book page 12
	Activity Book page 8
	Track 8
	Alphabet posters
	Alphabet cards: <i>g</i> , <i>o</i> , <i>u</i> , <i>l</i>
	Picture cards: girl, orange,
	umbrella, lemon

Warmer 5 mins

- Greet the class, saying *Hello* to as many pupils as possible. Encourage them to say *Hello* back to you. If you prefer, use *Good morning/afternoon*.
- Revise the letters they have learned up to now (s, *a*, *t*, *p*, *i*, *n*, *c*, *k*, *e*, *h*, *r*, *m*, *d*), either by holding up letter or picture cards, or pointing to them in the Pupil's Book.
- Ask pupils if they can remember any words that begin with any of the letters they have learned so far.

1 Trace and say. Listen and say 30 mins

- Ask pupils to open their Pupil's Book at page 12.
- Hold up the alphabet card for g. Elicit or say the sound /g/. Ask the pupils to find an example of the g sound on the page. Explain that the name of the object (*girl*) begins with the sound /g/. Make a g-g-g-g sound and get pupils to repeat.
- Write *g girl* on the board.
- Repeat the process for the letter *o* and the sound /b/ and write *o* orange on the board. Then repeat for the letter *u* and the sound /Δ/ and write *u* umbrella on the board. Finally, repeat for the letter *l* and the sound /l/ and write *l* lemon on the board.
- Ask pupils to look at the four letters on the page. Remind them of the traffic light system they learned last time.
- As they have done before, pupils trace the letters, starting on the green dot, following the direction of the arrow to the orange dot, and finishing on the red dot. Go round the class, checking that pupils use the correct movements for each of the letters.
- Stand with your back to the class and trace the letters in the air. Get pupils to stand up and do the same.
- Say each letter sound and ask pupils to repeat.
- Say *Listen and look at your book*. Play the first part of **?** Track 8.
- Say Now listen and say. Play the next part of Track 8.
- Say *Listen and say again*. Play the third part of Track 8.
- Play the track again, following the three stages and the instructions. This time, get pupils to point to the letters and words in their books as they listen and say.

Frack 8 Listen and look at your book.

g g girl g g girl o o orange u u umbrella u u umbrella l l lemon l l lemon

Now listen and say.

g g girl g g girl o o orange

o o orange u u umbrella

- u u umbrella
- 1 l lemon
- 1 l lemon

Listen and say again.

g g girl g g girl o o orange u u umbrella u u umbrella l l lemon l l lemon

Activity Book 5 mins

1 Trace

- Ask pupils to look at Activity Book page 8. Check that pupils are seated correctly and have their books in a suitable position on the desks. As in previous lessons, pupils trace the letters on the page, starting with the larger letters. Go round the class, checking that pupils use the correct movements to form each letter. Monitor to make sure everyone is managing and check there are no problems holding the pencil.
- As they trace the letters, encourage pupils to say the sounds.

Extra!

While the pupils are working and you are walking around the class, take the opportunity to revise some of the questions and answers they learned earlier in the unit. Ask individual pupils *What's your name?* Encourage them to reply with *I'm* ... Then ask *How old are you?* The pupil replies *I'm* 7, etc.

Activity Book 5 mins

2 Trace

- This exercise gives pupils extra practice at controlling their pencils and forming letters. Remind pupils how to sit properly and hold the pencil correctly.
- Ask pupils to trace the letters. When they have finished, ask them to tell you the words for the pictures.

Extra!

- 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 sounds pupils have learned so far (s, a, t, p, i, n, c, k, e, h, r, m, d, g, o, u, l. 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. When they have said the word, take the bean bag back and give it to another pupil.
- 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.
- End the lesson the usual way, by saying *Goodbye* to the class as a whole and to individual pupils (adding their name).

Unit 1 Lesson 6

Aims:	Name objects and recognize
	the letters f , b , j , w and v and
	their sounds.
	Practise making the shape of the
	letters f , b , j , w and v .
	Learn how to form letter shapes.
	Follow instructions and repeat
	new words.
	Trace letters and match them
	with pictures.
_anguage:	flower, ball, jam, watch, van
Materials:	Pupil's Book page 13
	Activity Book page 9
	Track 9
	Alphabet posters
	Alphabet cards: f, b, j, w, v
	Picture cards: flower, ball, jam,
	watch, van

Warmer 5 mins

- Greet the class, saying *Hello* to as many pupils as possible. Elicit replies from everyone. Ask the pupils *How are you?* and again elicit replies.
- Put pupils in small groups and ask them to ask and answer the questions in their groups. Go around the class to check they are using good pronunciation. If there are any pronunciation problems, be aware of them but don't overcorrect the pupils at this stage.
- Revise the letters pupils have learned up to now by writing them on the board: *s*, *a*, *t*, *p*, *i*, *n*, *c*, *k*, *e*, *h*, *r*, *m*, *d*, *g*, *o*, *u*, *l*. Ask pupils if they remember any of the words they learned that begin with those letters. Invite pupils to say the words they remember.

1 Trace and say. Listen and say 30 mins

- Ask pupils to open their Pupil's Book at page 13.
- Hold up the alphabet card for *f*. Elicit or say the sound /f/. Ask the pupils to find an example of the *f* sound on the page. Explain that the name of the object (*flower*) begins with the sound /f/.

Make a *ffffff* sound and get pupils to imagine they are letting the air out of a balloon. They can mime as well if they want to.

- Write *f flower* on the board.
- Repeat the process for the letter *b* and the sound */b/* and write *b ball* on the board. Then repeat for the letter *j* and the sound /dʒ/ and write *j jam* on the board.
- Hold up the alphabet card for *w*. Elicit or say the sound /w/. Ask the pupils to find an example of the *w* sound on the page. Explain that the name of the object (*watch*) begins with the sound /w/. Make a *w-w-w-w-w* sound and get pupils to copy you, paying attention to the position of their lips as they make the sound.
- Write *w* watch on the board.
- Repeat the process for the letter v and the sound /v/ and write v van on the board. Explain to pupils that a van is a type of car that people carry big things in.
- Ask pupils to trace all the letters, as they have done before.

Extra!

To give extra practice with the letter shapes pupils have learned so far, say a letter sound and ask the pupils to draw the letter in the air. Use any of the letters they have learned so far: *s*, *a*, *t*, *p*, *i*, *n*, *c*, *k*, *e*, *h*, *r*, *m*, *d*, *g*, o, *u*, *l*, *f*, *b*, *j*, *w* or *v*.

- Say *Listen and look at your book*. Play the first part of **?** Track 9.
- Say Now listen and say. Play the next part of Track 9.
- Say *Listen and say again*. Play the third part of Track 9.
- Play the track again, following the three stages and the instructions. This time, get pupils to point to the letters and words in their books as they listen and say.

Track 9

Listen and look at your book.

f f flower f f flower b b ball b b ball j j jam j j jam

w w watch w w watch v v van

v v van

Now listen and say.

f f flower f f flower b b ball b b ball j j jam j j jam w w watch w w watch v v van v v van

Listen and say again.

f f flower f f flower b b ball b b ball j j jam j j jam w w watch w w watch v v van v v van

Extra!

Start to draw one of the pictures from the lesson on the board, slowly. Encourage pupils to guess what it is and say the word as soon as they recognize what you are drawing. Repeat the process with different pictures. You can extend the activity by asking pupils to say what letter sound each of the words begins with.

Activity Book 5 mins

- 1 Trace
- Ask pupils to look at Activity Book page 9. Check that pupils are seated correctly and have their books in a suitable position on the desks. As in previous lessons, pupils trace the letters on the page, starting with the larger letters. Go round the class, checking to make sure everyone

is managing, and check there are no problems holding the pencil.

• As they trace the letters, encourage pupils to say the sounds.

Activity Book 5 mins

2 Trace, match and say

- This exercise gives pupils practice in recognizing letter shapes and making the connection between the letter sound and words that begin with that letter.
- Explain that there are four pictures and four letters and that the pupils must identify the item in each picture, think of the word for the picture, then match it with the first letter of the word.

Answers:

- r [rabbit] p [pizza] e [elephant] c [car]
- End the lesson the usual way.

Unit 1 Lesson 7

Aims:	Name objects and recognize
	the letters y , x , q and z , and
	their sounds.
	Practise making the shape of the
	letters y , x , q and z .
	Learn how to form letter shapes.
	Follow instructions and repeat
	new words.
	Trace letters.
Language:	yo-yo, x-ray, queen, zebra
Materials:	Pupil's Book page 14
	Activity Book page 10
	Track 10
	Alphabet posters
	Alphabet cards: y, x, q, z
	Picture cards: <i>yo-yo</i> , <i>x-ray</i> ,
	queen, zebra

Warmer 5 mins

Greet the class. Revise the letters pupils have learned so far by writing the letters of the alphabet from *a* to *w* on the board, missing out *q*. Invite pupils to come to the front to point to a letter and say the sound. If they are correct, they can rub the letter out. Continue until all the letters are gone.

1 Trace and say. Listen and say 30 mins

- Ask pupils to open their Pupil's Book at page 14.
- Hold up the alphabet card for *y*. Elicit or say the sound /j/. Ask the pupils to find an example of the *y* sound on the page. Explain that the name of the object *yo-yo* begins with the sound /j/. Make a *y-y-y-y-y* sound and get pupils to copy you, paying attention to the position of their mouth and tongue as they make the sound.
- Write *y yo-yo* on the board.
- Repeat the process for the letter *x* and the sound /ks/ and write *x x-ray* on the board. Then repeat the process for the letter *q* and the sound /kw/ and write *q queen* on the board. Finally, repeat for the letter *z* and the sound /z/ and write *z zebra* on the board.
- Explain that you want the pupils to trace each letter, as they have done in previous lessons.
- After checking that they are sitting correctly and holding the pencil properly (for those using one), tell pupils to start tracing, following the guidelines on the page.
- Monitor to check that pupils are forming the letters clearly and are comfortable using their pencils.
- Say *Listen and look at your book*. Play the first part of **?** Track 10.
- Say Now listen and say. Play the next part of Track 10.
- Say *Listen and say again*. Play the third part of Track 10.
- Play the track again, following the three stages and the instructions. This time, get pupils to point to the letters and words in their books as they listen and say.

😡 Track 10

Listen and look at your book.

y y yo-yo y y yo-yo x x x-ray x x x-ray q q queen q q queen z z zebra z z zebra

Now listen and say.

y y yo-yo y y yo-yo x x x-ray x x x-ray q q queen q q queen z z zebra z z zebra

Listen and say again.

y y yo-yo y y yo-yo x x x-ray x x x-ray q q queen q q queen z z zebra z z zebra

Activity Book 5 mins

1 Trace

- Ask pupils to look at Activity Book page 10. Explain that pupils will be tracing the letters as they have done before.
- Ask pupils to stand by their desks and draw each of the letters (*y*, *x*, *q*, *z*) in the air with their hand. Make sure they draw the letters in the correct way, as shown in their Pupil's Book.

Activity Book 5 mins

2 Trace

 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 so they can trace smaller letters. Remind pupils how to hold the pencil correctly.
- Pupils trace the letters with their pencils. Help any pupils who are having difficulties.
- End the lesson the usual way.

Unit 1 Lesson 8

Aims:	Review all the letters and sounds
Language:	of the alphabet. Match capital and lower-case letters to pictures. Recognize letter shapes. all the letters of the alphabet <i>apple, ball, car, dog, elephant,</i> <i>flower, girl, house, ink, jam, kite,</i> <i>lemon, monkey, nose, orange,</i>
Materials:	 pizza, queen, rabbit, sun, taxi, umbrella, van, watch, x-ray, yo-yo, zebra Pupil's Book page 15 Activity Book page 11 Track 11 Alphabet posters

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.
- As pupils are settling themselves at the start of the lesson, you could replay Track 1 to review the letters and sounds they have learned in this unit.
- Tell them that they have now learned all the letters and sounds of the English alphabet. Congratulate them on their hard work. Explain that in today's lesson they will be revising what they have learned.
- Point to one of the alphabet posters and ask pupils to make the sounds of the letters in alphabetical order. Point to each letter and then ask pupils to make the sound, firstly as a class and then individually. Ask pupils to open their Pupil's Book at page 15.

1 Listen and say 30 mins

- Explain that pupils will hear the letters of the alphabet on the audio. As they hear them, they should repeat each one. They know all the names of letters, letter sounds and words, so this is just revision.
- Say *Listen and say*. Then play **?** Track 11. Pupils listen and repeat.

Frack 11 Listen and say.

A ... a ... apple B ... b ... ball C ... c ... car D ... d ... dog E ... e ... elephant F ... f ... flower G ... g ... girl H ... h ... house I ... i ... ink J ... j ... jam K ... k ... kite L ... l ... lemon M ... m ... monkey N ... n ... nose O ... o ... orange P ... p ... pizza Q ... q ... queen R ... r ... rabbit S ... s ... sun T ... t ... taxi U ... u ... umbrella V ... v ... van W ... w ... watch X ... x ... x-ray Y ... y ... yo-yo Z ... z ... zebra

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

Extra!

Play a game: call out letters and ask pupils to make themselves into the shape of the capital letter. Try to use letters where this is possible, like L, A, Z, X, E, etc.

Unit 1 The Alphabet

Extra!

- 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 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 10 mins

1 Find these words

- Ask pupils to look at Activity Book page 11. Explain that the pupils are going to do a wordsearch, which means they will look for words in the grid and circle them.
- Ask pupils to tell you the words for the items in the pictures. Then if they feel ready, ask them to find the words in the grid. Go around the class and help as needed.

Answers:



- Praise pupils for their hard work. Tell them they have now completed Unit 1 and they know the English alphabet. As the pupils are packing their bags and leaving the class, play Frack 11 again.
- Congratulate the pupils on finishing Unit 1.
- End the lesson the usual way.

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.

About Me

Objectives

Listening

Unit 2

- Continue to become more familiar with the sound of English words and phrases.
- Recognize and repeat questions and answers.
- Listen to and join in with songs.
- Listen and find things in a picture.
- Recognize and respond to classroom instructions (TPR).
- Identify named objects.

Speaking

- Ask and answer about name and age.
- Ask and answer What's this?
- Ask and answer *How many ...?*
- Talk about bodies.
- Talk about faces.
- Identify and name classroom objects.
- Join in songs and rhymes.

Skills

- Recognize the shape of the digraphs oa, ee, ue, oo, th, ch, sh.
- Continue to blend letters and digraphs to form words.
- Continue working with lower-case and capital letters.
- Talk about pictures.
- Continue developing awareness of writing from left to right, pencil control, and hand/eye coordination.

Word list

Lesson 1

Hello. – /hə'ləʊ/ What's your name? – /wɒts jɔː neɪm?/ What's his/her name? – /wɒts hɪz/hɜː(r) neɪm?/ How old are you? – /haʊ əʊld aː juː?/ boat – /bəʊt/ coat – /kəʊt/

Lesson 2

toy shop - /tɔɪ ʃɒp/ skates - /skeits/ plane - /pleɪn/ car - /kaː/ ball - /bɔːl/ book - /bʊk/ bike - /baɪk/ yo-yo - /jəʊ jəʊ/ kite - /kaɪt/ watch - /wɒtʃ/ What's this? -/wɒts ðɪs?/ It's a ... - /ɪts ə .../ How many ...? -/hau 'meni ...?/

Lesson 3

swimming – /'swimiŋ/ one day – /wʌn dei/ over – /'əʊvə(r)/ hills – /hɪlz/ far away – /fa:(r) ə'weɪ/ mummy – /'mʌmi/ quack – /kwæk/ come back – /kʌm bæk/

Lesson 4

body - /'bơdi/ head - /hed/ nose - /nəʊz/ ear - /ɪə/ hand - /hænd/ eye - /aɪ/ mouth - /maʊθ/ elbow - /'elbəʊ/ arm - /aː(r)m/ hair - /heə(r)/ foot - /fʊt/ leg - /leg/ He has - /hiː hæz/

Lesson 5

How are you? -/hau a: ju:?/ I'm very well, thanks. -/aım 'veri wel, θæŋks/ I'm fine. - /aım faın/ I'm not very well! -/aım nɒt 'veri wel!/ open - /'əupən/ draw - /drɔː/ close - /kləuz/ clap your hands -/klæp jɔ:(r) hændz/ stamp your feet – /stæmp jɔː(r) fiːt/ wave your arms – /weɪv jɔː(r) aː(r)mz/ touch your head – /tʌtʃ jɔː(r) hed/

Lesson 6

the park $- /\delta = par(r)k/$ How many are there? -/haʊ 'meni aː(r) ðeə(r)?/ There are ... – /ðeə(r) ə(r) .../ kite – /kaɪt/ bus - /bʌs/ car - /kai/ tree - /triː/ ball – /bɔːl/ bag - /bæg/flower - /'flavə/ apple – /'æpəl/ cake – /keik/ bike – /baik/ tree - /triː/ bee - /biː/ blue - /bluz/ glue – /gluː/

Lesson 7

moon – /muːn/ zoo – /zuː/ foot – /fʊt/ book - /buk/ bathroom - /'ba:0,rum/ three - /0ri:/ this - /ðɪs/ that - /ðæt/ chicken - /'tʃɪkɪn/ cheese - /tʃi:z/ fish - /fɪʃ/ sheep - /fi:p/

Lesson 8

my classroom -/mai 'klais.rum/ pencil case -/'pens(a) keis/ pencils - /'pens(ə)lz/ pens – /penz/ bag - /bæg/clock - /kløk/ board $- /b_{2}(r)d/$ bin - /bɪn/ rubber - /'rʌbə(r)/ desk – /desk/ glue - /gluz/ chair - /tfeə(r)/ ruler - /'ruːlə(r)/ book - /buk/

Unit 2 Lesson 1

Aims:	Meet the book characters.
	Learn greetings and introductions.
	Ask and answer about name
	and age.
	Learn the digraph oa.
Language:	Hello. What's your name? What's
	his/her name? How old are you?
	I'm boat, coat
Materials:	Pupil's Book pages 18 and 19
	Activity Book pages 12 and 13
	W Tracks 12, 13 and 14
	Alphabet posters
	Picture cards: <i>boat</i> , <i>coat</i>

Warmer 6 mins

- Say *Hello* to the class. Elicit *Hello* from the whole class and different pupils.
- Say *Hello*, *I'm* (your name). Elicit from different pupils: *Hello*, *I'm* (Zeinah). *Hello*, *I'm* (Rida).
- Tell the pupils to introduce themselves to the pupils sitting near them. If it is practical, tell the pupils to stand up and walk around the class, introducing themselves to as many pupils as possible.
- Revise what pupils have learned so far by asking them to say the letters of the alphabet chorally.

1 Listen, look and say 5 mins

- Ask pupils to open their Pupil's Book at page 18. Hold up the Pupil's Book and point to the first picture. Ask What's the boy's name? (Al-Hadi). Point to Adam the Astronaut and say His name's Adam.
- Point to the other pictures and ask *Who are they?* Elicit or explain that the children are Al-Hadi's sister and brother.
- Tell the pupils that they are going to hear Adam asking Al-Hadi the names of his sister and brother. They should listen and remember the names.
- Read or play **•** Track 12 twice.

Frack 12 Listen, look and say.

Adam:Hello. What's your name?Al-Hadi: I'm Al-Hadi.Adam:Hello. What's your name?Muna:I'm Muna.Adam:Hello. What's your name?Kareem:I'm Kareem.Adam:Hello. What's your name?

2 Listen, look and say.

- Ask different pupils around the class What's your name? Elicit Zeinah. or I'm (Rida).
- Ask pupils about the pupils sitting near them: What's his name?/What's her name?
- Read or play **•** Track 12 again. Tell the class to repeat each line chorally.
- Ask pupils to read the question at the bottom of the page (*What's your name?*) then to write their name on the line at the bottom of the page.
- Ask pupils to open their Pupil's Book at page 19. Point out that Adam is still talking to Kareem. They are talking about ages.
- Elicit the question *How old are you?* by saying the first two words. Ask pupils around the class *How old are you?* Ask *How old is Kareem?* Elicit 6.
- Tell the pupils to listen to the conversation and find out Al-Hadi's and Muna's ages.
- Play **?** Track 13 twice. Elicit answers by asking *How old is Al-Hadi? How old is Muna?*

🐼 Track 13

Listen and answer.

Adam:What's her name?Al-Hadi: Muna.Muna:Hello.Adam:What's his name?Muna:Kareem.Adam:Hello! How old are you?Kareem:I'm 6.Adam:How old is Al-Hadi?Kareem:Kareem:He's 8.Adam:Ah! 8. And how old is Muna?Kareem:She's 7.

• Ask pupils about their younger brothers and sisters: Do you have any little sisters? How old is shelare they? Do you have any little brothers? How old is helare they? The pupils reply with the ages (6, 9, etc.). Do not expect them to use the third person (He's/She's/They're) at this stage.

3 Ask and answer 7 mins

- Write the two questions on the board *What's* your name? How old are you? Read them aloud and say *Ask and answer*.
- Put the pupils in pairs to ask and answer the two questions. If practical, they can move around the class asking as many pupils as possible.
- Walk around the class while the pupils are talking and give support where needed.

4 Listen and say 7 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. Explain that it is a digraph (a pair of letters) that together sound a bit different from the way each individual letter sounds on its own. 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 14, pausing after each section.

Frack 14 Listen and look at your book.

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.

Activity Book 5 mins

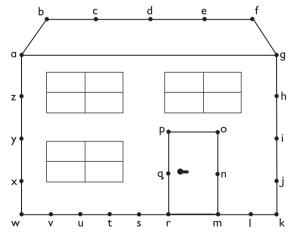
I Trace

- Ask pupils to open their Activity Books at page 12.
- 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 have done before. Monitor to make sure everyone is managing and provide support as necessary.

Activity Book 5 mins

2 Draw

- Point out that this is a dot to dot picture, so pupils need to join the dots in alphabetical order. Before they begin, revise the alphabet as a class. Point to a pupil and say *a*. The pupil says *b* and points to another pupil to say the next letter. Continue round the class until all letters have been covered.
- Ask pupils to join the dots and complete the picture. Pupils who finish early can colour the picture in.



Activity Book 5 mins

3 Trace and copy

• Point to the letters *oa* and the two words, *boat* and *coat*. Ask pupils to say the words chorally.

• Ask pupils to trace the letters then trace and copy the words. Walk around the class while they are working and assist if necessary. Check the pupils are forming the letters in the correct way.

Activity Book 5 mins

4 Count

- Ask pupils to look at the picture and tell you the names of the objects they can see (*bike*, *balloon*, *ball*, *book*, *kite*, *doll*, *bag*, *monkey*, *bus*, *car*, *yo-yo*).
- Ask pupils to read the words at the bottom of the page *How many? b* and make sure that they have to count the number of items that start with the sound *b*. Ask pupils to tick the correct number.

Answer:

6 (bus, bag, ball, book, balloon, bike)

- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 2 Lesson 2

Aims: Ask and answer questions about a picture. **Language:** toy (shop), ball, bike, book, kite, pen, pencil, plane, car, skates, watch, yo-yo, Numbers 1-10, blue, green, orange, pink, red, yellow, What's this? It's a [ball]. How many [watches]? What colour is it? Point to something that begins with [k]. **Materials:** Pupil's Book page 20 Activity Book page 14 Track 15 Alphabet posters Picture cards: watch, kite, pencil, ball, book, yo-yo, bike

Warmer 8 mins

- Say *Hello* to the class. Elicit *Hello* from the whole class and different pupils.
- Say *Hello, I'm* (your name). Elicit from different pupils: *Hello, I'm* (Zeinah). *Hello, I'm* (Rida).
- Tell the pupils to introduce themselves to the pupils sitting near them. If it is practical, tell the pupils to stand up and walk around the class, introducing themselves to as many pupils as possible.
- Briefly revise what pupils learned in the previous lesson.

1 Listen and find 15 mins

- Revise how to form the numbers, by air writing with your back to the class.
- Ask a pupil to come to the board. Say a number from 1–10 for the pupil to write. Repeat with different pupils.
- Dictate a list of numbers between 1 and 10 (but not in order) for the pupils to write in their notebooks.
- Ask a pupil to come to the board and write the list of numbers. Ask the rest of the class if they are correct.
- Hold up page 20 of your Pupil's Book and say Look at the picture. Ask where the people are. Elicit toy shop. Ask Who's in the toy shop? and elicit or say a man and a boy. Ask What's the boy's name? (Al-Hadi.) Where is he? (In a toy shop.)
- Say *Listen and find*. Name the items in the picture or play **?** Track 15. For some of the items, ask *What colour is it?* Play the track a second time if pupils have not been able to find all the items.

Frack 15 Track 15

a pen a watch a kite pencils a ball a book yo-yos a bike skates a plane a car

2 Ask and answer 9 mins

- Hold up a picture card of one of the items in the toy shop and ask *What's this?* Elicit the answer *It's a [ball]*. Repeat with the other items.
- Put the pupils in pairs to point at items and ask and answer in the same way. Walk around the class monitoring the activity and helping the pupils with pronunciation.
- Ask pupils to look at the picture. Ask *How many balls?* Elicit *One*.
- Put the pupils in pairs to point at items and ask and answer in the same way. Walk around the class monitoring the activity and helping the pupils with pronunciation.

Extra!

Say Point to something that begins with [k]. Make sure you say the sound of the letter, as well as the name. Show the pupils that you want them to point to the *kite* in the picture. Continue with other sounds. Hold up the picture card kite or write *kite* on the board. Elicit the word. Ask pupils to find the kite in the picture. Repeat with other letter sounds for objects in the picture.

Note: Give the pupils plenty of praise and encouragement when they begin reading words. Encourage them to use initial letters to help them begin to sound out a word. They will get lots of opportunities to read the key words in the course, so it is not important if they don't read the words successfully first time around.

Activity Book 8 mins

1 Count and circle

- Ask pupils to open their Activity Books at page 14.
- Ask pupils to look at the pictures and tell you what they can see (*monkeys*, *zeros*, *keys*, *eggs*, *fish*, *vans*).
- Explain that the words are there for each of the items in the pictures and next to the words there are numbers. Pupils have to count the number of items each time and circle the correct number. Draw their attention to the example.
- If this activity is set as homework, remember to check it at the start of the next lesson and praise the pupils' work.

Answers:

keys 8 eggs 6 monkeys 2 vans 3 fish 1 zeros 4

Activity Book 5 mins

2 Trace and match

- Ask pupils to say the letters at the side. Draw attention to the example line joining *g* and the picture of the girl.
- Ask pupils to trace all the letters then join them to pictures of items that start with that letter.
- This activity can be set as independent learning. If so, remember to check it at the start of the next lesson and praise the pupils' work.

Answers:

- a = apple, ant
- g = girl, gate
- q = queen, question
- End the lesson the usual way.

Unit 2 Lesson 3

Aims:	Revise vocabulary from Lesson 2.
	Practise numbers 1–10.
	Revise family members.
	Begin learning a song: Five
	little ducks.
Language:	went swimming, one day, over
	the hill, far away, came back,
	mummy, quack
Materials:	Pupil's Book page 21
	Activity Book page 15
	W Track 16
	Alphabet posters
	For this lesson you will need a
	non-transparent bag and some
	classroom items and fruit. The
	pupils must know the names of
	these in English. For example,
	seven rubbers, five pencils, six
	rulers, three pens, two books, four
	oranges, one lemon. This is for the
	number game, but you can play a
	different game to practise numbers
	if you do not have these items.

Warmer 10 mins

- Briefly revise what pupils learned in the previous lesson.
- Hold up page 20 of the Pupil's Book. Say *Look at page 20*. Ask *What can you see?* Encourage the pupils to name as many things as they can in the picture. If any items are not mentioned, say *Point to the (bike)*.
- Explain that you are going to give the pupils one minute to look at the picture and remember as many of the things in the toy shop as they can.
- Say Look at the picture and remember! Time one minute, then say Close your books, please.
- Divide the class into two teams. Ask one pupil from the first team to name an item in the picture (*What's in the toy shop?*). If he/she names an item correctly, he/she scores a point for the team. Then ask a pupil from the other team. Continue in this way until all the items have been named. If one team can't remember any more items, the turn goes to the other team.

1 Listen and sing 25 mins

- Explain to pupils that they are going to learn a new song and that it is about a family. Elicit or give the words *mum (mummy)* and *dad (daddy)*. Ask different pupils Do you have any brothers? Do you have any sisters? How many? Ask How many big brothers/sisters do you have?
- Say Open your books at page 21. Look at Picture 1. Ask How many little ducks are there?
 (5). Spend a few minutes reviewing numbers. Ask pupils to count to 10 chorally. Write the numbers on the board as they say them. Then point to the numbers in reverse order, from 10 to 1, and ask the pupils to say the numbers as you point to them, so they are counting backwards. Repeat the process, then rub the numbers off the board and see if pupils can count down from 10 without any help.
- Say what is happening in the pictures (*the little ducks are swimming away*, one by one, but then at the end they all come back). Ask how mummy duck is feeling in pictures 2 to 5 (sad, angry). Mime where necessary.
- Tell the pupils that the name of the song is *Five Little Ducks*. Introduce *went swimming*, *one day*, *over the hill*, *far away*, *came back*.
- Before you play the song, talk about the pictures: Teacher: *Picture 1. How many little ducks went swimming?*

Pupil: *Five*.

Teacher:How many little ducks came back?Pupil:Four.

Teacher: Picture 2. How many little ducks went swimming?

Pupil: Four.

Teacher: How many little ducks came back?Pupil: Three., etc.

• Say Listen and sing. Sing Five Little Ducks.

😡 Track 16

Listen and sing.

Five little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only four little ducks came back.

Four little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only three little ducks came back.

Three little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only two little ducks came back.

Two little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only one little duck came back.

One little duck went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But no little ducks came swimming back.

No little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! And all the five little ducks came back.

- Play the track again. Encourage the pupils to join in the first line of each verse.
- Play the track again. This time encourage the pupils to join in with mummy duck's *Quack! Come back!*

Note: As in other primary levels, songs are for enjoyment, so don't push the pupils to learn too quickly. They will learn each new song over several lessons and you can practise the songs whenever you have some spare time at the end of a lesson or to give the pupils a break or change the pace of the lesson. There is no need to teach or translate every word in the songs – the pictures tell the story here.

Extra!

Play a numbers game:

Put a number (between 1 and 10) of the same kind of objects (e.g., 7 rubbers) into a bag which is not transparent. Don't let the pupils see how many you have put in. Divide the class into four to six groups, depending on the size of your class. Give each group a letter or number. Ask *How many* [*rubbers*] *are there in my bag*? Each group guesses how many of the items there are. Write their guesses on the board. Each group has to say a different number.

Take the objects out of the bag one at a time. The pupils count chorally as you do so. The group which guessed correctly gets a point. Repeat with other items. If you do not have a bag or objects in class, play another favourite number/counting game.

Activity Book 10 mins

Read and circle

- Ask pupils to open their Activity Books at page 15.
- Ask pupils to look at the first item. Ask them what the picture is (*a bus*). Draw their attention to the example and ask what the circled word is (*bus*).
- Explain that pupils need to look at the picture then circle the correct word for the picture each time.
- When pupils are ready, ask them to complete the activity. If you prefer, they could do this in pairs, asking and answering about the pictures by pointing to them and using *What is it?* It's a ...

Answers:

- 1 bus
- 2 elephant
- 3 flower
- 4 ink
- 5 moon
- 6 son
- 7 umbrella
- 8 yo-yo
- End the lesson the usual way.

Unit 2 Lesson 4

Aims:	Learn words for parts of the body
	and face.
	Describe a picture.
Language:	body, hand, hair, head, arm, foot,
	leg, nose, mouth, ear, eye, elbow,
	This is my friend. He has
Materials:	Pupil's Book page 22
	Activity Book page 16
	Tracks 17 and 18
	Alphabet posters
	Picture cards: black, blue, brown,
	grey, green, orange, pink, white,
	red, yellow
	Notebooks or pieces of paper and
	coloured pencils

Warmer 10 mins

- Briefly revise numbers and words for family members that pupils learned in the previous lesson.
- Hold up the picture cards of colours or point to items that are different colours around the class. Ask *What colour is it/are they?* For each picture card or item, elicit the colour and practise pronunciation.
- Play a game to revise the colours. Make true and false sentences about the colours of different things. When you say each sentence, the pupils have to hold their thumbs up (true) or down (false), or use another gesture that will be clear to your pupils. Wait until all the pupils have decided what they think about the sentence before you tell them the answer.

Example sentences:

Tomatoes are blue. (false) Eggs are white. (true) Elephants are grey. (true) Rabbits are red. (false) Bananas are orange. (true) Penguins are black and white. (true) Apples are black. (false) Giraffes are pink. (false) The moon is green. (false) Goats are brown or white. (true) The sun is yellow. (true)

- You can make this competitive by telling pupils they are out (eliminating them from the game) when they get the answer wrong.
- Ask pupils to open their Pupil's Books at page 22.

1 Listen and say 15 mins

- Ask the pupils to look at the picture. Tell them they are going to hear the words, but before they listen give pupils a few minutes to look at and try and read the words.
- Play the first part of for Track 17 and ask pupils to listen and point to the words in the picture as they hear them. Play the second part of the track and ask pupils to repeat the words. Pause the audio if necessary to allow time for pupils to say the words. Play the third part of the track and ask pupils to repeat the words again.

😡 Track 17

Listen and point.

head head hair hair nose nose ear ear hand hand elbow elbow arm arm leg leg eye eye mouth mouth foot foot body body

Now listen and say.

head head hair hair nose nose ear ear hand hand elbow elbow arm arm leg leg eye eye mouth mouth foot foot body body

Listen and say again.

head head hair hair nose nose ear ear hand hand elbow elbow arm arm leg leg eye eye mouth mouth foot foot body body

• Spend some more time reviewing body parts: say *Stand up. Listen.* Give the pupils instructions using the phrase *Touch your (head, arms, body, ears, eyes, feet, legs, nose, mouth, hair).*

2 Listen and look 10 mins

- Tell the pupils that they are going to listen to a boy describing the picture of his friend.
- They are going to listen and look at the picture on page 22, to see if it matches what they hear. If it matches, pupils say *Yes*. If the description doesn't match, they say *No*.
- Read or play **•** Track 18 and ask pupils to listen and look at the pictures in their books. Then play the track again. This time, pause after every sentence and wait for pupils to say *Yes* or *No*.

Frack 18 Listen and look.

This is my friend. He has blue eyes. He has brown hair. His arms are green. His legs are pink. He has three feet. He has two ears.

Answers:

This is my friend. He has blue eyes. Yes He has brown hair. Yes His arms are green. No His legs are pink. Yes He has three feet. No He has two ears. Yes • Put the pupils in pairs to do the same activity: one pupil describes the picture of the boy, saying some sentences that are right and some that are wrong; the other pupil says *Yes* or *No*.

Extra!

- Hold up a notebook or piece of paper and say *Draw and colour a friend*.
 Demonstrate by drawing a simple robot on the board – say *Draw a head*.
 Draw a body, legs and arms. Draw feet and hands.
- Give pupils a set time (four or five minutes) to draw and colour their robots.
- When they have finished, the pupils compare their drawings and talk about their friends.

Extra!

Play a game: Count round the class from 1 to 6 as many times as necessary, until each pupil has been given a number between 1 and 6. Give commands, each with a number. For example: *Number 1: touch your ears*. All the pupils who have been given number 1 touch their ears. The rest of the class don't do the action.

Repeat with other commands, demonstrating to make meaning clear. For example: Number 2: close your eyes Numbers 1 and 4: touch your head Number 6: touch your ears Numbers 3 and 5: wave your hands Numbers 3, 4 and 6: stand up Number 4: sit down Number 2: stand up Numbers 2 and 3: touch your feet Numbers 2 and 3: sit down Number 6: turn round Number 6: sit down Number 5: touch your head Number 5: wave your arms Numbers 3 and 4: touch your ears Give the commands quickly to make the game more fun and keep the pupils listening.

Activity Book 10 mins

- 1 Read and circle
- Ask pupils to open their Activity Books at page 16.
- Draw pupils' attention to item 1 and ask what the picture is. Elicit *head*. Ask them to look at the words after the picture and say which one is circled (*head*). Explain that pupils have to look at the other pictures and circle the correct word for each one.
- When pupils are ready, they can start completing the activity. Walk around the class to monitor and offer help where necessary.

Answers:

- 1 head
- 2 eves
- 3 nose
- 4 legs
- 5 hands
- 6 ears
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 2 Lesson 5

Aims:	Ask and answer How are you?
	Learn classroom instructions.
Language:	How are you? I'm very well,
	thanks. I'm fine. I'm not very
	well! open, draw, close, clap your
	hands, stamp your feet, hands on
	your head, touch your toes
Materials:	Pupil's Book page 23
	Activity Book page 17
	Tracks 19 and 20
	Alphabet posters

Warmer 3 mins

- Briefly revise the body words and colours that pupils learned in the previous lesson.
- Ask pupils to look at their Pupil's Book, page 23. Ask who they can see at the top of the page. Elicit *Adam, Muna, Al-Hadi* and *Kareem*. Ask why they think Kareem looks unhappy (*Because he is ill.*).

1 Listen and say. Ask and answer 9 mins

Tell pupils they are going to hear the three conversations from the top of the page. Play
 Track 19 and ask pupils to listen and to look at the pictures in their books. Play the track again, pausing after each conversation and ask pupils to repeat.

😡 Track 19

Listen and say.

Adam: Hello! How are you? Muna: I'm very well, thanks.

Al-Hadi: How are you? Adam: I'm fine.

Adam: And how are you? Kareem: I'm not very well!

- Ask pupils around the class How are you? Elicit one of the three new answers I'm very well (thanks), I'm fine (thanks) or I'm not very well.
- Tell the pupils to ask the pupils around them *How are you?*
- Choose four pupils and give them the roles of the characters on Pupil's Book page 23. Say You are Adam. You are Muna. You are Al-Hadi. You are Kareem. If possible, bring them to the front of the class and help them to act out the conversations. Encourage the pupils who are Muna, Al-Hadi and Kareem to look either very happy, fine or not very well, like the characters. The pupil who is Kareem can pretend to be ill.
- Repeat with four different pupils.

2 Look and say 8 mins

- Ask pupils to look at the words and pictures. See if any pupils can read the words and tell you what they say. Act out the pictures to reinforce the meaning – hold up a book and open it, saying *open* as you do so. Walk to the board and draw a cat, saying *draw*. Then walk to the door, open it saying nothing, then close it saying *close*. Repeat all the actions but this time elicit the words from the pupils.
- Spend more time practising the words by giving pupils instructions. For example, *Open your books. Close your eyes. Open your eyes. Draw a hat.*, etc.

3 Look, listen and sing 15 mins

- Start by asking pupils to stand by their desks, as they are going to copy the actions the character in the picture is doing. Stand in the pose of the first picture, saying *stand up* and ask pupils to copy you. Then say *hands up* and put your hands in the air, as in the second picture. Ask pupils to copy you and to say *hands up*. Repeat the process for the rest of the actions: *turn around, hands up, stamp your feet, sit down, touch your toes, hands on your head, clap your hands*.
- Put pupils in pairs to mime the actions and guess. One pupil chooses an action to do and their partner points to the correct picture in their books.
- Tell pupils they are going to listen and act out to a song. Play Track 20. Clap your hands for the words *clap your hands* and stamp your feet for the words *stamp your feet*.

Frack 20 Listen and sing.

If you're happy and you know it, clap your hands. If you're happy and you know it, clap your hands. If you're happy and you know it and you really want to show it,

If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet. If you're happy and you know it, stamp your feet. If you're happy and you know it and you really want to show it,

If you're happy and you know it, stamp your feet.

• Play the song again for the pupils to join in as they can. Then sing the song as a class. Point out that pupils can change the words of the song to use some of the other actions the pupils now know.

Activity Book 5 mins

1 Match

- Ask pupils to open their Activity Books at page 17.
- Remind pupils that they have learned these activities in their Pupil's Book. Say *stand up* and get pupils to stand by their desks. Then hold up your book and point to the picture of the boy standing up with his hands behind his back.
- Explain to pupils that they have to match the phrases and the pictures. Invite them to draw a line from *stand up* to the picture of the boy standing with his hands behind his back. Ask pupils to complete the activity.

Activity Book 5 mins

2 Trace

- Begin by reading the sentences and asking pupils to do the actions.
- Ask pupils to trace the words carefully. When they have finished they can clap their hands.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 2 Lesson 6

Aims: Name and count objects in a picture. Ask and answer How many ... are there? Learn the digraphs *ee* and *ue*. Listen and number according to instructions. Language: How many ... are there? There are ... kite, bus, car, ball, bag, flower, apple, cake, bike, tree, bee, glue, blue Materials: Pupil's Book pages 24 and 25 Activity Book pages 18 and 19 Tracks 21, 22 and 23 Picture cards: kite, bus, car, ball, bag, flower, apple, cake, bike, tree, bee, glue, blue

Warmer 3 mins

- Briefly revise what pupils learned in the previous lesson.
- Greet the class. Review some letters and words by writing a mix of letters on the board. For each letter, point to it and ask pupils to say the sound of the letter and to say a word that starts with that letter.
- Ask pupils to open their Pupil's Books at page 24.

1 Look and count 5 mins

- Ask pupils to look at the picture in their books. Ask What can you see? and elicit as many objects in the picture as possible (apples, bags, ball, bikes, bus, cakes, cars, trees, flowers, five (on Kareem's bag), kites).
- Say the word *fish* or write *fish* on the board. Ask *Is there a fish?* The pupils say the word and then look at the picture and answer (*No, there isn't.*). Do the same with other known words, using plurals as well as singular words, for example, *Are there any flowers?* (*Yes, there are.*).

- Say a sentence about the picture, e.g., *There are apples*. Elicit a different sentence with *There is* or *There are* from a pupil. Ask about the colour of the item(s) the pupil talks about (*What colour is it/are they?*).
- Put the pupils in pairs to make sentences with *There's/There are* ... and to ask about colour in the same way.

2 Look, listen and say 8 mins

- Ask pupils to look at the picture again. Ask *How many trees are there?* Elicit *Two*.
- Put pupils in pairs to ask and answer *How many* ... are there? Walk around the class while they are working and offer help if necessary.
- Tell pupils they can check their answers by listening to the audio. Play Track 21. Pause after each question and elicit answers from pupils before playing the answer.

Frack 21 Listen and say.

How many trees are there? There are 2 trees. How many bags are there? There are 5 bags. How many apples are there? There are 6 apples. How many buses are there? There is 1 bus. How many kites are there? There are 4 kites. How many bikes are there? There are 2 bikes. How many cakes are there? There are 4 cakes. How many chairs are there? There is 1 chair. How many balls are there? There is 1 ball.

Extra!

If there is time, pupils can draw a small picture of their own like the one in their books, with different numbers of items. They can ask and answer about their pictures in pairs.

3 Listen, look and say 8 mins

• Point to the letters *ee* and *ue* in the book and explain that these are the sounds pupils are going to learn in today's lesson. Remind the pupils that these are digraphs (pairs of letters) that together sound a bit different from the way each individual letter sounds on its own. Start with *ee*: point to the pictures of the tree and the bee and say the words slowly and clearly, emphasizing the *ee* sound. Repeat with *glue* and *blue* and the sound *ue*. Play Track 22, pausing after each section.

Track 22

Listen and look at your book.

ee tree tree ee bee bee ue glue glue ue blue blue

Now listen and say.

ee ee ee tree tree tree bee bee bee ue ue ue glue glue glue blue blue blue

Listen and say again.

ee ee ee tree tree tree bee bee bee ue ue ue glue glue glue blue blue blue

- Ask the pupils to look at the tree, bee, glue and blob of blue on the page. Walk round the room saying *Show me a tree./Show me a bee./Show me glue./Show me blue*. The pupils should point to the correct picture on their books and repeat the word.
- Write the words on the board. Ask groups, then individuals to say the word. Repeat with the picture cards.

4 Listen and number [5 mins]

- Tell the pupils that they are going to hear Muna talking about her drawing.
- Play Track 23 twice. The first time, pupils point to the words in their book and listen for the numbers. The second time, they write the numbers in the boxes next to the words, below the picture.

Track 23

Listen and number.

Muna: 1 head, 2 mouth, 3 nose, 4 knee, 5 eye, 6 arm, 7 ear, 8 hand, 9 foot

Answers:

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

Ask pupils to colour the picture if there is time.

Activity Book 4 mins

1 Match and write

- Ask pupils to open their Activity Books at page 18.
- Look at item 1 with the pupils. Ask what the picture is (*a gate*), and explain that the first letter in the word *gate* is missing. Point out that all the letters for the word are in the box. Explain that pupils have to write the missing letter each time, as in the example.
- When pupils are ready, they can complete the activity.

Answers:

- 1 g
- 2 n
- 3 1
- 4 t

Activity Book 4 mins

2 Count and write

- Ask pupils to look at the letters and to tell you which 4 letters they can see (*e*, *j*, *w*, *r*).
- Explain that they have to count the number of each of the letters then write the number in the box.

Answers:

- e 7 i 5
- r 7
- w 4

Activity Book 4 mins

3 Say and circle

- Ask pupils to open their Activity Books at page 19.
- Ask pupils what the first picture is. Elicit *a bee*. Ask what the word bee starts with. Elicit *b*.
- Explain that pupils have to circle the correct letter for each word.
- When pupils are ready, they can start completing the activity.

Answers:

- b
- р
- t
- x
- Activity Book 4 mins

4 Count and write

• Ask pupils to look at the pictures. Explain that they will count the number of each item and write the number in the box. If you feel it is necessary, point out the example and do the second one together in class.

Answers:

[apples] 4 [bees] 7 [umbrellas] 5 [elephants] 9 [hands] 6

• End the lesson the usual way.

Unit 2 Lesson 7

Learn four more digraphs: oo, th,
<i>ch</i> and <i>sh</i> .
moon, zoo, foot, book, bathroom,
three, this, that, chicken, cheese,
fish, sheep
Pupil's Book page 26
Activity Book page 20
🔂 Track 24
Alphabet posters
Picture cards: <i>moon</i> , <i>zoo</i> , <i>foot</i> ,
book, bathroom, three, this, that,
chicken, cheese, fish, sheep

Warmer 10 mins

- Greet the class.
- Spend a few minutes reviewing words the pupils have learned so far in this unit. Write some of the alphabet words on the board or use picture cards of items the pupils know and elicit the words.
- You could extend this by just writing letters on the board and asking pupils to come up, point to a letter, say the sound and say a word for that letter.
- Ask pupils to open their Pupil's Books at page 26.

1 Listen and say 25 mins

- Point to the letters *oo* in the book and explain that this is one of the digraphs (pairs of letters) pupils are going to learn in today's lesson.
 Explain to pupils that these letters together make two different sounds the /v/ as in the word *book* and the /u'./ as in the word *moon*.
- Point to the letters *th* in the book and explain that pupils are also going to learn this digraph in today's lesson. Explain to pupils that these letters together make two different sounds the /θ/ as in the word *three* and the /ð/ as in the word *thris*.
- Point to the letters *ch* in the book and explain that pupils are also going to learn this digraph in today's lesson. Explain to pupils that these letters together make the /tʃ/ sound as in the word *chair*.
- Point to the letters *sh* in the book and explain that pupils are also going to learn this digraph in

today's lesson. Explain to pupils that these letters together make the /ʃ/ sound as in the word *fish*.

Play STrack 24, pausing after each section.

Track 24

Listen and look at your book.

oo moon zoo oo moon zoo oo foot book oo foot book th bathroom three th bathroom three th this that th this that ch chicken cheese ch chicken cheese sh fish sheep sh fish sheep

Now listen and say.

00 00 00 moon moon moon zoo zoo zoo 00 00 00 foot foot foot book book book th th th bathroom bathroom bathroom three three three th th th this this this that that that ch ch ch chicken chicken chicken cheese cheese cheese sh sh sh fish fish fish sheep sheep sheep

Listen and say again.

oo oo oo moon moon moon zoo zoo zoo oo oo oo foot foot foot book book book th th th bathroom bathroom bathroom three three three th th th this this this that that that ch ch ch chicken chicken chicken cheese cheese cheese sh sh sh fish fish fish sheep sheep

- Ask the pupils to look at page 26 in their Pupil's Book. Walk round the room saying *Show me a moon/zoo/foot/book/bathroom/chicken/sheep*, etc. 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.
- To practice *this* and *that*, use a pen. Put a pen on your desk, point to it with your hand very close to the pen and say *this pen*. Move away from your desk and again point to the pen this time your hand is a lot further away. Say *that pen*.
- If pupils have understood the concept, they can do the same thing in pairs using a book. Walk around and check while they do the activity, to make sure they are using the correct words.

Activity Book 10 mins

1 Trace, match and write

- Ask pupils to open their Activity Books at page 20.
- Direct pupils to the letter pairs at the top of the page. Make the sounds for the letters be sure to make both sounds for the letters *oo* and *th*. Ask pupils to look at the pictures and tell you what they are. Tell pupils they need to complete the words for each of the pictures, using the digraphs at the top of the page.
- This can be done at home as independent learning. If so, make sure you remember to check the pupils' work at the start of the next lesson and praise their efforts.

Answers:

three cheese fish book sheep moon

• End the lesson the usual way.

Unit 2 Lesson 8

Aims:	Learn words for the classroom.
Language:	bag, bin, board, book, chair,
	clock, desk, glue, pencil case,
	pencils, pens, rubber, ruler
Materials:	Pupil's Book page 27
	Activity Book page 21
	Track 25
	Alphabet posters
	Picture cards: <i>bag</i> , <i>bin</i> , <i>board</i> ,
	book, chair, clock, desk, glue,
	pencil case, pencils, pens,
	rubber, ruler

Warmer 12 mins

- Briefly revise what pupils learned in the previous lesson.
- Ask pupils to look around the classroom and tell you the names of as many classroom items as they can.
- You can extend this by asking them to tell you the colour(s) of the items.
- If you have time, ask pupils to get up and walk round the classroom to the item they are talking about, then to point to it and say the word for the item.

1 Listen and say. Ask and answer (25 mins)

- Ask the pupils to look at page 27 in their Pupil's Book. Ask if they know the names of any of the things they can see in the picture. Some of them will remember the words from last year. Invite pupils who do remember some of the words to tell you what they are.
- Tell the pupils they are going to hear all the words on the audio. They will listen the first time and look at the items in the picture. The second time they listen, they will listen and repeat the words.
- Play **•** Track 25 for pupils to listen. Then play the track again and ask pupils to repeat the words.

Track 25 Track 25

- clock clock board board bag bag book book bin bin pencil case pencil case pencils pencils pens pens desk desk rubber rubber ruler ruler glue glue chair chair
- Hold up your book and point to the picture on page 27. Point to the board and ask *What's this?* Elicit *It's a board*. Repeat with other items in the picture.
- Put pupils in pairs so they can ask and answer in the same way about the things in the picture.

Extra!

Play a game with the classroom objects in your classroom. Ask pupils to stand up. Say the name of a classroom object and pupils have to find the object and hold it up in the air. It might be on their desk, on a shelf in the classroom, in a bag, or whatever. If pupils move around the classroom to find an object, remind them to walk slowly and not to run. Don't use *chair, desk, board* or *clock* in this game!

Activity Book 8 mins

1 Look and circle

- Ask pupils to open their Activity Books at page 21.
- Ask pupils to look at the first picture and ask *What is it?* Elicit *It's a book*. Explain that there are two words below each picture and that pupils must circle the correct one for the picture. Ask which word is circled for the first picture (*book*).

- Ask pupils to complete the activity. Walk around while they are working and give help as needed.
- This can be done at home as independent learning. If so, make sure you remember to check the pupils' work at the start of the next lesson and praise their efforts.

Answers:

book	glue	pencils	chair
rocket	bag	pens	desk
rubber			
pencil case	bin	clock	board

• Congratulate the pupils on finishing Unit 2.

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.

Healthy Food

Objectives

Listening

Unit 3

- Continue to become more familiar with the sound of English words and phrases.
- Listen to and repeat questions and answers.
- Listen to and join in with a song.
- Listen and match pictures with people.
- Respond to classroom instructions (TPR).
- Identify named objects.
- Listen and label pictures.

Speaking

- Talk about likes and dislikes.
- Ask and answer *Do you want* ...?
- Ask and answer What is it?
- Talk about food.
- Talk about being hungry or thirsty.
- Identify and name food and drink items.
- Join in a song.
- Talk about healthy food.

Skills

- Recognize the shape of the digraphs or, ie, ng, ou.
- Continue to blend letters and digraphs to form words.
- Continue working with lower-case and capital letters.
- Express likes and dislikes and say what you want and don't want.
- Continue developing pencil control and hand/eye coordination.

Word list

Lesson 1

fruit - /fru:t/ banana - /bə'na:nə/ mango - /'mæŋgəʊ/ strawberry - /'strɔ:b(ə)ri/ grape - /greɪp/ pear - /peə(r)/ watermelon - /'wɔ:tə(r),melən/ dates - /deɪts/ I like ... - /aɪ laɪk/ I don't like ... -/aɪ dəʊnt laɪk .../

Lesson 2

pears - /peə(r)z/
mangoes - /'mæŋgəʊz/
strawberries /'strɔ:b(ə)riz/
dates - /deɪts/
apples - /deɪts/
apples - /'æpəlz/
grapes - /greɪps/
pizza - /'pi:tsə/
jam - /dʒæm/
cake - /keɪk/
I like ... - /aɪ laɪk .../
I don't like ... /aɪ dəunt laɪk .../

Lesson 3

menu – /'menjuː/ sandwich – /'sæn(d)wɪdʒ/ pizza - /'pi:tsə/ burger - /'b3:(r)gə(r)/ juice - /dʒu:s/ water - /'wɔ:tə(r)/ milkshake - /'mɪlk,ʃeɪk/ He likes ... -/hi: laɪks .../ She likes ... -/ʃi: laɪks .../ What do you like? -/wpt du: ju laɪk?/

Lesson 4

a lemon – /ə 'lemən/ an orange – /æn 'brındʒ/ watermelon – /'wɔ:tə(r),melən/ cake – /keɪk/ pizza – /'pi:tsə/ ice-cream – /aɪs kriːm/ sandwich – /'sæn(d)wɪdʒ/ egg – /eg/

Lesson 5

lunchbox - /'lʌntʃ,bɒks/ sandwich - /'sæn(d)wɪdʒ/ banana - /bə'naːnə/ apple - /'æpəl/ water - /'wɔːtə(r)/ cake - /keɪk/ grapes - /greɪps/ orange – /'prındʒ/ mango – /'mæŋgəʊ/ Do you want a/an ... – /duː jʊ wɒnt ə/ən .../ Do you want some ... – /duː jʊ wɒnt səm .../ Yes, please. – /jes pliːz/ No, thank you. – /nəʊ 'θæŋk juː/

Lesson 6

pizza – /'piɪtsə/ water - /'wɔːtə(r)/ burger - / b31(r)ga(r) /juice - /dʒuːs/ cake – /keik/ sandwich -/'sæn(d)widz/ tea – /tiː/ milkshake - /'milk.feik/ ice-cream – /ais kriim/ dates - /deits/ I want a ... – /ai wont ə .../ I want an ... -/ai wont ən .../ hungry – /'hʌŋgri/ thirsty - /'031(r)sti/ Do you want a ... – /duː jʊ wɒnt ə .../ Do you want some ... -/duː jʊ wɒnt sʌm .../ Here you are. -/hīə(r) ju ar(r)/

Lesson 7

fork - /fɔ:(r)k/ popcorn - /'pɒp,kɔ:(r)n/ pie - /paɪ/ tie - /taɪ/ king - /kɪŋ/ ring - /rɪŋ/ mouth - /maυθ/ mouse - /maʊs/

Lesson 8

apple – /'æpəl/ steak – /steik/ orange – /'prindʒ/ bread – /bred/ cucumber – /'kjuːkʌmbə/ banana – /bə'naːnə/ tomato – /tə'maːtəʊ/ fish – /fɪʃ/ carrot – /'kærət/ eggs – /egz/ water – /'wɔːtə(r)/ chicken – /tʃikin/ rice – /rais/ cheese – /tʃiːz/

Unit 3 Lesson 1

Aims:	Learn words for fruit.
	Use singular and plural nouns.
	Talk about fruit using <i>I like</i>
	and I don't like
Language:	I like fruit, banana, mango,
	strawberry, grapes, pear,
	watermelon, dates, I like,
	I don't like
Materials:	Pupil's Book page 30
	Activity Book page 22
	Tracks 26 and 27
	Alphabet posters
	Picture cards: <i>banana</i> , <i>mango</i> ,
	strawberry, grapes, pear,
	watermelon, dates
	real fruit (optional)

Warmer 8 mins

- Start by revising some of the words pupils learned in Unit 2.
- Ask the pupils for food and drink words that they already know. Hold up picture cards to help present the language. Ask pupils to open their books at page 30.
- Hold up real fruit, picture cards or Pupil's Book page 30 and ask what kinds of foods are shown. Explain they are all *fruit*. Talk about what kind of fruit the pupils eat most often.
- Present the new vocabulary.

1 Listen and say 10 mins

- Tell the pupils to look at their books, listen and point to the correct fruit in the picture as they hear the word. Point out that they will hear two words for most of the pictures the singular form for one of the fruit, and the plural form for more than one of the fruit. Tell pupils that sometimes the plural is used more often, such as *grapes* and *dates*.
- Play **W** Track 26.
- Play the track again and ask pupils to repeat each word. You can do this chorally or individually.

Track 26 Track 26

- banana bananas mango mangoes grape grapes date dates pear pears strawberry strawberries watermelon
- Hold up real fruit or picture cards of the fruits in turn and elicit the name from the whole class, then groups, then individuals. Correct the pronunciation of date(s) and grape(s) if necessary (each word has just one syllable).
- Talk about the colours of the fruits. Ask *What colour is the [banana]?*

2 Listen, look and say 10 mins

- Hold up Pupil's Book page 30 and say Look at the picture. Ask Who's this? Elicit the names of the characters in sequence, from left to right. They are Al-Hadi's mother/mum, Al-Hadi, Kareem, Adam, Al-Hadi's father/dad and Muna. Say and explain What is Al-Hadi eating? Elicit a pear. Ask the same question about the other characters.
- Ask the pupils to guess what Al-Hadi is saying. Mime eating and say *Mmm. I like pears*. Exaggerate how much you are enjoying it. Elicit the meaning of *I like*. Mime *I don't like* with another known fruit.
- Introduce the listening activity. Tell the pupils that they have to answer the question Who is it? when they hear someone say I like ... or I don't like ... Read or play Track 27. If necessary, play it twice.

Track 27

Listen and say.

- Dad: I like watermelon. Muna: I like oranges.
- Muna: I like oranges. Al-Hadi: I like pears.
- Mum: I like dates.
- Kareem: I don't like bananas.
- Adam: I like grapes.

 Hold up Pupil's Book page 30. Use all the fruit on the page to practise talking about what you like or don't like. For example, say *I like strawberries*. *I don't like pears*. *I like dates*. *I don't like mangoes*. *I like bananas*. *I don't like watermelon*. Ask the pupils to give you the names of more fruit they know (e.g., apples).

3 Look and say 5 mins

- Put the pupils in pairs to tell each other about their likes and dislikes. Walk around the class and elicit sentences from as many pupils as possible.
- Hold up a fruit (or picture card or page 30) and ask *Who likes [grapes]?* Ask the pupils to raise their hand if they like the fruit.

Activity Book 6 mins

1 Match the words

- Ask pupils to open their Activity Books at page 22.
- Ask pupils to look at the pictures and put their hands up if they can tell you any of the words.
- Point out that the words for each picture are also on the page. Draw attention to the example line.
- Ask pupils to complete the activity by drawing lines to match the words to the correct pictures.

Answers:

bananas	apples	mangoes	dates
grapes	watermelon	strawberries	pears

Activity Book 6 mins

2 Colour, count and write the numbers

- Ask pupils to tell you the names of the fruit (*bananas, grapes, pears, strawberries, mango* and *dates*).
- Ask them to colour the pictures then count how many of each fruit and write the number in the box next to each picture.

Answers:

bananas 5 grapes 10 pears 2 strawberries 4 mango 1 dates 6

- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 3 Lesson 2

Aims: Revise fruit using a song. Language: I like ... I don't like ... Materials: Pupil's Book page 31 Activity Book page 23 Track 28 Alphabet posters Picture cards: fruit and food items real fruit (optional), cuddly toy, pieces of blank paper

Warmer 10 mins

- Play *Pictionary*: divide the class into groups of 5/6. On the board begin to draw the outline of a fruit from Lesson 1. Make the drawing big and add to it gradually. The first group to guess the fruit correctly gets a point.
- Give out pieces of blank paper. Pupils can play this game themselves in small groups or pairs.
- Ask pupils to open their books at page 31.

1 Listen and sing 10 mins

- Tell the pupils they are going to learn a song about fruit.
- Play Track 28 the first time for pupils to listen. They could put their hands up if they hear the name of a fruit they like. Play the track again and ask pupils to join in.

Unit 3 Healthy Food

Frack 28 Listen and sing.

Pears and mangoes. Pears and mangoes. Strawberries and dates. Strawberries and dates. Apples are my favourite. Apples are my favourite. I like grapes. I like grapes.

- Play the song again and encourage the pupils to hum the tune.
- Sing or play the first two lines. Pause for the pupils to repeat.
- Repeat with every two lines.
- Play the song for the pupils to join in.

2 Say 15 mins

- Tell the pupils your favourite fruit again.
- Choose a pupil in the class and ask *What's your favourite fruit?* Ask different pupils the same question.
- Elicit the names of food items in the pictures. Elicit more examples of foods pupils know using picture cards.
- Refer the pupils to the speech bubbles and pictures at the bottom of page 31. Read the first speech bubble together. Choose a confident pupil and say *I like [apples]*. Elicit either *Yes* (for like) or *No* (for dislike). Practise in open class with 4 or 5 pupils.
- Put pupils in pairs. Pupils practise saying what food they like and don't like.
- Pupils can ask and answer: put the pupils in new pairs. The first pupil says the name of a food, for example *Dates?* The second pupil says either *I like dates*. or *I don't like dates*.

Extra!

Play a game: hold up a cuddly toy or an object from the classroom (or a piece of real fruit if you have some). Explain that the pupils are going to pass the object to one another while the music is playing. Then, when you stop the music, the pupil with the object says a sentence. For example, *Hello. I'm* [name]. I like [bananas]. or I don't like [dates]. If you don't have music to play, say Stop after the pupils have been passing the object around for a short time.

Activity Book 5 mins

1 Tick (\checkmark) and say

- Ask pupils to open their Activity Books at page 23.
- Ask pupils to look at the pictures and put their hands up if they can tell you any of the words.
- Read the words *I like ...* and say *I like jam*. Invite pupils to say a sentence about one of the things on the page that they like. Then ask pupils to complete the activity: they tick the boxes next to the items they like. Monitor to make sure everyone is managing and provide support as necessary.
- Invite pupils to say sentences about the things they like. They can do this in pairs or individually.

Activity Book 5 mins

2 Write and copy

- Explain that there are letters missing from the first sentence in each speech bubble, but point out that both words (*bananas* and *grapes*) are at the top of the exercise for pupils to see. Ask pupils to complete the words then copy the sentences.
- Ask pupils to show you their work. Praise their efforts.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 3 Lesson 3

Learn food and drink vocabulary.
Listen for specific information.
Talk about what others like.
sandwich, pizza, burger, juice,
water, milkshake, I like He/She
ikes
Pupil's Book page 32
Activity Book page 24
Tracks 29 and 30
Alphabet posters
Picture cards: food items

Warmer 5 mins

- Greet the pupils.
- Revise food and drink words by drawing on the board and asking pupils to say the words. Or if your pupils are confident enough, invite them to come up and draw an item on the board for their classmates to guess.
- Say Open your Pupil's Books at page 32.

1 Listen and say 11 mins

- Ask pupils to look at the menu and make sure they know what a *menu* is.
- Tell pupils they are going to hear the words for the items on the menu. Tell them you will play the track twice. Ask them to listen the first time then listen and say the second time. Play
 Track 29 twice.

Track 29

- Listen and say. sandwich sandwich
- pizza pizza burger burger juice juice water water milkshake, milkshake

Extra!

Put pupils in pairs. They take turns to point to one of the pictures on the menu. The other pupil says the word.

2 Listen, match and say 15 mins

- Ask pupils to look at the pictures at the bottom of the page. Tell them they are going to listen to some sentences about what foods these children like. Elicit what each item of food and drink is, e.g., *Number 1*, *What is it? (a burger)*.
- Play **•** Track 30 for pupils to listen and look at the pictures. Play the track again and ask pupils to say the correct number.

Frack 30 Listen, match and say.

She likes sandwiches. She likes milkshake. He likes pizza. She likes juice. He likes burgers. He likes water.

Answers:

She likes sandwiches. 2 She likes milkshake. 6 He likes pizza. 5 She likes juice. 3 He likes burgers. 1 He likes water. 4

Now explain that you will say the number of a picture and you want the pupils to say *He likes* ... or *She likes* ... Say *Number* 2. The pupils reply with *She likes sandwiches*. Try to ask every pupil in the class.

Note: Tell the pupils that if the food is countable in English we add an *s* on the end. If it is something you cannot count we don't add an *s*. Say *She likes sandwiches, but He likes water*. Emphasize the *s* (pronounced /iz/) on the end of *sandwiches*.

Activity Book 6 mins

1 Write the letters

- Ask pupils to open their Activity Books at page 24.
- Ask pupils to look at the first item. Ask them what the picture is (*a pizza*). Draw their attention to the example and the added letter *i*.

- Explain that pupils need to look at the picture then complete the words by writing the missing letter for each one.
- When pupils are ready, ask them to complete the activity.
- Give pupils praise and encouragement for the work they have done.

Answers:

- 1 pizza
- 2 burger
- 3 cake
- 4 water
- 5 mango
- 6 pear

Activity Book 8 mins

2 Write the word

- Ask pupils to look at the first sentence. See if they can read it to you.
- Explain that pupils need to write *like* or *likes* in each gap to complete the sentences. Remind them that we use *likes* when we are talking about one other person (*he, she, mum,* etc.).
- When pupils are ready, ask them to complete the activity.

Answers:

- 1 like
- 2 likes
- 3 likes
- 4 like
- 5 likes
- 6 likes
- End the lesson the usual way.

Unit 3 Lesson 4

Aims:	Learn food and drink vocabulary.
	Listen for <i>a</i> and <i>an</i> .
Language:	lemon, cake, ice-cream, orange,
	pizza, sandwich, watermelon, egg
Materials:	Pupil's Book page 33
	Activity Book page 25
	Tracks 31 and 32
	Alphabet posters
	Picture cards: <i>cake</i> , <i>ice-cream</i> ,
	orange, lemon, pizza, sandwich,
	watermelon, egg

Warmer 6 mins

- Briefly revise what pupils learned in the previous lesson.
- Play a game: *The Alphabet Circle*. Explain the game: you will say the name of a letter, the first pupil should try to think of a word beginning with that letter (e.g., *b ball*), the next pupil should say another word beginning with *c* (they can look at the alphabet posters for help), and so on around the class. If a pupil cannot think of a word, they miss a turn and the next pupil tries.
- Ask pupils to open their Pupil's Books at page 33.

1 Listen and say a or an 8 mins

- Ask pupils to look at the pictures at the top of the page. Ask *Who can you see?* Elicit *Al-Hadi and Adam.* Ask *Where are they?* Elicit or say *In the kitchen.*
- Hold up the picture cards for cake, ice-cream, orange, lemon, pizza, sandwich, watermelon, and egg and ask *What's this?* Elicit *It's a [cake]*. Do the same with the other words. Emphasize *It's an orange*.

Note: Do not go into detail about vowels and consonants here, but write the vowels on the board (*a*, *e*, *i*, *o*, *u*) and let pupils practise saying *an apple*, *an egg*, *an ice-cream*, *an orange*, *an umbrella*. It is easier to say '*an apple*' than it is to say '*a apple*' – you might like to show them this.

- Tell pupils to look at the first activity again on page 33. Explain that they should listen and repeat.
- Play **•** Track 31 through once and let pupils point to the items they hear. Play the track again pausing for pupils to repeat each sentence.

🗑 Track 31

Listen and say a or an.

It's a lemon. It's an orange. It's a watermelon.

It's a cake.

It's an ice-cream.

It's a sandwich.

It's a pizza.

• Pupils practise in pairs, saying *It's a* _____./*It's* an _____.

2 Listen and tick (\checkmark). Is it a or an? 10 mins

- Tell pupils to look at the second activity on Pupil's Book page 33 and, working in pairs, decide whether to tick *a* or *an*.
- Play **•** Track 32. Pupils listen and check.

🐼 Track 32

Listen and tick. Is it a or an?

a cake an ice-cream a watermelon a pizza an orange an egg

Extra!

- Write words on the board that pupils know and which start with a vowel (*apple*, *egg*, *ink*, *insect*, *astronaut*, *elephant*, *umbrella*, *olive*), but mix them up with any other words the pupils know (e.g., *ball*, *duck*, *watch*, *rocket*, *house*, *king*, *plane*, etc.).
- Invite pupils to come to the board to write either *a* or *an* in front of one of the words.

Activity Book 8 mins

- 1 Write and say
- Ask pupils to open their Activity Books at page 25.
- Explain that pupils will need to write *a* or *an* in front of each word.
- When pupils are ready, they can start completing the activity. Walk around the class to monitor and offer help where necessary.

Answers:

an orange	a banana
a watermelon	a mango
an apple	an ant
a pear	a strawberry
an ice-cream	a lemon

Activity Book 5 mins

2 Answer

- Ask pupils to look at the picture and to put up their hand if they know what the word is, but not to say the word. Ask pupils to write the word on the line. Remind them to write *a* or *an* before the word.
- Walk around the class to monitor and offer help where necessary.

Answer:

an apple

Activity Book 8 mins

3 Look, read and circle

- Ask pupils to look at the example. Explain that for each picture, there are 3 words. Pupils have to circle the correct word for the picture. Ask them to complete the activity.
- Walk around the class to monitor and offer help where necessary.

Answers:

- 1 burger
- 2 milk
- 3 grapes
- 4 mango
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 3 Lesson 5

Aims:	Learn food and drink vocabulary.
	Offer food and drink.
	Read food words.
	Find words in a wordsearch.
	Listen for information.
Language:	Do you want? Yes, please.
	No, thank you. In my lunchbox
	there is
Materials:	Pupil's Book pages 34 and 35
	Activity Book page 26
	Tracks 28 (from Lesson 2), 33,
	34 and 35
	Alphabet posters
	Picture cards: food and fruit items

Warmer 6 mins

- Briefly revise what pupils learned in the previous lesson.
- See if pupils can remember the words of the fruit song they sang in Lesson 2. Play **P** Track 28

for them to listen to the song again and join in if they can.

Track 28

Listen and sing.

Pears and mangoes. Pears and mangoes. Strawberries and dates. Strawberries and dates. Apples are my favourite. Apples are my favourite. I like grapes. I like grapes.

- Pupils work in pairs and add new words for fruit or food – demonstrate some examples: *I like jam, I like cake, I like pizza, I like milkshake*, etc.
- Give pupils a few minutes to think of their new words to the song. Go around the class taking examples.
- You might like to write some examples on the board and put together a song with all new words for the class to sing.

1 Listen and say 5 mins

- Hold up page 34. Point to the picture. Ask where Muna and Kareem are (*in the kitchen*). Ask pupils to tell you what is happening Muna is offering an orange to Kareem. Ask the pupils to guess what Muna is saying. Then read out the words in Muna's speech bubble: *Do you want an orange?* Explain the question. See if the pupils can guess what Kareem says and read out the answer *No, thank you*. Ask the pupils what Kareem will say if he wants something (*Yes, please.*).
- Ask the pupils to name the other food items in the picture. Explain that the pupils are going to hear Muna talking to Kareem. Tell the pupils to listen for the thing Kareem wants.
- Read or play **6** Track 33.

Frack 33 Listen and say.

Muna: Do you want a mango? Kareem: No, thank you. Muna:Do you want an orange?Kareem:No, thank you.Muna:Do you want an apple?Kareem:No, thank you.Muna:Do you want a sandwich?Kareem:No, thank you.Muna:Do you want an ice-cream?Kareem:Yes, please! I like ice-cream!

• After eliciting the food that Kareem wants (*an ice-cream*), repeat the recording for the pupils to listen and check.

2 Ask and answer 5 mins

- Read the speech bubble text with the class.
- Hold up the picture card for *apple*. Offer the card to one of the pupils and say *Do you want an apple?* If the pupil says *Yes, please.* he/she takes the picture card. If he/she says *No, thank you.* ask a different pupil.
- Continue to offer picture cards of single food items to pupils (e.g., mango, orange, apple, pear).
- Put pupils in pairs and ask them to continue asking and answering, using food words they have learned. Move around the class to monitor the activity. Make sure that the pupils use *a/an* correctly.

3 Listen, say and find 7 mins

- Ask pupils to open their books at page 35. Tell pupils they are going to hear Muna talking about what is in her lunchbox. As pupils listen, ask them to point to the items on the page.
- Play **P** Track 34.

W Track 34 Listen, say and find.

Muna: In my lunchbox there is a sandwich, an apple and a banana, a cake and some water.

- apple and a banana, a cake and some water. Yummy!
- Play the track again and walk around the class to make sure pupils are pointing at the correct pictures.

4 Listen, look and read 7 mins

- Talk about what pupils have for lunch. Do they take lunch from home to school? What sort of food and drink to they take? Discuss. Talk about how they carry the food to school (in a lunchbox). Ask pupils to read what Muna says is in her lunchbox. They have heard this on the audio twice, so might be able to read or remember the words now. Give support if necessary.
- Discuss whether pupils can choose what they want to have in their lunchbox (if they have one) or what they would choose if they could.
- Ask What food can you see? Elicit apple, banana, cake, sandwich, water.
- Tell the pupils to listen to the conversation and remember what Muna has in her lunchbox.
- Play **•** Track 35 twice. Play the track a third time, pausing after each line for pupils to repeat.

🗑 Track 35

Listen and say.

Mummy: Muna, I am doing your lunchbox. Do you want a banana?

- Muna: Yes, please. And an apple?
- Mummy: Yes. Do you want a sandwich?
- Muna: Yes, please, with cheese.
- Mummy: Yes, cheese and tomato. Do you want some water?
- Muna: Yes, please. And a cake?
- Mummy: Yes. A little pink cake!
- Muna: Thank you, Mum.
- Ask *What's in Muna's lunchbox?* Suggest food words and get pupils to say *Yes* if the food is in Muna's lunchbox, and *No* if it isn't.
- Play **•** Track 35 again. This time ask pupils to join in where they can.

5 Ask and answer 5 mins

- Ask pupils to look at page 35 and point to the fruit stall at the bottom of the page.
- Put pupils in pairs and ask them to name all the fruit they can see (*watermelon*, *grapes*, *mangoes*, *lemons*, *dates*, *apples*, *bananas*, *oranges*, *strawberries*).

- Direct pupils to the man and elicit what he is saying. Practise chorally saying *Do you want [a watermelon/a banana/an apple/some grapes]?* Substitute different fruits each time.
- Put pupils in pairs to practise asking and answering.

Activity Book 5 mins

- 1 Find these words
- Ask pupils to open their Activity Books at page 26.
- Ask pupils to look at the pictures and explain that they need to find the words for the pictures in the wordsearch grid. Draw their attention to the example (*burger*).
- Ask the pupils to complete the activity.

Answers:



Activity Book 5 mins

2 Ask and answer

- Put the pupils in pairs to do the activity. They ask their partner if they want the items in the pictures and they put a tick (for *Yes*) or a cross (for *No*) in the box.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 3 Lesson 6

Aims:	Listen for information.
	Complete a table.
	Say what you want.
	Listen to and repeat
	a conversation.
	Make, accept and reject offers.
Language:	food and drink words, I'm hungry/
	thirsty. I'm not hungry/thirsty. Do
	you want a? Yes, please. No,
	thank you. Here you are.
Materials:	Pupil's Book pages 36 and 37
	Activity Book page 27
	Fracks 36 and 37
	Alphabet posters
	Picture cards: <i>apple</i> , <i>orange</i> ,
	mango, sandwich, milk, tea, juice,
	water, burger, pizza, ice-cream
	and other known food and drink
	as required; real fruit (optional)

Warmer 5 mins

- Revise some of the fruit words and the language pupils have learned by holding up one of the fruit picture cards/pieces of fruit and ask a pupil *Do you want a/an ...?* Make sure that you use some pictures that start with a vowel to practise *an*. (You could offer items from around the classroom for more practice.)
- Tell the pupils to pass the items or picture cards around the class and practise offering and accepting them. (You can put the pupils in small groups if you prefer.)
- Move around the class to monitor the activity.
- Ask pupils to open their Pupil's Books at page 36.

1 Listen and match [10 mins]

- Hold up Pupil's Book page 36. Talk about if pupils go to a café. Ask them when they might go to a café (*for a special occasion, a party*, etc.). Point to the pictures.
- Put pupils in pairs to name all the items they can see in the pictures (burger, water, sandwich, milkshake, ice-cream, pizza, juice, cake, tea, dates).

- Tell the pupils to listen to the conversation. Look at the table, read out the names and get pupils to point. Ask pupils what foods there are (*burger*, *pizza*, *sandwich*, *ice-cream*, *orange*).
- Read or play **•** Track 36.

😡 Track 36

Listen and match.

Dad:	OK. Here we are. Are you
	all hungry?
Children:	Yes!
Dad:	Kareem, what do you want?
Kareem:	A pizza and an ice-cream, please.
Dad:	Yes. And Adam, what do you want?
Adam:	A sandwich and an orange, please.
Mum:	Yes, Adam a sandwich and an
	orange. Al-Hadi, what do
	you want?
Al-Hadi:	A burger and an ice-cream, Mum.
Mum:	Yes, and Muna?
Muna:	A sandwich and an ice-cream.
Mum:	Yes.
Children:	What do you want, Mum
	and Dad?
Mum and Dad:	A sandwich, please.
Children:	Yes!

- Explain that pupils are going to listen again. This time they should put a tick in the table to show which food each person chooses. You might like to draw the table on the board and use picture cards for the food items in the top row. Show pupils how to put a tick in the correct boxes for each person. Do one together (Kareem a pizza and an ice-cream).
- Play **•** Track 36 again, pause after each person says what they want to give pupils time to think and tick the boxes.
- Class check. Play the track again if necessary.

Answers:

Muna – a sandwich and an ice-cream Adam – a sandwich and an orange Kareem – a pizza and an ice-cream Al-Hadi – a burger and an ice-cream

2 Look and say 6 mins

• Put pupils in groups of six. Pupils decide who they are (Al-Hadi, Muna, Mum, Dad, Kareem and Adam).

- Start by taking the role of Dad and starting off the conversation with confident pupils. Prompt as necessary.
- Pupils act out the conversation. Remind them to look at the table for help. Monitor and prompt as necessary. Try not to interrupt pupils when they are talking; it is better that they try and make mistakes than not speaking at all.

3 Listen, look and say 7 mins

- Ask pupils to look at page 37.
- Ask Who can you see in the pictures? Elicit *Al-Hadi*, *Mum* and *Kareem*. Ask what Mum is giving Al-Hadi in Picture 2 and elicit *a sandwich*. Ask what she is giving Al-Hadi in Picture 4 and elicit *juice*.
- Tell the pupils to look at Picture 1. Ask if anyone can tell you what Al-Hadi is saying. Elicit *I'm hungry*. Use Picture 3 in the same way to elicit *I'm thirsty*.
- Ask pupils what Mum gives Kareem. They will say nothing. Ask why Mum hasn't given Kareem a sandwich or some juice get pupils to look at Picture 2 and together read what Kareem says.
- Tell the pupils they are going to hear the conversation between Al-Hadi, Kareem and their mother. Tell the pupils to listen and repeat.
- Play **•** Track 37.

Track 37

Listen, look and say.

Al-Hadi: I'm hungry.Mum: Do you want a sandwich?Al-Hadi: Yes, please.Al-Hadi: Thank you.Kareem: I'm not hungry.

Al-Hadi: I'm thirsty.Mum: Do you want some juice?Al-Hadi: Yes, please.Mum: Here you are.Al-Hadi: Thank you.

• Play the track again and pause after every line for pupils to repeat. Remind pupils to listen carefully because not every line is printed on the page.

4 Ask and answer 7 mins

- Put the pupils in two groups to practise the dialogue in the speech bubbles at the bottom of page 37. Practise it with the whole class first, then in open-class pairs with confident pupils, then in pairs. Show the picture card *sandwich* to elicit *I'm hungry*.
 - P1: I'm hungry.
 - P2: Do you want a sandwich?
 - P1: Yes, please.
 - P2: Here you are.
 - P1: Thank you.
- Swap the pairs so that P1 asks the question. Use the picture card *pizza*.
- Repeat the activity for *I'm thirsty*. Use the picture cards *juice* and *milkshake* or *water*.
 P1: *I'm thirsty*.
 - P2: Do you want some juice?
 - P1: Yes, please.
 - P2: Here you are.
 - P1: Thank you.

Note: You might want to explain that we use *some* with liquids like *juice*, *milk* and *water* because we can't count them, and that we use *a*/*an* with things we can count, like *a sandwich*. However, you might just want to teach it as *some juice*, *some milk*, *some water*, without direct reference as to why.

Activity Book 5 mins

1 Match and write. What do Muna and Al-Hadi want?

- Ask pupils to open their Activity Books at page 27.
- Ask pupils to look at what Muna and Al-Hadi are saying. Draw their attention to the example line and explain that as Muna is hungry, she wants something to eat, not something to drink.
- Explain that pupils have to join the children to the food or drink items they want.
- When pupils are ready, they can start completing the activity.

Answers:

Muna: sandwich, pizza, grapes Al-Hadi: juice, water

Activity Book 5 mins

2 Complete

- Ask pupils to read the words in the box or read them out and ask pupils to repeat. Explain that pupils need to complete the sentences in the speech bubbles using the words in the box. Remind them that the sentences are all sentences they have heard in this lesson.
- When pupils are ready, they can complete the activity. Walk around and offer help as necessary.

Answers:

Do you want some juice? Yes, please. Here you are. Thank you.

• End the lesson the usual way.

Unit 3 Lesson 7

Aims:	Learn four more digraphs: or, ie,
	<i>ng</i> and <i>ou</i> .
Language:	fork, popcorn, pie, tie, king, ring,
	mouth, mouse
Materials:	Pupil's Book page 38
	Activity Book page 28
	Track 38
	Alphabet posters
	Picture cards: fork, popcorn, pie,
	tie, king, ring, mouth, mouse plus
	a selection of cards from the unit

Warmer 8 mins

- Greet the class.
- Spend a few minutes revising words the pupils already know. Write some of the alphabet words on the board or use picture cards of items the pupils know and elicit the words.
- You could extend this by just writing letters on the board and asking pupils to come up, point to a letter, say the sound and say a word for that letter.
- Ask pupils to open their Pupil's Books at page 38.

1 Listen and say 22 mins

- Point to the letters *or* in the book and explain that this is one of the digraphs (pairs of letters) pupils are going to learn in today's lesson. Explain to pupils that these letters together make the /ɔː/ sound as in the word *fork*.
- Point to the letters *ie* in the book and explain that pupils are also going to learn this digraph in today's lesson. Explain to pupils that these letters together make the /aɪ/ sound as in the word *pie*.
- Point to the letters *ng* in the book and explain that this is another of the digraphs pupils are going to learn in today's lesson. Explain to pupils that these letters together make the /ŋ/ sound as in the word *king*.
- Point to the letters *ou* in the book and explain that pupils are also going to learn this digraph in today's lesson. Explain to pupils that these letters together make the /au/ sound as in the word *mouth*.
- Play **W** Track 38, pausing after each section.

Track 38

Listen and look at your book.

or fork popcorn or fork popcorn ie pie tie ie pie tie ng king ring ng king ring ou mouth mouse ou mouth mouse

Now listen and say.

or or or fork fork fork popcorn popcorn popcorn ie ie ie pie pie pie tie tie tie ng ng ng king king king ring ring ring ou ou ou mouth mouth mouth mouse mouse

Listen and say again.

or or or fork fork fork popcorn popcorn popcorn ie ie ie pie pie pie tie tie tie ng ng ng king king king ring ring ring ou ou ou mouth mouth mouth mouse mouse

- Ask the pupils to look at page 38 in their Pupil's Book. Walk round the room saying *Show me a fork/tie/pie/king/ring/mouth/mouse* or *Show me some popcorn*. The pupils should point to the correct picture, either in their books or display the picture cards on the board for pupils to repeat the words.
- Make sure the pronunciation is correct. Ask groups, then individuals to say the words.
- Put pupils in pairs and ask them to take turns to point to the pictures on the page; their partner says the word. Walk around and check while they do the activity, to make sure they are using the correct words.

Activity Book 8 mins

1 Trace

- Ask pupils to open their Activity Books at page 28.
- Direct pupils to the letter pairs at the top of the page. Make the sounds for each letter pair or digraph. Ask pupils to repeat the sounds after you. Then ask pupils to trace the letters.
- Walk around the class as they work. Praise their efforts.

Activity Book 7 mins

- 2 Copy and complete
- Point out the letter pairs on the left and make sure pupils know they are the same letter pairs as in activity 1.

• Explain that pupils need to copy the letters to complete the words. Ask them to complete the activity. Walk around while they work and help as necessary.

Answers:

fork tie ring

- mouse
- End the lesson the usual way.

Unit 3 Lesson 8

Aims:	Learn about healthy food.
Language:	healthy, plate, apple, bread, fish,
	chicken, orange, banana, eggs,
	cheese, steak, cucumber, carrot,
	rice, tomato, water
Materials:	Pupil's Book page 39
	Activity Book page 29
	Track 39
	Alphabet posters
	Picture cards: <i>healthy</i> , <i>plate</i> ,
	apple, bread, fish, chicken,
	orange, banana, eggs, cheese,
	steak, cucumber, carrot, rice,
	tomato, water

Warmer 5 mins

- Greet the class.
- Revise some of the words pupils have learned by spending a few minutes asking pupils to tell you what food and drink words they already know (e.g., *cheese, fish, apple, orange, tomato, burger, sandwich, juice, milkshake, tea, water*). Write their suggestions on the board if any pupils are confident enough, invite them to the front to write one of the words on the board.
- Ask pupils what their favourite food and drink is from the list on the board.
- Explain that pupils are going to learn about healthy food in today's lesson.
- Ask pupils to open their books at page 39.

1 Ask and answer 15 mins

- Ask pupils to look at the picture of the healthy plate. Say *healthy plate* and ask pupils to repeat.
- To show what *healthy* is, draw a burger and some chips on the board. Say *Healthy?* and shake your head, saying No. Draw an apple on the board and say *Healthy?* Nod your head and say *Yes*. Explain that healthy food is good for our bodies. It gives us energy and keeps us well.
- Ask pupils to look at the picture again and to tell you the name of any of the food in the picture that they know. You could vary this by writing some of the food words on the board, leaving out a few letters, then ask pupils to say the words.
- Ask pupils to look at the example speech bubbles below the healthy plate. Read through the text together.
- Say My healthy plate has a banana, some fish, an egg and some water. What do you have on your healthy plate? Choose a pupil and see if he or she can tell you one thing on their healthy plate.
- Put the pupils in pairs to ask and answer about their healthy plates as in the example.

2 Listen and tick (\checkmark)

- Ask pupils to look at the pictures and the words. Ask them to tell you one of the words. Go around the class asking different pupils each time.
- Explain that pupils will hear two boys talking about their healthy plates. Pupils tick the boxes next to the food words they hear on the audio.
- Play **•** Track 39. This time ask pupils to listen. Play the track again and ask pupils to listen carefully and tick the food as they hear them. Play the track a third time for pupils to check their answers.

Track 39

Listen and tick.

- Boy 1: What do you have on your healthy plate?
- Boy 2: I have an apple, a carrot, rice, chicken and some water. What do you have?
- Boy 1: I have an orange, cheese, a tomato and some bread. Oh, and I have water.

Unit 3 Healthy Food

Answers:

Pupils should tick: apple, carrot, rice, chicken, water, orange, cheese, tomato and bread

Activity Book 15 mins

1 Look and write

- Ask pupils to open their Activity Books at page 29.
- Explain the activity there are three columns of foods, one for fruit/vegetables, one for meat/ fish, and one for other foods. Pupils need to look at the pictures and the words, then trace the missing letters of the words.
- Walk around the class while pupils are working to give support and to praise their work.
- When pupils have finished, read through all the words together.
- Congratulate the pupils on finishing Unit 3.

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.

My Home

Objectives

Listening

Unit 4

- Continue to show progress imitating pronunciation.
- Carry out classroom instructions and commands (TPR).
- Listen to say where things are, using prepositions.
- Identify pictures described in phrases and short sentences.

Speaking

- Learn and use words to talk about houses.
- Talk about possessions using *I have* ... and *I have a* ...
- Say where people and things are, using prepositions.
- Ask and answer Where's the ...?
- Talk about what's in your bedroom.
- Ask and answer What can you see?
- Talk about differences between pictures.
- Sing a song.

Skills

- Learn prepositions to talk about where people and things are.
- Learn three more digraphs, oi, ar, er.
- Continue to blend letters and digraphs to form words.
- Continue working with lower-case and capital letters.
- Continue developing pencil control and hand/eye coordination.

Word list

Lesson 1

bin - /bɪn/ fish - /fɪʃ/ car - /ka:r/ kite - /ka:r/ bus - /bʌs/ net - /net/ duck - /dʌk/ chair - /tʃeə/ laptop - /'læp,tɒp/ Where's the car? -/weə(r)z ðə ka:?/ On the mat. -/ɒn ðə mæt/

Lesson 2

in - /in/on - /pn/under $- / \ln r d_{\theta}(r) /$ The balls are under the hat. -/ðə bɔːlz aː(r) 'ʌndə(r) ðə hæt/ The ball is on the hat. – /ðə boːl ɪz ɒn ðə hæt/ The balls are in the hat. -/ðə bɔːlz aː(r) ın ða hæt/ The balls are on the hat. -/ðə bɔːlz aː(r) pn ðə hæt/

Lesson 3

Where's ...? – /weə(r)z ...?/ In the dining room – /In ðə 'daınıŋ ,rum/ sitting room -/'sitin .rum/ bedroom - /'bedruːm/ $bathroom - / bat\theta.rum/$ kitchen – /'kɪtʃən/ garden - / 'gai(r)d(a)n /Where's the ball? – /wea(r)z ða boxl?/ It's under the table. – /its 'ʌndə(r) ðə 'teib(ə)l/ Where are the mangoes? -/weə(r) aː(r) ðə 'mæŋgəʊz?/ They're on the table. -/ðeə(r) vn ðə 'teɪb(ə)l/ kite – /kaɪt/ cake – /keik/ chairs $-/t e_{\bar{r}}/z/$ grapes - /greips/

Lesson 4

next to - /nekst tu:/ between - /bi'twiin/ in - /in/on - /vn/ under $- / \ln r d_{r} / \ln r$ wardrobe -/'wɔː(r)drəʊb/ book - /buk/ shelf - /ʃelf/ picture - /'piktfə(r)/ lamp - /læmp/skates - /skeits/ bed - /bed/ bin – /bɪn/ trainers - /'treinə(r)z/ laptop (computer) – /'læp,tøp (kəm'pjuːtə(r))/

Lesson 5

This is the way we ... – /ðɪs ɪz ðə weɪ wiː .../ The keys are under the chair. – /ðə kiːz aː(r) '∧ndə(r) ðə t∫eə(r)/ The lemons are on the table. – /ðiː 'lemənz aː(r) ɒn ðə 'teɪb(ə)l/

Lesson 6

What can you see? -/wpt kən uː siː?/ I can see a bag. -/aɪ kən siː ə bæg/ Where's the ball? -/weə(r)z ðə bɔːl?/ It's under the table. -/ɪts 'ʌndə(r) ðə 'teɪb(ə)l/

Lesson 8

point - /point/ oil – /ɔɪl/ star - / star(r) /tiger - /'taɪgə(r)/ water - /'wɔːtə(r)/ I have a ... – /aɪ hæv ə .../ I have ... – /aɪ hæv .../ books - /buks/ skates – /skeits/ car - /kar/ dates - /derts/ clock - /klpk/ kite – /kaɪt/ bus - /bAs/ ball – /bɔːl/ grapes - /greips/

Unit 4 Lesson 1

Aims:	Practise prepositions in, on, under.
	Talk about where things are.
	Practise word recognition.
Language:	in, on, under
	Where's [the car]? On [the mat].
Materials:	Pupil's Book page 42
	Activity Book page 30
	Alphabet posters
	Picture cards: home, bedroom,
	bed, desk, bin, fish, car, kite, bus,
	net, duck, chair, laptop, mat
	blank paper and coloured pencils
	for posters (optional)

Warmer 8 mins

- Revise words the pupils have learned so far by playing a word association game. Start by saying a word pupils know well, for example *red*. Say the word and see if anyone responds (a pupil might say *blue* for example). If so, encourage other pupils to continue with known colours. If no one responds, then prompt by saying another colour.
- Continue the game using other known words, for example: classroom objects (*pen, pencil*, etc.), parts of body (*leg, arm, hand*, etc.).
- You can use this game regularly to begin a lesson. You can add to the word groups you use as the pupils learn new vocabulary.

1 Read and tick (\checkmark) or cross (X) 10 mins

- Say Open your Pupil's Books at page 42. Elicit which room it is (*a bedroom*). Play 'find and point' you say a word of something in the bedroom and pupils find and point to it.
- Put pupils in pairs and let them play 'find and point' together.
- Show pupils the words under the picture. You might like to have picture cards of these words or you may feel that your pupils can read the words without any extra help. If you use picture cards, hold up the card and pupils say the name, then turn the card over to show the word. Pupils read the word. Turn the card back to the picture.

Ask pupils if there is a 'bin' (or other objects) in the bedroom. Show them how to put a tick or a cross.

• Repeat the same process for other words. Let pupils check their answers in pairs.

Answers: bin X

fish ✓ car ✓ kite ✓ bus ✓ net X duck ✓ chair ✓ laptop ✓

2 Ask and answer 11 mins

- Open class pairs: practise the question *Where's the car?* and the answer *On the mat.* with confident pupils. Drill the question and answer if necessary.
- Put pupils in pairs and let them practise asking and answering. Monitor and help if necessary.
- Put pupils in new pairs and ask them to ask and answer about the picture together. Or you could ask them to draw their own picture of a room and put items on or in things. Then they could ask and answer about their own pictures.

Activity Book 8 mins

- 1 Read and find. Tick (\checkmark) or cross (X)
- Ask pupils to open their Activity Books at page 30.
- Ask pupils to look at the picture and put their hands up if they can tell you any of the words for the things they can see in the picture. Take suggestions each time, ask the rest of the class if the word is right (*Yes*) or not (*No*).
- Read out each of the words under the picture at random. Pupils find and point to the word. Monitor to check that pupils are finding the words and ticking or crossing the boxes correctly. If not, you will need to give further practise by using the picture cards or writing the words on the board.

جميع الحقوق محفوظة لـ مركز المناهج التعليمية والبحوث التربوية ليبيا

Answers: desk ✓ hat X rocket ✓ ball ✓ girl X chair ✓ orange ✓ books ✓ ruler ✓

Activity Book 8 mins

2 Look at the picture. Tick (\checkmark) or cross (X)

- Direct pupils to the example. Ask *Is there a desk in the room?* Elicit *Yes, there is.* Explain that there is a tick in the box because the sentence about the desk is correct. Explain that pupils need to read the other sentences and decide if they are correct (✓) or wrong (X). Remind pupils to look at the picture in activity 1.
- Working individually, pupils complete the activity using ticks and crosses.
- Put pupils in pairs and let them check their answers. Feed back and ask *Is there a desk in the room?* You might like to write the words on the board and put ticks or crosses as applicable.

Answers:

There is a desk in the room. ✓ There is a ball on the desk. ✗ There is a cat under the bed. ✓ There is a kite under the desk. ✗

Extra!

If there is time, make sentences like the ones in activity 2, to talk about things in the classroom, on your desk, or on pupils' desks. If your pupils are confident enough, they can think of some sentences themselves. The sentences can be true or false, remember. The class should call out *Yes* for correct/ true sentences and *No* for incorrect/false sentences.

Extra!

- Tell the pupils they are going to make posters of food/drink or toys that they like.
- Give out pieces of paper and coloured pencils and ask the pupils to draw their favourite foods or toys and write the English word next to each picture. Alternatively, you can give them a sentence to complete: *I like* _____. They draw a picture.
- You can put all the drawings and sentences on a large piece of poster paper and put this up on the wall as a classroom display.
- Round off the lesson in the usual way.

Unit 4 Lesson 2

Aims:	Practise prepositions in, on, under.
	Talk about where things are.
	Practise word recognition.
Language:	in, on, under; Where's the
	The ball[s] is/are [under] the hat.
Materials:	Pupil's Book page 43
	Activity Book page 31
	Fracks 40 and 41
	Alphabet posters
	Picture cards or realia (e.g., pen,
	book, bag, ball, key, kite, etc.) to
	hide around the classroom

Warmer 6 mins

- Briefly revise what pupils learned in the previous lesson.
- In English, ask about the things/the picture cards you have hidden around the classroom (as if you have lost the items): *Where's my bag?*, *Where's my bag?*, etc. Tell the pupils to reply using the prepositions. Make the game fun.
- Ask pupils to open their books at page 43.

1 Listen, look and say 8 mins

- Ask pupils to look at the pictures at the top of the page in their books. Ask *What animal can you see? (a monkey)*. Say *Look at Picture 1*. Ask *Where's the monkey?* If pupils are not sure what to say, prompt them and demonstrate the word *in* if necessary.
- Play **•** Track 40 and let pupils repeat.
- Play **•** Track 40 again and let pupils repeat all together.
- Say a number (for example, 2) and pupils should say *on the box*. Repeat for all prepositions.

😡 Track 40

Listen, look and say.

in the box on the box under the box

2 Listen, point and say 12 mins

- Before you start this activity, get pupils to count how many balls they can see in each picture.
- Let pupils look at the rubric and read together with you. Demonstrate with actions (listening and pointing). Play Track 41 once straight through, checking that pupils are pointing to the pictures as they listen. Do not correct mistakes at this stage.
- Play again, this time stop after each sentence and check that pupils are pointing to the correct picture.
- Say a number (for example, 2) and pupils should say *under the hat*. Repeat the process for all pictures.

Frack 41 Listen, point and say.

The ball is on the hat. The balls are in the hat. The balls are under the hat. The ball is in the hat. The balls are on the hat. The ball is under the hat.

Answers:

The ball is on the hat. 6 The balls are in the hat. 5 The balls are under the hat. 3 The ball is in the hat. 1 The balls are on the hat. 4 The ball is under the hat. 2

3 Read and match 3 mins

- Read sentence 1 with the class. Ask which picture from the previous activity matches this sentence (*Picture 3*).
- Repeat the process with the remaining sentences. If there are any pupils who are able to read the sentences aloud, invite them to do so.

Answers:

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

Activity Book 8 mins

1 Read and write

- Ask pupils to open their Activity Books at page 31.
- Ask pupils to look at the pictures and put their hands up if they can tell you any of the words. They should know both *rabbit* and *hat*.
- Point to the words in the box. Ask pupils to read the words in the box (*in*, *on*, *under*).
- Pupils work individually and write the words under each picture. Check by saying the number of each picture; pupils say the preposition.

Answers:

- 1 on
- 2 in
- 3 under

Activity Book 8 mins

2 Complete the sentences

- Explain that the sentences are about the pictures of the rabbit and the hat in activity 1. Point out that pupils will complete the sentences with one of the words in the box in activity 1. Ask them to complete the activity independently. They could do this at home if you prefer.
- Ask pupils to show you their work. Praise their efforts.

Answers:

- 1 The rabbit is on the hat.
- 2 The rabbit is in the hat.
- 3 The rabbit is under the hat.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 4 Lesson 3

Aims:	Revise and extend vocabulary for
	the house.
	Revise questions about location.
	Practise talking about own house.
Language:	Where's? In the bathroom,
	dining room, kitchen, sitting
	room, bedroom, garden
Materials:	Pupil's Book pages 44 and 45
	Activity Book pages 32 and 33
	Track 42
	Alphabet posters
	Picture cards: <i>bathroom</i> ,
	bedroom, dining room, garden,
	kitchen, sitting room

Warmer 8 mins

- Greet the pupils.
- Briefly revise what pupils learned in the previous lesson.
- Use Pupil's Book pages 44 and 45 to introduce the unit topic. Say *This is a house*. Draw a quick picture of a block of flats on the board. Point to one flat and say *This is a flat*. Introduce *flat*. Ask the pupils about their own homes. Find out if they live in houses or flats.
- Say Open your Pupil's Books at page 44. Tell the pupils to look at the picture in their books. Ask Who can you see? Elicit Al-Hadi, Muna, Kareem and Adam. Present room and ask How many rooms are there? Point to a bedroom and ask What room is this? Point to the bed as a clue and elicit bedroom.

1 Listen and say 15 mins

- Introduce the listening activity. Point to *the bathroom, the bedrooms, the sitting room, the kitchen, the dining room* and *the garden*, saying the words in English. Ask about each room in the picture: *What do you do in this room?* Elicit answers (pupils can mime) and say the English names for all the rooms. Explain that pupils are going to learn the names of each of the rooms as they listen to the audio.
- Tell pupils to listen and point to the picture. Play the first part of **P** Track 42.

Track 42 [part 1] Listen and say. bathroom bedroom kitchen dining room sitting room garden

- Play the first part of the track again, but this time ask pupils to repeat the words as they hear them.
- Hold up Pupil's Book pages 44/45 and point to each room. Ask *What's this?* or *What's in the kitchen?* to elicit the vocabulary that pupils know. Repeat for the other rooms in the house and the garden.
- Ask pupils to look at the small pictures on the left of page 44. Play the second part of Track 42 and stop after each question (for example, *Where's Muna?*) and see if pupils can answer (*In the dining room.*).

[part 2] Ask and answer.

Where's Muna? In the dining room. Where's Al-Hadi? In the bedroom. Where's Kareem? In the bathroom.

Extra!

Play a mime game: hold up the picture cards for *bathroom, bedroom, dining room, garden, kitchen* and *sitting room,* or write the words on the board. Point to the pictures and elicit the words first with the whole class, then with individual pupils.

- Explain that you are going to play a mime game and agree on a mime for each of the rooms (e.g., brushing teeth for *bathroom*, miming sleeping for *bedroom*, stirring a cooking pot for *kitchen*, eating for *dining room*, sitting watching TV for *sitting room* and watering the flowers for *garden*).
- Say one of the rooms or *garden* and pupils do the correct mime. Put pupils in pairs to repeat this activity if you have time.

2 Ask and answer 7 mins

- Ask pupils to answer the questions on Pupil's Book page 45 as you read them aloud. Repeat with more questions, for example, *Where's the red bag? Where's the bike? Where's the milk? Where are the grapes? Where are the skates?* Remind pupils that we use *is* for single objects and *are* for plural ones.
- Show pupils the pictures of Kareem and Al-Hadi on page 45. Read the first question and get pupils to look for the answer. Read the answer. Repeat for the second question.
- Tell the pupils to ask and answer questions about the people and things in the pictures.

Activity Book 5 mins

- 1 Complete the sentences
- Ask pupils to open their Activity Books at page 32 and to look carefully at the picture. They should focus on what room each person/ animal is in.
- Ask pupils to look at the first sentence *Mum is in the* ... Ask pupils *Where is Mum?* See if any pupils can say *Mum is in the kitchen*. If not, prompt them with the answer and ask them to repeat it.
- Explain that pupils need to look at the picture then complete the sentences by writing one of the words from the box in each one. Ask pupils to read the words in the box if they can. If they are having difficulty, read the words for them and ask them to repeat.

- When pupils are ready, ask them to complete the activity.
- Give pupils praise and encouragement for the work they have done.

Answers:

- 1 Mum is in the kitchen.
- 2 Dad is in the sitting room.
- 3 Al-Hadi is in the bathroom.
- 4 The cat is in the bedroom.

Activity Book 5 mins

2 Complete the words

- Ask pupils to look at page 33.
- Ask pupils to look at the first sentence. See if they can read it to you even though there is a letter missing from the last word. The pupils might be able to recognize that the word is *bathroom*. Ask them to say what the missing letter is (*a*).
- Explain that pupils need to complete the words for the rooms. Walk around the class while they do the activity and offer help.

Answers:

bathroom dining room bedroom kitchen

Activity Book 5 mins

3 Match

- Ask pupils to look at the example line. Explain that the line is matching dad with the bathroom because in the sentences in activity 2, that's where dad is. Explain that we know dad is in the bathroom because the answer to the question *Is dad in the bathroom*? is *Yes, he is.*
- Explain that pupils need to match the other people to the rooms they are in according to the sentences in activity 1. Walk around the class while they do the activity and offer help.

Answers:

- 1 bathroom
- 2 dining room
- 3 kitchen
- 4 bedroom
- Round off the lesson in the usual way.

Unit 4 Lesson 4

Aims:	Revise and extend vocabulary for
	objects and furniture.
	Revise and extend prepositions: <i>in</i> ,
	on, under + next to and between.
	Practise talking about location.
	Listen for detail.
	Practise word recognition.
Language:	in, on, under, next to, between,
	bin, bed, book, skates, picture,
	laptop, lamp, shelf, trainers,
	wardrobe
Materials:	Pupil's Book page 46
	Activity Book page 34
	Fracks 43 and 44
	Alphabet posters
	Picture cards: <i>bin</i> , <i>bed</i> , <i>book</i> ,
	skates, picture, laptop, lamp,
	shelf, trainers, wardrobe

Warmer 10 mins

- Revise words the pupils have learned so far by saying *Close your books*. Elicit furniture and other things that pupils have in their bedrooms. Write the words on the board, e.g., *bed, table*.
- Hold up Pupil's Book page 46 and ask the pupils to find the furniture listed on the board. Ask *Are there any other things in the picture?* Point to the new items and present *wardrobe*, if necessary, and *laptop*, and remind pupils of *lamp* and *shelf*.
- Ask pupils to open their Pupil's Books at page 46.

1 Listen, look and say 15 mins

- Use the classroom objects to revise prepositions *inlonlunder*.
- Tell the pupils to look at the picture of the monkey and the box. Ask *Is the monkey on the box?* (No.), *Is the monkey in the box?* (No.), *Is the monkey under the box?* (No.) Ask Where is the monkey? Say The monkey is <u>next to</u> the box.
- Tell pupils to look at the pictures on page 46. Say *Listen and say*. Play **•** Track 43 for pupils to listen. Play the track again, pausing as necessary, for them to repeat.

Track 43 Track 43

next to the box between the boxes

The monkey is next to the box. The monkey is between the boxes.

2 Listen, find and say Yes or No 10 mins

- Tell the pupils to look at the picture at Pupil's Book page 46 again. Hold up a picture card of an item in the picture and ask the pupils *Where is it?* or *Where are they?* Items are *book*, *lamp*, *skates*, *bin*, *laptop*, *trainers*, *wardrobe*, *bed*, *picture*.
- Ask the pupils to answer using the prepositions, e.g., *It's [on the shelf]. They're [in the wardrobe].*
- Put the pupils in pairs. Tell one pupil to say the name of an item in the picture. The other pupil makes a sentence about where it is.
- Ask pupils to focus on the picture again. Play
 Track 44. Pause after each statement to elicit the answer (*Yes* or *No*) from the class. The answers are in brackets.

🗑 Track 44

Listen, find and say Yes or No.

- 1 The bin is under the table. [Yes]
- 2 The laptop is on the shelf. [No]
- 3 The skates are in the wardrobe. [Yes]
- 4 The books are on the shelf. [Yes]
- 5 Adam is in the bed. [No]
- 6 Al-Hadi is next to Adam. [Yes]
- 7 The trainers are next to the table. [Yes]
- 8 The lamp is under the shelf. [Yes]
- 9 Al-Hadi and Adam are next to the wardrobe. [No]
- 10 The picture is on the wall. [Yes]

Activity Book 5 mins

1 Complete

- Ask pupils to open their Activity Books at page 34.
- Explain that pupils will need to look at the pictures then complete the sentences with one of the words they have learned to say where things are (*on, in, under, next to* or *between*).

• When pupils are ready, they can start completing the activity. Walk around the class to monitor and offer help where necessary.

Answers:

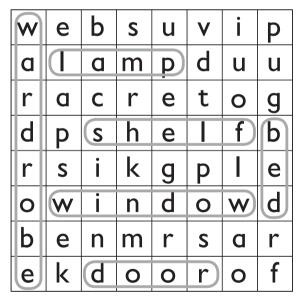
The lamp is on the table. Al-Hadi is in the bathroom. The chair is next to the table. The table is between the bed and the wardrobe.

Activity Book 5 mins

2 Find these words

- Tell pupils that this is a puzzle and they have to find the hidden words. Explain that all the words are about a bedroom.
- Put pupils in pairs or small groups. Set a time limit (1 or 2 minutes). The first pair/group to finish is the winner.
- You might like to copy the puzzle onto the board for checking.

Answers:



- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 4 Lesson 5

Aims:	Begin learning a song: This is the
	way we
	Practise prepositions in, on, under,
	next to and between.
	Revise colours and numbers.
Language:	This is the way we The keys are
	under the chair. The lemons are on
	the table.
Materials:	Pupil's Book page 47
	Activity Book pages 35 and 36
	Track 45
	Alphabet posters
	1 I

Warmer 8 mins

- Revise words pupils have learned so far by playing a word association game again. Start by saying a word pupils know well, for example *red*. Say the word and see if anyone responds (a pupil might say *blue* for example). If so, encourage other pupils to continue with known colours. If no one responds, then prompt by saying another colour. As you have played the game before, pupils should quickly remember what to do.
- Continue the game using other known words, for example: classroom objects (*pen, pencil*, etc.), parts of the body (*leg, arm, hand*, etc.).
- You can use this game regularly to begin a lesson. You can add to the word groups you use as the pupils learn new vocabulary.

1 Listen and sing 14 mins

- Say *Open your Pupil's Books at page 47*. Tell the pupils that the name of the song is *This is the way we* ... Tell them the song is about things you do in different rooms of the house.
- Before you play the song, talk about the pictures. Ask the pupils which rooms the pupils are in and elicit *sitting room* and *dining room*. Elicit what is happening in each picture. Remind the pupils of the verbs *read* and *eat*.
- Tell the pupils to listen to the song. Play
 Track 45. Say the picture numbers so that the pupils look at the right place while listening.

Frack 45 Listen and sing.

Here we go round the sitting room, The sitting room, the sitting room. Here we go round the sitting room And we all sit down.

This is the way we read a book, Read a book, read a book. This is the way we read a book. Now let's stand up again.

Here we go round the dining room, The dining room, the dining room. Here we go round the dining room And we all sit down.

This is the way we eat ice-cream, Eat ice-cream, eat ice-cream. This is the way we eat ice-cream. Now let's stand up again.

- Sing or play the song again and tell the pupils to listen and hum the tune.
- Say the lines of verse 1. Pause for the pupils to repeat each sentence.
- Sing or play verse 1 of the song. Encourage the pupils to join in.
- Repeat with verse 2.

Note: You can ask pupils to think of actions for some other rooms and repeat the song. For example, *Here we go round the bathroom. This is the way we clean our teeth. Here we go round the bedroom. This is the way we go to sleep.* You can build up a number of different actions for the various rooms. Pupils will enjoy repeating these especially if they can do the mimes.

2 Play a game 7 mins

- Tell the pupils to look at the picture at the bottom of Pupil's Book page 47. They must remember as many items as they can and where they are. Set a time limit, e.g., one minute.
- Say *Close your books*. Ask a pupil to make a sentence about something in the picture. It can

be about how many things there are, colour or where they are. For example, *There are three bananas*. *They're on the table*. *The bananas are yellow*.

• Put the pupils in pairs to continue the game when you think they are confident with the activity. Tell one pupil in each pair to have his/ her book open to check that the other's sentences are correct. When the pupil who is making sentences can think of no more sentences, the pupils swap over.

Activity Book 8 mins

1 Look, read and write

- Ask pupils to open their Activity Books at page 35.
- Ask pupils to look at the picture and to tell you what they can see and where the things are. Start with an example: *The books are on the shelf*.
- Draw pupils' attention to the word box and the sentences below the picture. Explain that pupils have to complete the sentences with the words in the box, but they must make true sentences about the picture. If you feel it's necessary, work through the first item together: say *The kite is under the bed*. Ask pupils if the kite is under the bed in the picture and elicit *No*. Say *The kite is in the bin*. Ask if the kite is in the bin in the picture and elicit *Yes*. Ask pupils to trace the word *in* for sentence 1. Ask pupils to complete the other sentences with words from the box.

Answers:

- 1 The kite is in the bin.
- 2 The ball is on the bed.
- 3 The car is between the books and the lamp.
- 4 The cat is under the chair.
- 5 The books are next to the car.

Activity Book 8 mins

- 2 Look and write Yes or No.
- Ask pupils to open their book at page 36. Put them in pairs and ask them to take turns to name items they can see in the picture (*bag, ruler, yo-yo, watch, flower, ball, table*).

- Ask pupils to look at the sentences below the picture. Ask for volunteers to try to read the sentences to the class. If nobody volunteers, read the sentences to the pupils and ask them to repeat.
- Explain that pupils have to write *Yes* or *No* on the line after each sentence, according to whether the sentence is right or wrong about where the items in the picture are.

Answers:

- 1 No 3 Yes
- 2 Yes 4 No

Extra!

Put pupils in pairs and ask them to take turns to say right or wrong sentences to each other about the things in the picture.

Extra!

Play *I-spy*.

- Remind pupils of the game *I-spy*.
- Explain the rules in case any pupils have forgotten. (One pupil chooses a thing he/ she can see. He/She doesn't tell the others what it is. He/She says *I spy something*. *It begins with ('f')*. The other pupils have to guess what it is.)
- Practise saying *I spy something*. *It begins with ('f')*. Tell the pupils to put their hands up if they want to answer. For example:
 - T: I spy something. It begins with 'f'. P1: Flower.
- If flower is not the correct word, say:
 T: Flower begins with 'f', but that's not it.
 Emphasize the last part of your reply to make the pupils understand they were wrong and to try again.
 - P2: Football.
 - T: Yes!
- Let the pupil who guesses correctly have the next turn and repeat until the lesson is finished.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 4 Lesson 6

Aims:	Talk about what you can see.
	Talk about where things are.
	Practise word recognition.
	Complete words with vowels.
Language:	What can you see? I can see;
	Where's the/Where are? It's/
	They're
Materials:	Pupil's Book page 48
	Activity Book page 37
	🚱 Track 46
	Alphabet posters
	Picture cards: cat, water, sun,
	car, flowers, table, bin, kitchen,
	garden, sitting room, bag,
	book, lamp, table, kite, ball,
	watermelon, orange, banana

Warmer 6 mins

- Briefly revise what pupils learned in the previous lesson.
- Tell the pupils you are going to play a game with them about who they are sitting next to. Say true and false sentences about where the pupils are sitting in class (e.g., *Rida is next to Tariq.*) Tell the pupils to answer with *Yes* or *No*.
- Bring a pupil to the front of the class. Tell the pupil to turn his/her back to the class. Ask the pupil *Who's next to (Ahmed)?*, etc. If the pupil gets the answer right he/she stays at the front. If he/she gets the answer wrong he/she returns to sit down again. Keep score on the board to see who has the best memory.
- Ask pupils to open their Pupil's Books at page 48.

1 Listen, look and say Yes or No 13 mins

- Ask pupils to look at the picture and to try and remember what they can see. Allow a minute then ask *What can you see?* Put pupils in pairs and ask them to find three things they can see.
- Elicit names of things pupils can see: each time a pupil says a word, all the other pupils should put up their hands if they can see it, too. Use picture

cards if necessary to revise any words pupils are unsure about.

Explain that pupils will hear someone saying what they can see – some things are correct and other things are wrong. If they hear the right thing, they should put up their hands and say *Yes*; if they hear the wrong things they should put their hands on their heads and say *No*. Play
 Track 46.

Track 46

Listen, look and say Yes or No.

- A: What can you see?
- B: There is a bike in the garden. [Pause] There is a cat on the bike. [Pause]
- B: I can see a blue car and there are 3 men in the car. [Pause]
- B: There are 2 girls in the kitchen. [Pause] The girls are eating pizza. [Pause]
- B: I can see a blue bag. [Pause] There's a book in the bag. [Pause]
- B: There's a lamp next to the sofa. [Pause] There's a football under the lamp. [Pause]
- A: Can you see a boy?
- B: Yes, I can. There is a boy. He has a kite. [Pause]

Answers:

There are only two completely correct pairs of sentences:

I can see a blue bag. [Pause] There's a book in the bag. [Pause]

There is a boy. He has a kite.

In other pairs of sentences, one of the sentences is wrong:

There is a bike in the garden. [Yes] There is a cat on the bike. [No, it is next to the bike.]

I can see a blue car [Yes] and there are 3 men in the car. [No, there is one man in the car.]

There are 2 girls in the kitchen. [Yes] The girls are

eating pizza. [No, they are eating fruit.]

There's a lamp next to the sofa. [Yes] There's a

football under the lamp. [No, it is under the table.]

2 Ask and answer 8 mins

• Say *What can you see?* Ask three/four confident pupils each to make a sentence about something in the picture.

- Chorally practise the question: What can you see? Again chorally, revise saying Where's the [ball]? Substitute other words for the question, e.g., Where's the [bin/watermelon/bike, etc.]? and Where are [the pens, the girls, the flowers]?
- Let pupils look at the bottom of page 48. Read out what Muna and Al-Hadi are saying. Let pupils read along with you. Repeat for what Kareem and Adam are saying.
- Put the pupils in pairs to ask and answer. Monitor and help as necessary. Remember that pupils can either make sentences that are *true* or *false* if they want.

Activity Book 8 mins

Look, read and tick (✓) the things you can see.

- Say Open your Activity Books at page 37. Put pupils in pairs and give them a minute to look at the picture and name as many objects as they can. Feed back and see how many objects pupils can name correctly.
- If you want you can write the words on the board (e.g., a house, 2 girls, ...), but you may feel that pupils can read these words without any help. Put pupils in pairs and let them tick what they can see.
- Check the answers by going around the class with pupils making sentences about the things they can see, for example: *I can see a house*. but not *I can see 2 girls*.

Answers:

These items should be ticked:

- a house
- a dog
- a door
- 2 cars
- 6 goats
- 3 windows
- a man

Activity Book 10 mins

2 Complete the words with *a*, e, *i*, o, or *u*

• Ask pupils to look at the words and tell them that there is one letter missing in each word. The

missing letter is either *a*, *e*, *i*, *o* or *u*. Ask pupils to complete the words. If they are not sure of the words, you could give them a hint by telling them that all the words are colours.

• Check the answers by going around the class to look at pupils' books.

Answers:

- pink red blue orange yellow
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 4 Lesson 7

Aims:	Revise vocabulary for talking
	about a bedroom.
	Practise using <i>in/on/under/next to</i> .
	Find the difference
	between pictures.
Language:	words connected with houses and
	rooms, toys, colours, prepositions
Materials:	Pupil's Book page 49
	Activity Book page 38
	Alphabet posters
	Picture cards: selection of
	vocabulary covered in Units 1–4:
	toys, fruit/food/drink, rooms and
	items in a house

Warmer 8 mins

• Review the alphabet: write *A a* on the board. Ask a pupil to tell you what the next letter is. If they are correct, ask if they want to come to the board to write the letters. If so, let them, but if they don't want to come up, don't make them. It will take some pupils longer than others to gain enough confidence to write in English on the board. • Ask pupils to open their Pupil's Books at page 49.

1 Find and say 25 mins

- Ask the pupils which room they can see in both pictures and elicit *a bedroom*. Tell them to look at Picture 1 and ask them to name everything they can see using *There's* ... and *There are* ... (*a window, a chair, a desk, a wardrobe, a [big]* picture, two [small] pictures, a kite, a bin, a hat, a ball, a bag, a book, a bed, a doll, a mat, a moon).
- Ask questions with Where ...?, e.g., Where's the hat? Where are the pictures? (On the wall.).
- Ask questions about the colour of objects, e.g., *What colour is the kite?*
- Ask the pupils to look at Picture 2. Ask if it is the same as Picture 1. Tell them to look carefully. Pupils should see that it is the same room but that some things are different. There are 9 differences.
- Play 'Find the difference'. Set a time limit (2 minutes). In pairs, pupils should look carefully at the two pictures and find/count all the differences they can. They can draw a circle around each difference they find. Say *Stop!* after 2 minutes. Let pupils tell you how many differences they have found. The pairs with 9 differences are the winners.
- Elicit the differences. Encourage the pupils to use full sentences. For example: Picture 1. There's a white and red kite. Picture 2. There's a green and yellow kite.

Answers:

Picture 1. There's a white and red kite./Picture 2. There's a green and yellow kite.

Picture 1. There's a doll on the bed./Picture 2.

There's a clown on the bed and (there's) a watch on the bed.

Picture 1. There's a ball on the chair./Picture 2. There's a bag on the chair.

Picture 1. There's a bag under the chair./

Picture 2. There's a ball under the chair.

Picture 1. There's a yellow book on the desk./

Picture 2. There's a red book and (there's) a pen on the desk.

Picture 1. There's a blue hat on the wardrobe./ Picture 2. There's a red hat on the wardrobe. Picture 1. There are 2 (small) pictures on the wall./Picture 2. There are 3 small pictures on the wall. Picture 1. There are 2 dolphins in the picture./ Picture 2. There is 1 dolphin in the picture. [pupils might say *fish*]

Picture 1. There's the moon in the window./ Picture 2. There's the sun in the window.

Activity Book 12 mins

1 Read, draw and colour

- Ask pupils to open their Activity Books at page 38.
- Tell pupils that Muna wants them to draw a picture of her house, so she is describing it for them so they know what to draw. Read what Muna says: *This is my house. The door is blue.* My house has 4 windows. The wall is pink. I have 6 flowers in my garden. I have a swing.
- Explain that pupils have to draw and colour the house according to Muna's description.
- When pupils are ready, they can start completing the activity.
- End the lesson the usual way.

Unit 4 Lesson 8

Aims: Learn three more digraphs: *oi, ar* and *er.*Language: point, oil, car, star, tiger, water, I have a car. I have books.
Materials: Pupil's Book pages 50 and 51 Activity Book page 39
✓ Track 47 Alphabet posters Picture cards: *point*, *oil*, *car*, *star*, *tiger*, *water*, *books*, *skates*, *dates*, *clock*, *kite*, *bus*, *ball*, *grapes*

Warmer 6 mins

- Greet the class.
- Spend a few minutes revising words the pupils already know. Draw some of the items on the board. Draw slowly and encourage pupils to guess as soon as they can.

• Ask pupils to open their Pupil's Books at page 50.

1 Listen and say 13 mins

- Point to the letters *oi* in the book and explain that this is one of the digraphs (pairs of letters) pupils are going to learn in today's lesson.
 Explain to pupils that these letters together make the /ɔ1/ sound as in the word *oil*.
- Point to the letters *ar* in the book and explain that pupils are also going to learn this digraph in today's lesson. Explain to pupils that these letters together make the /0:1/ sound as in the word *car*.
- Point to the letters *er* in the book and explain that this is another of the digraphs pupils are going to learn in today's lesson. Explain to pupils that these letters together make the /ər/ sound as in the word *tiger*. Point out that the /r/ is not really pronounced.
- Play **W** Track 47, pausing after each section.

Track 47 Listen and look at your book.

oi point oil oi point oil ar car star ar car star er tiger water er tiger water

Now listen and say.

oi oi oi point point point oil oil oil ar ar ar car car car star star star er er er tiger tiger tiger water water water

Listen and say again.

oi oi oi point point point oil oil oil ar ar ar car car car star star star er er er tiger tiger tiger water water water

- Ask the pupils to look at page 50 in their Pupil's Book. Walk round the room saying *Show me* oil/water./Show me a car/star/tiger. The pupils should point to the correct picture, either in their books or you could display the picture cards on the board for pupils to repeat the words.
- Make sure the pronunciation is correct. Ask groups, then individuals to say the words.
- Put pupils in pairs and ask them to take turns to point to the pictures on the page; their partner says the word. Walk around and check while they do the activity, to make sure they are using the correct words.

2 Look and say 10 mins

- Ask pupils to open their Pupil's Book at page 51. Ask them if they know the words for any of the pictures on the page. Some pupils may know most or all of the words (*grapes, ball, bus, kite, clock, dates, car, skates, books, water*).
- Hold up your book and point to each of the pictures in turn, saying the word as you point (*ball, bus, kite, clock,* etc.). Then point to the words at the top of the page and read them out: *I have a .../I have ...* Remind pupils that for plural words, we don't use *a/an*.
- Put pupils in pairs and get them to talk about the things in the picture, saying whether they have those things or not. Walk round while pupils are talking and help their vocabulary and pronunciation.

Activity Book 8 mins

- 1 Look and draw
- Ask pupils to open their Activity Books at page 39.
- Direct pupils to the pictures at the top of the page above Al-Hadi and Adam. Explain that those are the things Al-Hadi and Adam have. Say *I have 3 rockets*. Ask *Al-Hadi or Adam?* Elicit that it is Adam who has 3 rockets. Put pupils in

pairs and ask them to look at the pictures at the top of the page and draw the items next to Al-Hadi or Adam.

Activity Book 8 mins

2 Right (\checkmark) or wrong (X)?

- Ask pupils to look at the sentences Al-Hadi and Adam are saying. Read out the first sentence: *I have 1 football*. Ask pupils to repeat. Do the same with the other three sentences. Explain that pupils have to decide if the sentences are right or wrong according to the drawings above in activity 1.
- Ask pupils to complete the activity. Walk around while they are working and give help as needed.

Answers:

I have 1 football. ✓ I have 7 books. ✗ I have 5 rockets. ✗ I have 8 kites. ✓

• Congratulate the pupils on finishing Unit 4.

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.



My Clothes

Objectives

Listening

Unit 5

- Continue to develop an understanding of classroom instructions and commands.
- Understand words for clothes.
- Listen for people talking about what they are wearing.
- Understand numbers 11–20.
- Understand people talking about their possessions.

Speaking

- Extend vocabulary for clothes.
- Describe own clothes and what other people are wearing.
- Talk about people's possessions with has and have.
- Extend knowledge of numbers: learn numbers 11–20.
- Extend knowledge of adjectives.
- Join in a song: Kareem, put your trainers on.
- Talk about family members (name, age, relationship).

Skills

- Learn more new vocabulary.
- Continue to blend letters and digraphs to form words.
- Continue working with lower-case and capital letters.
- Continue developing pencil control and hand/eye coordination.
- Listen to and follow a story.

Word list

Lesson 1

T-shirt - /ti: ʃ3:(r)t/ trousers - /'traʊzə(r)z/ skirt - /sk3:(r)t/ shirt - /ʃ3:(r)t/ dress - /dres/ trainers - /'treɪnə(r)z/ hat - /hæt/ skates - /skeits/ socks - /svks/ shoes - /ʃu:z/ jacket - /'dʒækɪt/ I'm wearing ... -/aɪm 'weərɪŋ .../

Lesson 2

How many shoes? – /haʊ 'meni ʃuiz?/ How many trainers are there? – /haʊ 'meni 'treɪnə(r)z aɪ(r) ðeə(r)?/

Lesson 3

My shoes are big. – /mai ʃuːs aː(r) big/ big – /big/ small – /smɔːl/ long – /lɒŋ/ short – /ʃɔː(r)t/

Lesson 4 It's long. – /ɪts lɒŋ/

They're short. – /ðeə(r) ∫ɔː(r)t/

Lesson 5

Layla's wearing a black skirt. – /'leɪləz weərɪŋ ə blæk skɜ:(r)t/ She's wearing a black skirt and a blue shirt. – /fiːz 'weərɪŋ ə blæk skɜ:(r)t ænd ə blu: fɜ:(r)t/ She's wearing shoes. – /fiːz 'weərɪŋ fuiz/ She has a bag. – /fiː hæz ə bæg/

Lesson 6

Muna has a kite. – /'muːnə hæz ə kaɪt/ I have a ... – /aɪ hæv ə .../ What colour? – /wɒt 'kʌlə(r)?/

Lesson 7

My name's Sami. – /mai neimz 'sæmi/ I have a brother. – /ai hæv ə 'brʌðə(r)/ His name is Kareem. – /hiz neim iz kəri:m/ He's 7. – /hiz sevən/

Unit 5 Lesson 1

Aims:	Learn vocabulary for clothes.
	Talk about what you are wearing.
Language:	I'm wearing hat, T-shirt,
	trousers, skirt, socks, trainers,
	shirt, shoes, dress, skates, jacket
	I'm wearing a red T-shirt/blue
	trousers.
Materials:	Pupil's Book page 54
	Activity Book page 40
	Track 48
	Alphabet posters
	Picture cards: hat, T-shirt,
	trousers, jacket, skirt, skates,
	socks, trainers, shirt, shoes, dress
	Photographs of people in some
	countries around the world
	wearing different clothes (optional)

Warmer 8 mins

- Briefly revise what pupils learned in Unit 4.
- Talk about the different clothes people wear around the world. If you can, hold up photos of people from different countries. Ask pupils why people wear different clothes (because of the climate in their country, because of tradition, etc.).

1 Listen, look and say 15 mins

• Say *Open your Pupil's Books at page 54*. Tell pupils to look at the clothes on and below the washing line and the words. Tell them that they are going to listen to the words for these clothes. Say *Listen, look and say*. Play Track 48.

Track 48 Listen, look and say.

hat	shirt
T-shirt	dress
trousers	shoes
jacket	trainers
skirt	socks
skates	

- Say *Listen and repeat*. Play **?** Track 48 again for pupils to listen and repeat the new items.
- Practise the new words by showing picture cards or pointing to items of clothing on different pupils and eliciting the names from the whole class and from individual pupils. Practise pronunciation of *skirt*, *shirt* and *T-shirt*. Make sure pupils do not over-pronounce the *r*.
- Ask *What colour is the shirt?* (*It's white*.) What colour are the trousers? (*They're blue*.) Explain that we have to talk about trousers as if there were two it may help the pupils to think about the fact that the trousers have two legs. We can't say *a trousers*.
- Ask about pupils' favourite clothes: What do you like – shoes or trainers? Do you like dresses or skirts? What colour is your favourite dress/are your favourite trousers?

2 Ask and answer 12 mins

- Hold up the photos of people from different countries, or point at pupils in the class, and ask *What's he/she wearing?* Give the answer yourself so that the pupils begin to understand the meaning of the question. (*He's wearing trousers and a T-shirt.*) It is not important at this stage for pupils to make full sentences – concentrate on getting pupils to tell you the names of the clothes.
- Hold up your book and show pupils page 54. Point to the pictures of the children at the bottom of the page. Point to the speech bubbles, copy them on the board and read them aloud.
- Say *Listen and repeat*. Get the whole class to repeat what the characters are wearing after you read each speech bubble.
- Put the pupils in pairs to talk about what they are wearing, using *I'm wearing* ... Monitor the activity, gently checking pupils' pronunciation.
- Check that pupils understand by asking some questions. Ask *Who's wearing a skirt and a T-shirt? (Sarah) What colour are Al-Hadi's trousers? (brown)*. Continue until all the characters have been checked.

Extra!

- Call a confident pupil to the front of the class. Tell him/her to turn his/her back to the rest of the pupils. (*Turn around.*) Ask about the clothes of one of the other pupils in the class, e.g., *What's [Fawsi] wearing?* The pupil tries to remember and says the name of the item (e.g., *A shirt and trousers.*). Before the pupil turns around to check if he/she is correct, ask the class *Is that right?* The pupils reply *Yes* or *No.*
- Repeat with a different pupil at the front of the class. This can be played as a team game, with the pupils getting a point for each correct answer. As the game goes on you can make it more difficult by asking for extra details, such as *What colour is* [*Rida*]'s shirt?
- If all pupils in your class are wearing similar clothes and colours, show pictures of people and then cover them up, asking pupils to remember what clothes (*What's she wearing?*/*What colour is the skirt?*, etc.).

Activity Book 10 mins

1 Read, match and colour

- Ask pupils to open their Activity Books at page 40. Give them a minute to name all the clothes they can see.
- Draw attention to the word boxes down the side of the page. Read out the words in each box and ask pupils to repeat.
- Explain that pupils need to write numbers to match the words in the boxes with the drawings of the clothes they describe. Ask pupils to complete the activity. When they have finished matching, they can colour the pictures.
- Round off the lesson in the usual way.

Answers:

a blue shirt 9 black trousers 8 a yellow hat 3 an orange skirt 4 a pink and white dress 1 a red T-shirt 2 red socks 6 grey shoes 5 green and white trainers 7

Unit 5 Lesson 2

Aims:	Revise numbers 1–10 and learn numbers 11–15.
	Practise asking: How many
	[trainers] are there?
Language:	How many trainers are there?
	How many shoes are there? How
	many?
Materials:	Pupil's Book page 55
	Activity Book page 41
	Tracks 49 and 50
	Alphabet posters
	Picture cards: <i>shoes, trainers</i>

Warmer 5 mins

Revise words the pupils already know by playing a word game using the clothes words pupils learned in Lesson 1 (*hat*, *T-shirt*, *trousers*, *skirt*, *shirt*, *socks*, *skates*, *trainers*, *jacket*, *shoes*, *dress*). You can either write anagrams for the words on the board and see if pupils can find the words (e.g., for dress, write *esrds*, for trousers, write *rosstuer*, etc.). Or, write the clothes words on the board with a letter missing in each word and invite pupils to the front to write one of the letters and say the word.

1 Listen, look and say 10 mins

- Ask pupils to open their books at page 55.
- Write numbers 1–10 on the board. Practise counting as a whole class and counting around the class.
- Point to the numbers you have written on the board or show the cards in random order. Ask pupils to read the numbers.
- Give the class simple addition sums to do, all with answers of ten or less. For example:
 What's seven and two? (9)
 What's three and three? (6)

- Leave the numbers on the board.
- Present the new numbers. Count from 1–10 and then continue with 11, 12, 13, 14, 15. Do this several times.
- Play Track 49, pausing for the pupils to repeat the new numbers. Make sure the pupils are putting the stress on the second syllable in *e'leven* and on the second syllable in *thir'teen*.

😡 Track 49

Listen, look and say.

- 11
- 12
- 13
- 14
- 15

2 Listen, look and say 8 mins

- Say *trainers* or point to some trainers if any of your pupils are wearing them. Ask *What are these?* Elicit *trainers*. Repeat the process with *shoes* and *socks*.
- Hold up page 55 and say Look at the picture. Point to the shoes. Point to the trainers. Point to the socks. Point to the hats. Point to the skates.
- Tell pupils that they should listen and count the shoes, socks, trainers, skates and hats. Play
 Track 50.

🐼 Track 50

Listen, look and say.

- A: There are lots of hats.
- B: How many hats are there?
- A: Let's count: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
- B: Yes, 11. How many shoes are there?
- A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
- B: Let's count how many trainers there are.
- A: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
- B: How many socks are there?
- A: Let's count. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
- B: And how many skates are there?
- A & B: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15
- C: Let's count together: 1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12 ... 13 ... 14 ... 15
- Play **•** Track 50 again. Ask pupils to join in with the counting.

3 Ask and answer 6 mins

- Practise chorally saying *How many trainers are there?* (Substitute *socks*, *shoes*, *skates* and *hats* in the practice.)
- Put the pupils in pairs to ask and answer about the number of shoes, etc.

Activity Book 6 mins

1 Read and match

- Ask pupils to open their Activity Books at page 41.
- Ask pupils to look at the pictures and the words. Explain that they have to match the clothes words with the pictures of the children who are wearing the clothes.
- Pupils work individually and match the words and pictures.

Answers:

Al-Hadi: socks, trousers, shirt Muna: dress, socks Kareem: T-shirt, trousers

• Ask if any of the children are wearing a skirt. Elicit *No*.

Activity Book 5 mins

2 Read and tick (\checkmark) or cross (X)

- Explain that the sentences are about the pictures of the children in activity 1. Read the sentences with the pupils and draw their attention to the example.
- Ask pupils to complete the activity. Praise their efforts.

Answers:

- 1 🗸
- 2 X
- 3 X

Activity Book 5 mins

3 Draw and write

• Explain that pupils need to draw a picture of what they are wearing (or their favourite clothes), and also complete the sentence with the correct clothes words.

- Ask pupils to complete the activity. Walk around while they are working and offer help as needed.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 5 Lesson 3

A ims:	Learn adjectives for
	describing size.
	Practise word recognition.
	Learn a song: Kareem, put your
	trainers on.
Language:	big, long, small, short
Materials:	Pupil's Book page 56
	Activity Book page 42
	Tracks 51 and 52
	Alphabet posters
	Picture cards: <i>big</i> , <i>small</i> , <i>short</i> , <i>long</i>
	Notebooks or a piece of paper for
	each pupil

Warmer 5 mins

- Greet the pupils.
- Briefly revise what pupils learned in the previous lesson.
- Go around the class asking pupils to stand up and say what they are wearing. They only need to say one item of clothing (*I'm wearing trousers*, *I'm wearing a T-shirt*, etc.).

1 Listen, look and say 15 mins

Write the words *big* and *small* on the board, saying them aloud as you do so. Tell the pupils to find the words on page 56. Ask them to look at the pictures of the boys. Ask *Is the jacket small?* Elicit *No*. Ask *Is the jacket big?* Elicit *Yes*. Repeat the process with *the shirt*. Use classroom items to reinforce the difference between big and small.

- Point to the pictures of the girls and ask *What can you see?* Elicit *Two girls*. Talk about what's different about the two girls (one has long hair, one has short hair). Point to the first girl and say *She has long hair*. *Long*. Use gesture to help convey meaning. Point at the second girl and say *She has short hair. Short*.
- Write the words *long* and *short* on the board, saying them aloud as before. Tell the pupils to find the words on page 56.
- Play **•** Track 51. Ask pupils to listen. Play the track again. Pause after each section and ask pupils to repeat.

Track 51 Listen, look and say.

big It's big The jacket is big.

small It's small The shirt is small.

long It's long Her hair is long.

short It's short Her hair is short.

- Point to things around the classroom, asking *Is it* [*small*]? For example, *rubber* [*small*], *door* [*big*], *pencil/ruler* [long/short].
- Practise recognition of the words *big*, *long*, *short*, *small*. Point to the words on the board.

2 Listen and sing 10 mins

- Hold up Pupil's Book page 56 and point to the pictures at the bottom of the page. Ask *Who can you see?* Elicit *Kareem and Adam*.
- Talk about what Kareem is doing in each picture. Ask why Adam is looking at his watch in the first picture (*because Kareem is slow*). Ask the pupils where Kareem is in the first picture. Ask why Kareem is taking off his shoes in the second

picture and introduce *go to bed*. Introduce *put on* and *take off*.

• Play the song for the first time while the pupils look at the pictures.

🚱 Track 52

Listen and sing.

Kareem, put your trainers on, Kareem, put your trainers on, Kareem, put your trainers on, It's time to go to school.

Kareem, take them off again, Kareem, take them off again, Kareem, take them off again, It's time to go to bed.

• Play or sing the song again for the pupils to begin to learn it in the usual way.

Extra!

Extend the song by singing it using other clothes words. Pupils can also sing their own name in the song if they want to. For example *Hassan*, *put your T-shirt on*, *Hassan*, *put your T-shirt on*, etc.

Activity Book 7 mins

1 Read and tick (\checkmark)

- Ask pupils to open their Activity Books at page 42. Remind them of the new words they learned in the lesson: *big, small, long, short*. Ask pupils to point to something big in the classroom, then ask them to point to something small. Repeat with long and short, asking them to point to someone with long hair, then someone with short hair.
- Ask pupils to look at the first picture and draw their attention to the example. Explain that *big* is ticked because the jacket is big. Ask pupils to complete the activity by ticking the correct words for the other pictures.
- Give pupils praise and encouragement for the work they have done.

Answers:

- 1 big
- 2 small

- 3 long
- 4 short

Activity Book 8 mins

2 Read and write

- Ask pupils to look at the words in the box, the pictures and the sentences. Explain that pupils will use the words in the box to complete the sentences and that the sentences must match the pictures. Draw attention to the example.
- Ask pupils to complete the activity. Walk around the class while they do the activity and offer help.

Answers:

The ball is big. The trainers are small. Adam is short. The dress is long.

• Round off the lesson in the usual way.

Unit 5 Lesson 4

Aims:	Practise using adjectives for
	describing size.
	Revise numbers 1–15 and learn
	numbers 16–20.
	Practise listening for numbers
	and clothes.
Language:	T-shirt (or football shirt), trainers
	(or football boots), shorts, 16–20
Materials:	Pupil's Book page 57
	Activity Book page 43
	Tracks 53 and 54
	Alphabet posters
	Picture cards: items of clothing
	Number cards 16–20

Warmer 4 mins

• Use the first few minutes of the lesson to revise numbers 1–15. There are many counting games you can use and, no doubt, you will have your favourite. Here are a few suggestions:

- Start by counting from 1, stop at certain points and let pupils continue with one or two numbers.
- Count round the classroom from 1–15 with each pupil saying one number. When you reach 15, start again from 1.
- Dictate a list of numbers between 1 and 15 (but not in order). The pupils write the list in their notebooks. Call a pupil to the board to write the list of numbers on the board and check answers.
- Ask pupils to open their Pupil's Books on page 57.

1 Listen and say 10 mins

- Hold up Pupil's Book page 57 and say *Look at the hat*. Say *It's small*.
- Ask questions about what each character is wearing: *What's [Al-Hadi] wearing?* Elicit *short trousers.*
- Tell the pupils that they are going to listen to the characters talking about their clothes and they need to say who is speaking.
- Play Track 53 twice. The second time, pause after each speaker to elicit the answers. Ask Who is it?

Track 53

Listen and say.

Al-Hadi:	My trousers are short!
Kareem:	My hat is small!
Muna:	My shoes are small!
Adam:	My watch is big!
Al-Hadi:	My shoes are big!
Muna:	My skirt is long!

• Repeat the lines again by reading the transcript yourself in your usual voice. Pupils say the character name after each line (this is more challenging and will make your pupils focus on the language, as they don't have the characters' voices to help them).

2 Ask and answer 10 mins

• Hold up Pupil's Book page 57. Point to the speech bubbles in Ask and answer or copy them on the board.

- Read the sentences aloud, telling the pupils to listen and repeat.
- Point out the difference between *It's/They're* ... Explain we use *It's* for single things like a skirt, a hat, etc., and we use *They're* to talk about more than one thing. Remind the pupils they need to use *They're* for shoes, socks, trainers, and also trousers.
- Make sentences about the items of clothing in the picture and elicit the names, e.g., *They're small.* [*The shoes.*] It's long. [*The skirt.*]
- Put the pupils in pairs to do the same activity.

3 Listen and say 10 mins

- Hold up Pupil's Book page 57 and point at the pictures of shirts at the bottom of the page. Ask *What can you see?* Elicit *shirts* or *T-shirts*.
- Ask how many boys they can see. Talk about what the boys are wearing (*T-shirts/football shirts, shorts and trainers/football boots*).
 Discuss what game they are playing (*football*).
- Say *Listen and say the numbers*. Get pupils to point to the numbers on the T-shirts as they say them. Read or play **F** Track 54.

Frack 54 Listen and say.

16

- 17
- 18
- 19
- 20
- Practise pronunciation of the new numbers. Make sure the pupils are putting the stress on the second syllable in *six'teen*, *seven'teen*, etc.
- Count from 1–20 with the class, then choose different pupils to count from 1–20.

Activity Book 6 mins

1 Complete

- Ask pupils to open their Activity Books at page 43.
- Ask pupils to look at the picture and to tell you what clothes Rida is wearing (*a big hat, small shoes, a long T-shirt and short trousers*).

• When pupils are ready, they can start completing the activity. Walk around the class to monitor and offer help where necessary.

Answers:

His trousers are short. His hat is big. His T-shirt is long. His shoes are small.

Activity Book 5 mins

2 Count and write

- Tell pupils that they need to count the items in each picture (the books, the socks and the hats) and write the totals on the lines.
- Put pupils in pairs to do the exercise. Walk around the class while they are working, offering help and encouragement as needed.

Answers:

- 12 books
- 13 socks
- 11 hats
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 5 Lesson 5

Aims:	Talk about what people are
	wearing. Listen for detail.
Language:	She's/He's wearing
	The [trousers] are [black]. The
	[shirt] is [white].
	His [trousers] are [brown]. Her
	[shirt] is [blue].
Materials:	Pupil's Book page 58
	Activity Book page 44
	Track 55
	Alphabet posters

Warmer 5 mins

- Revise numbers by starting the lesson with counting practice: use your favourite and your pupils' favourite counting games to practise numbers 1–20.
- Examples: a) start by counting straight from 1–20, b) then you count and stop at certain points for the pupils to continue, c) start at a certain point (e.g., at 5, at 8, at 10, etc.), d) count in 2s (e.g., 2, 4, 6, etc.), in 3s (e.g., 3, 6, 9, etc.).

1 Listen, look and find 15 mins

- Hold up Pupil's Book page 58. Point at the clothes and say *Look at the clothes*. What can you see? Elicit the names of the items.
- Explain that pupils are going to listen to find out what each person is wearing. After they hear, they should point to the person. Before you play
 Track 55, get pupils to look at the four pictures and read out the description. Let pupils follow the words as you read and then decide which person you have described. Let them say 'Layla'.
- Play Track 55. Let them listen once without stopping. Play the track again and stop after each description to let pupils show you which person by pointing. You can say the names.

Track 55

Listen, look and find.

- 1 She's wearing a black skirt and a blue shirt. She's wearing shoes. She has a bag. [Layla]
- 2 He has brown trousers and a yellow shirt. He has a bag. [Tariq]
- 3 He's wearing brown trousers and a T-shirt. He's wearing trainers. He is number 15! [John]
- 4 He has black trousers and a white shirt. [Bill]

2 Play a game 15 mins

- Ask pupils to look at the second activity. Start by asking them how many people they can see (8). Read the names of all the people together.
- Put pupils in pairs. Explain that Pupil A should describe one person and Pupil B should listen and say the name.

• Check answers by asking different pupils to describe each outfit (e.g., *His trousers are grey. Her shirt is blue.*). Or you can ask questions (e.g., *What colour are Taher's trousers? What colour is Sara's skirt?*).

Activity Book 5 mins

1 Read and match

- Ask pupils to open their Activity Books at page 44.
- Ask pupils to look at the pictures and to tell you what they can see. Ask how many animals they can see (3).
- Explain that they are going to read about one of the animals and have to say its name and write the correct number in the box. Write the first description on the board. Read it out and encourage pupils to join in as you read. (It is big. It has 4 legs.) Say *What is it?* Let pupils think and say: *horse*. Write number 3 in the box.
- Working individually, tell pupils to read each description and decide which animal is being described and write its number in the box.
- Let pupils check their answers in pairs.
- Whole-class check: Ask confident pupils to read out each description – one pupil reads one sentence in each description and at the end the class should give the name of the animal. Ask *What is it?*

Answers:

It is big. It has 4 legs. (3 horse) It is small. It has long ears. (1 rabbit) It is short. It has two feet. (2 penguin)

Activity Book 5 mins

2 Read, draw and colour

• Ask pupils to read the text in both boxes if they can. Prompt if necessary, by blending the letters in each word and slowly reading the phrases. Explain that once pupils have read the phrases, they should draw the pictures and colour them in.

Extra!

Play *I-spy*

- Remind pupils of the game *I-spy*. Say that this time the words must all be clothes words.
- Practise saying *I spy something*. *It begins with* ['t']. Tell the pupils to put their hands up if they want to answer. (The answer is *trousers*.)
- Let the pupil who guesses correctly have the next turn and repeat until the lesson is finished.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 5 Lesson 6

Aims:	Talk about possessions with
	havelhas.
	Recognize names and read short
	sentences.
	Read short descriptions.
	Play a game: I have
Language:	I have, Al-Hadi has a
	[basketball]. What colour?
Materials:	Pupil's Book page 59
	Activity Book page 45
	Alphabet posters
	Picture cards: <i>key, cat, dog,</i>
	tiger, pencil case, fish, flower,
	mango, etc.

Warmer 10 mins

- Briefly revise what pupils learned in the previous lesson.
- Point to different pupils and make sentences about their possessions with *has* (e.g., *Zeinah has a bag. Sami has a pencil.*).
- Hand out picture cards of familiar singular countable items (e.g., *key, cat, dog, tiger, pencil case, fish, flower, mango*) to at least ten pupils.

Tell them to keep their picture cards hidden from the rest of the class.

- The first pupil shows his/her card to the class. A pupil without a card makes a sentence with *has* (e.g., *Iman has a key*.). The first pupil hides his/her picture card again.
- The second pupil with a card shows it to the class. Choose a different pupil to say both the first sentence (e.g., *Iman has a key.*) and a new sentence (e.g., *Ahmed has a cat.*). In this way the class builds up a chain of sentences to remember.
- By the end of the game, the pupils should be saying more than ten sentences from memory. If a pupil is having problems remembering which picture comes next, the pupil with that card can show it.
- Ask pupils to open their Pupil's Books at page 59.

1 Look, read and say 14 mins

- Hold up Pupil's Book page 59. Ask the pupils to tell you about each picture say *Picture 1*. *Who can you see? What can you see?* The pupils can tell you the character's name, what he/she is wearing and make a sentence with *I can see a [ball]*.
- Tell pupils that they are going to practise reading sentences today. Tell them to look at the words for Picture 1. Ask if anyone wants to try to read the words. Give them plenty of help and encouragement.
- Write *Al-Hadi* on the board and ask *Who is it?* Then write *has* on the board and ask the pupils to sound out the word. Remember the *s* in *has* makes the /z/ sound. (Note: in English many high-frequency words are irregular.) Do the same with *a basketball*.
- Repeat for the other three sentences. Pupils repeat the sentence each time.
- Change the order of the words on the board to make different sentences for pupils to read, e.g., *Kareem has a car. Muna has a kite. Adam has a watch.*
- Remind pupils of the use of the full stop to show the end of a sentence.

2 Play a game 10 mins

- Hold up Pupil's Book page 59 and get pupils to look at the bottom of the page. Ask who they can see (*Kareem and Muna*).
- Say What can you see on the table? Explain that these are Kareem's things. Read out what he is saying: I have a ... Write this first part of the sentence on the board. Ask pupils to finish it. For example: I have a bag. or I have a ruler. Repeat for the other items on the table. Encourage pupils to say I have two rubbers. or I have some rubbers.
- Ask pupils to look at Muna. What is she saying? Explain that she is asking Kareem a question: *What colour?*
- Put pupils in pairs to play the game. They can use their own things (pencils, books, bag, etc.) or they can use the items on the table on page 59.
- Monitor and help out if necessary.

Activity Book 5 mins

- 1 Look at the pictures. Tick (\checkmark) or cross (X)
- Say *Open your Activity Books at page 45*. Read out the rubric and point to the pictures and then the sentences. Put pupils in pairs or small groups and ask them to read the sentences quietly. Ask for volunteers to read out each sentence, the class should listen, look and say if it has a tick or a cross.

Answers:

- 1 🗸
- 2 X
- 3 X
- 4 🗸

Activity Book 6 mins

2 Match the letters. Colour

- Point out that there are both small (lower-case) and big (capital) letters in the activity and that pupils need to match them to each other. Ask pupils to complete the activity.
- Check the answers by going around the class to look at pupils' books.

Answers:

- A a
- B b
- Сc
- D d
- E e F f
- Gg
- Ηh
- Ιi
- Jj
- K k
- L 1
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 5 Lesson 7

Aims:	Use <i>is</i> and <i>have</i> (to talk about
	self and brother(s)/sister(s)).
	Recognize names, ages, numbers.
	Read short descriptions.
Language:	I have a brother. His name is
	Kareem. He's 6.
Materials:	Pupil's Book pages 60 and 61
	Activity Book page 46
	Track 56
	Alphabet posters

Warmer 8 mins

• Revise words the pupils have learned by playing a word association game. Start by saying a word pupils know well, for example, *skirt*. Say the word and see if anyone responds (a pupil might say *trousers*, for example). If so, encourage other pupils to continue with other known items of clothing or colours or adjectives (*big, small, long, short*). If no one responds, then prompt by giving another associated word. If necessary, explain the idea in Arabic.

- Continue the game using other known words, for example: classroom objects (*pen, pencil,* etc.), parts of the body (*leg, arm, hand,* etc.), rooms, etc.
- Remember that you can use this game regularly to begin a lesson. You can add to the word groups you use as the pupils learn new vocabulary.
- Ask pupils to open their Pupil's Books at page 60.

1 Listen, find and write 18 mins

- Show pupils that the pictures spread across two pages. Read out the lesson title *My name's Sami*. Ask pupils to point to a picture of Sami.
- Put pupils in small groups and ask them to look at the pictures. Ask them to talk about the pictures and read the speech bubbles.
- Explain that the pictures are not in order. Ask them to think which picture is Number 1, Number 2, Number 3, etc.
- Play Track 56. As pupils listen, they write the numbers in the boxes to show the order of the pictures in the story.

Track 56

Listen, find and write.

- 1 Hello, my name's Sami.
- 2 I'm 7 years old.
- 3 I have a sister. Her name is Safa.
- 4 She's 14.
- 5 I have a brother.
- 6 He's 6.
- 7 His name is Hamid.

2 Look and say 7 mins

- Ask pupils to look at the pictures of Al-Hadi, Muna and Kareem at the bottom of the pages. Starting with Al-Hadi, read a word or two and then stop and see if pupils can read the next word. Go back and read again. Repeat for the other two characters.
- Put pupils in pairs and let them read the three speech bubbles. Monitor and support as required.
- Get pupils to look at the blank face next to

Kareem. Point to the word *you* underneath the face. Explain that pupils should complete their face and should then think about what they want to say.

• Demonstrate *I have* ... by talking about yourself. Put pupils into small groups and ask them to talk about themselves. Ask for volunteers or choose confident pupils to give examples to the class.

Activity Book 6 mins

1 Complete

- Ask pupils to open their Activity Books at page 46.
- Ask pupils to look at the pictures of the animals and see if they can tell you what they are called in English (*spider, ant, horse, bird, fish*). Explain that pupils will be writing a number into each of the sentences below the pictures; the number will say how many legs each of the animals has got. Work through the first sentence together if you think it is necessary, pointing out the example.
- When pupils are ready, they can start completing the activity.
- Praise their efforts.

Answers:

- 1 A spider has 8 legs.
- 2 An ant has 6 legs.
- 3 A horse has 4 legs.
- 4 A bird has 2 legs.
- 5 A fish has 0 legs.

Activity Book 6 mins

- 2 Read, draw and colour
- Explain that Muna is writing a letter to her friend, Nadia. Explain the word *letter*. Ask pupils what the first word is (*Hello*).
- Working individually, pupils read the letter. Ask some concept checking questions: Is the letter about a new bike? [No, it isn't.] Who has a new ball? [Al-Hadi] Who has a new watch? [Muna] What colour is the watch? [red and blue]

- Ask pupils to read the letter again and then draw and colour a picture of Muna's watch and Al-Hadi's ball in the boxes under the letter.
- Let pupils compare their watches.
- Round off the lesson in the usual way.

Unit 5 Lesson 8

Aims:	Follow a story.
	Talk about a story.
	Practise word recognition.
Language:	grandma, forest, wolf, teeth, eyes,
	big, Help!
Materials:	Pupil's Book pages 62 and 63
	Activity Book page 47
	Track 57
	Alphabet posters

Warmer 6 mins

- Greet the class.
- Briefly revise what pupils learned in the previous lesson.
- Hold up Pupil's Book pages 62–63. Read and explain the title of the story: *Little Red Riding Hood*. Say that Layla is the name of the girl in Picture 1. Ask whether any of the pupils know the story.

Note: there are many different versions of this story.

Point to the pictures on pages 62–63. Talk about what is happening in each picture. Ask Who/
 What can you see? Elicit words they may know: girl, man, woman, grandma, dress and hat.
 Introduce wolf, forest and teeth.

1 Listen, look and read 20 mins

- Hold up pages 62–63. Say *Look at the pictures*. Tell the pupils they are going to listen to the first part of the story of *Little Red Riding Hood*.
- Explain that you are going to stop the story at one of the pictures. They have to tell you which picture you have stopped the story at.
- Play **W** Track 57.

🗑 Track 57

Listen, look and read.

- Layla is walking in the forest. She is going to see her grandma. She meets a man. He is cutting trees. 'Hello,' he says. 'Where are you going?' Layla says, 'I'm going to see my grandma.'
- [2] In the forest, she meets a wolf. 'Hello,' says the wolf. 'Where are you going?' Layla says, 'I'm going to see my grandma.'
- [3] The wolf wants to eat Layla. He goes to her grandma's house. He puts her grandma into a bag and hides her under the bed.
- Ask the pupils to tell you which picture you have stopped the recording at. Elicit that it is Picture 3.
- Ask pupils what they think the wolf wants to do. Elicit their ideas and then tell them to listen to the next part of the story.
- Play the second part of **•** Track 57.

😡 Track 57

Listen, look and read.

- [4] The wolf is wearing grandma's dress and hat. Layla knocks on the door. KNOCK. KNOCK!'Come in.' says the wolf. Layla thinks the wolf is her grandma. 'Hello, Grandma,' she says.
- [5] She sits down and looks at her grandma. 'Your eyes are big, Grandma!' 'I want to see you,' says the wolf.
- [6] Layla says, 'Your ears are big, Grandma!' 'I want to hear you,' says the wolf.
- [7] 'Your teeth are big, Grandma,' says Layla.
- [8] 'I want to eat you,' says the wolf. He opens his mouth. 'It's a wolf,' Layla cries. 'It's a wolf! Help. Help.'
- Ask the pupils to tell you which picture you have stopped the recording at. Elicit that it is Picture 8.
- Ask them *Who is the man in Picture 9?* Elicit that it is the man from the forest.
- Tell the pupils they will now listen to the last part of the audio and find out what the man does.
- Play the third and final part of **P** Track 57.

👽 Track 57

Listen, look and read.

- [9] The man from the forest hears Layla. He runs to the house. He ties up the wolf.
- [10] Grandma is under the bed. 'Help. Help.' grandma cries. The man finds her grandma. He takes the wolf into the forest. Layla and her grandma are very, very happy.
- Tell the pupils to look at the pictures again. Play the tracks so that they can enjoy the story.

Extra!

Put the pupils into groups of 4 for them to act out the story [*Layla*, *the man*, *the wolf*, *grandma*]. Invite groups to come to the front of the class to perform their mime.

Activity Book 10 mins

1 Read

- Ask pupils to open their Activity Books at page 47.
- Tell pupils Kareem is talking about himself, his brother and sister. Read out the sentences then read them again and ask pupils to repeat them one at a time. *My name is Kareem. I am 6. I have one sister. Her name is Muna. She is 7. I have one brother. His name is Al-Hadi.*
- Ask some questions to check understanding. Pupils can look at the text to find the answers: How old is Kareem? [6] What's his sister's name? [Muna] What's his brother's name? [Al-Hadi] How old is Muna? [7]

Activity Book 9 mins

2 Write about you

- Read out the rubric. Explain what pupils have to do: they trace the words that are already there and add their own information (name, age and whether they have a brother or sister).
- Remind pupils that they can look at the text above to help them write words like 'brother' and 'sister', etc.

- Ask pupils to complete the activity. Walk around while they are working and give help as needed.
- Congratulate the pupils on finishing Unit 5.

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.



Family Trees

Objectives

Listening

Unit 6

- Continue to develop an understanding of classroom instructions and commands.
- Understand family relationships.
- Understand days of the week and everyday activities.

Speaking

- Extend knowledge of words for members of the family.
- Practise describing people, including own family.
- Describe a picture.
- Extend knowledge of numbers: practise numbers 1–20.
- Say the days of the week.
- Join in a song: 7 Days Song.

Skills

- Learn more new vocabulary.
- Continue to blend letters and digraphs to form words.
- Continue writing new words.
- Recognize word groups.

Word list

Lesson 1

birthday - /'bɜ:(r)θdeɪ/ Who's this? - /hu:z ðɪs?/ It's her grandpa. -/ɪts hə(r) 'græn(d),paː/ Where's her grandma? -/weə(r)z hə(r) 'græn(d),ma:?/ She's next to mum. -/fi:z nekst tu mʌm/ Where are her cousins? -/weə(r) a:(r) hə(r) 'kʌz(ə)nz?/ They're on the floor. -/ðeə(r) pn ðə flɔ:(r)/

Lesson 2

Tom's family – /tomz 'fæm(ə)li/ Tom's sister is young. – /tomz 'sɪstə(r) ız jʌŋ/ His dad is tall. – /hɪz dæd ɪz tɔːl/ old – /əʊld/ young – /jʌŋ/ small – /smɔːl/ short – /ʃɔː(r)t/ tall – /tɔːl/

Lesson 3

Where are mum and dad? -/weə(r) aː(r) mʌm ænd dæd?/ Where's Kareem? -/weə(r)z kəri:m?/ Where are dad and grandpa? -/weə(r) aɪ(r) dæd ænd 'græn(d),par?/ at the café -/æt ðə 'kæfeɪ/ at the market -/æt ðə 'maː(r)kɪt/ at the fun park -/æt ðə fʌn paː(r)k/

at home – /æt həʊm/ at school – /æt skuːl/

Lesson 4

Saturday – /'sætə(r)deī/ Sunday – /'sʌndeī/ Monday – /'mʌndeī/ Tuesday – /'tjuːzdeī/ Wednesday – /'wenzdeī/ Thursday – /'θɜː(r)zdeī/ Friday – /'fraīdeī/

Lesson 5

This is my family tree. – /ðis iz mai 'fæm(ə)li tri:/ Who is Matt? – /hu: iz mæt?/ It's his dad. – /its hiz dæd/

Lesson 6

Help me! - /help miː!/

Lesson 7

Muna's party – /'mu:nəz 'pa:(r)ti/ He's under the chair. – /hi:z 'ʌndə ðə tʃeə/

Lesson 8

My week – /mai wiik/ On Saturday, we clean the house. – /pn 'sætə(r)dei wii kliin ðə haus/ On Sunday, we go shopping. – /pn 'sʌndei wii gəu 'ʃɒpiŋ/ On Monday, we ... – /pn 'mʌndei wii .../

Unit 6 Lesson 1

Aims:	Learn vocabulary for family
	members.
	Recognize family members.
	Talk about your family.
	Revise vocabulary (home, food
	and drink, toys).
Language:	mum, dad, grandpa, grandma,
	brother, sister, aunt, uncle, cousin,
	Who's this? It's, Where's her
	grandma? She's next to mum.
	Where are her cousins? They're on
	the floor.
Materials:	Pupil's Book pages 66 and 67
	Activity Book page 48
	Track 58
	Alphabet posters
	Family poster

Warmer 5 mins

- Briefly revise what pupils learned in Unit 5.
- Ask the pupils Who is in your family? Your mum and your ...? Elicit other names of family members in the same way (brother, sister, grandma, grandpa).
- Hold up Pupil's Book pages 66 and 67. Tell the pupils to look at the picture and explain that this is a birthday party. Talk about birthdays: what they do for their birthday, do they get presents, do they have a party, do they know a birthday song?
- Look at the picture again and ask pupils what they can see. Elicit vocabulary that they know *cake, juice, flowers, balloons, ball, drum, car.* Introduce *present*. See if they can tell you whose birthday it is (*mum's*). Encourage them to guess. Identify Huda and ask *Is it Huda's birthday?* (*No – it's the birthday of Huda's mum.*) Ask the pupils to find and point to Huda's mum.
- Point to people on pages 66 and 67 and ask *Who's this?* See if the pupils can read and/ or guess who they are (*dad, sister, brother, grandma, grandpa, uncle, aunt, cousin*).
- Draw a simple family tree on the board. Use the drawing to explain that the words are more general in English. *Uncle* is the brother of either

the father or mother. *Aunts* and *cousins* can be on either side of the family. Tell the pupils that *uncle* is the word for a man and *aunt* for a woman. *Cousin* can be a girl or a boy. **Note:** In English, the word *cousin* is used in a different way from the word in Libyan. In English, *cousin* refers generally to any child of **any** aunt or uncle; the identity of the parents is not clarified.

1 Listen, look and say 10 mins

• Play **•** Track 58. Use the family poster: put the poster on the wall and point to the family members as pupils listen. Ask pupils to follow you and point to the correct person in their books.

😡 Track 58

Listen, look and say.

Huda sister brother mum dad grandma grandpa uncle aunt cousin

- Read or play **•** Track 58 again for pupils to listen and say the words.
- Play a pointing game: you say a word and pupils quickly find and point. Get pupils to check with their partner that they are both pointing to the same word.
- Write up all names for family relationships on the board in random order (*aunt, mum, sister, dad, uncle, grandpa, cousin, brother, grandma*).
- Ask pupils to look again at Pupil's Book pages 66 and 67. Point to a word on the board and get pupils to find the same word on the page. Now say *Close your books*. Point to a word on the board and get pupils to read it. Prompt them if necessary with the initial sounds.

2 Play a game. Ask and answer 8 mins

- Play a game: tell the pupils to look at the black and white head and shoulder pictures below the big picture. Point to Al-Hadi. Ask *What is Al-Hadi saying?* Elicit: *Who's this?* Point to Muna. Ask *What is Muna saying?* Elicit: *It's her grandpa*. Ask pupils to point to the black and white picture of *grandpa* [the second picture].
- Practise saying chorally: *Who's this?* and *It's her grandpa*. Use the Family poster to substitute other family words.
- In pairs, pupils look at the black and white pictures and ask and answer *Who's this?* and *It's her* ... Pupils may need to look at the big picture to find the family member.
- Class check: hold up pages 66 and 67, point to the black and white pictures and ask Who's this? Pupils respond.

Answers:

From left to right, the people are: mum, grandpa, dad, aunt, grandma

3 Ask and answer 9 mins

- Hold up Pupil's Book page 67 and point to the bottom half of the page. Give pupils time to read the questions and answers. Elicit what Al-Hadi asks and what Muna answers. If necessary, choral practise both the questions and answers. Remind pupils that they already know the words *in*, *on*, *under*, *next* to and *between*.
- In pairs, pupils look at the picture and ask/ answer questions about where family members are. Monitor and support as necessary.

Activity Book 5 mins

- 1 Read and write the numbers
- Ask pupils to open their Activity Books at page 48. Give them a minute to look at the picture.
- Read out the rubric. Ask pupils to read the first sentence quietly to themselves. Ask for a volunteer to read the sentence aloud. Ask the class to point to the person marked '5'. Ask *Who*

is it? (*grandpa*). Remind the pupils that *he* is for boys and men, *she* is for girls and women.

• Working individually, pupils write the number next to each sentence. Pupils check their answers with a partner. Class check: read out each sentence and get pupils to respond with the correct number.

Answers:

He is my grandpa. 5 He is my dad. 2 She is my mum. 3 She is my grandma. 4 She is my sister. 6 He is my uncle. 1

Activity Book 8 mins

2 Look and tick (\checkmark) or cross (X)

- Ask pupils to look at the sentences. Ask if any pupils can read the first sentence. If so, invite them to read. If not, read through all the sentences with the pupils. Explain that pupils need to tick or cross the sentences according to what is in the picture at the top of the page.
- Pupils complete the activity individually. Monitor and support as necessary.

Answers:

- 1 I can see 3 flowers. \checkmark
- 2 I can see a banana. X
- 3 I can see some balloons. \checkmark
- 4 I can see a door. \checkmark
- 5 I can see 3 girls. X
- Round off the lesson in the usual way.

Unit 6 Lesson 2

Aims:	Revise family words.
	Describe people.
	Talk about your family.
	Practise adding numbers to 20.
Language:	Family words
	My mum is [short]. My dad is
	[tall]. tall, short, young, old
Materials:	Pupil's Book page 68
	Activity Book page 49
	Track 59
	Alphabet posters
	Family poster
	Photos of your family if possible
	Notebooks or a piece of paper for
	each pupil

Warmer 10 mins

- Revise family words.
- If possible, show photos of your own family to the class. Say *He is my [brother]*. *She is my [mum]*.
- Tell the pupils to draw five or six members of their family in their notebooks or on plain paper.
- Put the pupils in pairs to tell their partner the names of their family members.
- Use the poster to practise family vocabulary. For example, say a word (e.g., *aunt*) and ask a pupil to come and point to it on the poster.
- Ask pupils to open their books at page 68.

1 Listen and look 10 mins

 Say Look at the pictures. Say Listen and look. Tell pupils to look at both pictures and listen for the words they can see on the page. Play
 Track 59.

Frack 59 Listen and look.

Boy: Hello, this is a photo of my friend, Tom, and his family. Tom's sister is small. She is young – she is only 4. Look at his dad. His dad is tall and his mum is short. Look at his grandpa, he is old and he has grey hair. Play Track 59 again. Pupils listen and look. Ask questions about the two pictures. For example: Is Tom's sister tall? [No, she is small.] What colour is his grandpa's hair. [grey] Is his dad old? [No, his grandpa is old.]

2 Talk about your family 11 mins

- Tell the pupils to look at Al-Hadi and Kareem at the bottom of page 68. Point to Al-Hadi. Ask *What's Al-Hadi saying?* Elicit: *My mum is short*. Point to Kareem. Ask *What's Kareem saying?* Elicit: *My dad is tall*.
- On the board write the words for talking about your family: *tall, short, young, old, big, small.* Practise saying sentences chorally: *My grandma is short.* and *My brother is tall. My aunt is small. My grandpa is tall and old.*
- In pairs, pupils talk about their family members using the pictures they drew in the Warmer. Monitor and support as necessary.

Activity Book 6 mins

1 Read and match

- Ask pupils to open their Activity Books at page 49.
- Ask them to look at the activity. Read out the rubric (*Read and match.*).
- Ask pupils to read the first sentence quietly to themselves. Ask for volunteers to read the sentences aloud. Ask the class to point and follow each sentence. Remind the pupils that *he* is for boys and men, *she* is for girls and women.
- Working individually, pupils match each sentence to the correct picture. Pupils check their answers with a partner. Class check: read out each sentence and get pupils to respond with the correct picture letter (a–e).

Answers:

- 1 He has black hair. c
- 2 He is tall. d
- 3 She is small. b
- 4 He is old. a
- 5 They are short. e

Activity Book 8 mins

2 Count and write

- Explain that the pupils are going to add the numbers together and write the total. Work through the example with them. Point out that we use + to mean *plus* [when we add 2 numbers together], and we use = to mean *is* or *equals* before we write the total.
- Ask pupils to complete the activity. Praise their efforts.

Answers:

- 9 + 7 = 16
- 7 + 7 = 14
- 10 + 3 = 13
- 9 + 11 = 20
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 6 Lesson 3

Aims:	Revise and extend vocabulary
	for places.
	Listen for detail.
	Talk about where people are.
Language:	(at) the café/the fun park/the
	market, (at) home/school
	Where's [Kareem]? He's at
	[home].
	Where are [dad and grandpa]?
	They're at [the café].
Materials:	Pupil's Book page 69
	Activity Book page 50
	🚱 Tracks 60 and 61
	Alphabet posters
	Numbers poster (optional)
	Picture cards: home, school, café,
	market, fun park
	Pictures of local places (optional)

Warmer 8 mins

- Greet the pupils.
- Briefly revise what pupils learned in the previous lesson.
- Revise number 1–20. You can do this in a variety of ways: starting from 1 through to 20, starting at different points, counting with eyes closed, counting in 2s, using the numbers poster, etc.

1 Listen, look and say 15 mins

- Hold up Pupil's Book page 69 and say *Listen* and say. Point to café, market, fun park, home and school. Present the new words. (The pupils should know café and school.) Ask Where's Kareem? Elicit home and get pupils to say <u>at</u> home. Ask Where's Muna? Elicit school, again get pupils to say <u>at</u> school.
- Say Listen, look and say. Play **?** Track 60. Practise pronunciation. Play the track again for pupils to repeat the words.

Track 60 Listen, look and say.

café/at the café market/at the market fun park/at the fun park home/at home school/at school

- Ask Where's dad? Elicit café, get pupils to say <u>at</u> the café. Ask Where's mum? Elicit market, again get pupils to say <u>at</u> the market. Ask Where's Al-Hadi? Elicit fun park, again get pupils to say <u>at</u> the fun park. Write all five places (<u>at</u> the café ... <u>at</u> school) on the board. Show pupils that only home and school do not have 'the'.
 Note: it is not necessary at this stage to teach why home and school do not need 'the'; pupils will just learn it idiomatically.
- Ask pupils about these places in their town or village. Say *What's the name of a café? Is the market big or small?* Show pictures of the places if possible. Ask if the pupils have been to a fun park like the one in the picture.
- Hold up the picture cards and ask the pupils to repeat the five place words.

- Talk about the people in all the pictures on Pupil's Book page 69. Ask Who can you see? (dad and grandpa, mum and grandma, Al-Hadi, Kareem and Muna).
- Tell the pupils that they are going to hear a sentence about the people in the pictures. They must listen and say the name or names.
- Play **Track 61.** Pause after each sentence to elicit the answers.

Track 61 Listen. Who is it?

He's at home. [Kareem] They're at the café. [dad and grandpa] He's at the fun park. [Al-Hadi] They're at the market. [mum and grandma] She's at school. [Muna]

2 Ask and answer 8 mins

- Hold up Pupil's Book page 69 and point to the speech bubbles. Ask an individual pupil *Where's Kareem?* Elicit *He's at home*. Repeat for the second pair of speech bubbles.
- Put the pupils in pairs to practise asking and answering questions. Move around the classroom to monitor the activity.

Extra!

Books closed. Write these sentences on the board:

I'm at the fun park.

I'm at home.

Ask the pupils to read the sentences aloud, then ask an individual pupil to read the sentences. Write more sentences for the pupils to practise reading, e.g., *They're at the market. She's at school. He's at the café.* Pay attention to the correct pronunciation.

Extra!

Tell the pupils to draw a picture of their family and friends in one of the places mentioned in this lesson, e.g., their friends at a café. Tell them to write a sentence explaining where they are. Ask them to show their drawings and talk about them at the beginning of the next lesson.

Activity Book 8 mins

1 Read and tick (\checkmark)

- Ask pupils to open their Activity Books at page 50. Ask them to look at the pictures and think where the people are in each one.
- Ask pupils to look at the first picture and draw their attention to the example. Explain that *at home* is ticked because Muna is at home. Ask pupils to look at the other pictures and read the other options and tick the correct one. Walk around to offer help with reading the phrases, if needed.
- Give pupils praise and encouragement for the work they have done.

Answers:

- 1 at home
- 2 at the café
- 3 at the fun park
- 4 at the market

Activity Book 6 mins

2 Circle the odd one out

- Ask pupils to look at the letters and explain that in each row, there is one odd letter that is not the same as the others. That letter is the odd letter, or the odd one out.
- Ask pupils to complete the activity by circling the odd letters. Walk around the class while they do the activity and offer help.

Answers:

- 1 N
- 2 P
- 3 O
- 4 C
- 5 A
- 6 V
- Round off the lesson in the usual way.

Unit 6 Lesson 4

Aims:	Sing 7 Days Song.
	Learn days of the week.
	Practise word recognition.
Language:	Sunday, Monday, Tuesday,
	Wednesday, Thursday,
	Friday, Saturday
	I like [Fridays]. How about you?
	On [Saturday], Al-Hadi [rides
	his bike].
Materials:	Pupil's Book page 70
	Activity Book page 51
	Tracks 62 and 63
	Alphabet posters

Warmer 8 mins

- Use the first few minutes of the lesson to revise vocabulary pupils learned in Lesson 3.
- Start by saying the first letter of the alphabet [*a*]. Ask pupils to think of a word that starts with or contains that letter sound. Continue through the alphabet. Try to make sure every pupil says at least one word.
- Ask pupils to open their Pupil's Books at page 70.
- 1 Listen, look and find 11 mins
- Look at the pictures of Al-Hadi on Pupil's Book page 70. Ask pupils to work in pairs and to tell each other what things they can see in each picture. Walk around while they are doing this and gently check pronunciation.
- Play **•** Track 62. Ask the pupils to point to the appropriate pictures as they listen. Stress the similar sounds in each sentence.

😡 Track 62

Listen, look and find.

- On Sunday, Al-Hadi eats cake.
- On Monday, Al-Hadi eats mangoes.
- On Tuesday, Al-Hadi wears trainers.
- On Wednesday, Al-Hadi wears a watch.
- On Thursday, Al-Hadi plays basketball.

On Friday, Al-Hadi plays with his friends. On Saturday, Al-Hadi rides his bike.

• Play **•** Track 62 again. Pause after each sentence for pupils to repeat.

Extra!

Call out the days of the week in random order. Each time, ask pupils to mime what Al-Hadi is doing in the picture for that day.

2 Listen and sing 10 mins

- Ask the pupils to say what day it is. See if anyone knows the name in English. If not, present the word. Then say all seven days of the week.
- Tell the pupils that they are going to listen to a song called the 7 *Days Song*. Elicit what it is about.
- Play **•** Track 63 twice. Tell the pupils to listen the first time and try to join in with the numbers the second time.

😡 Track 63

Listen and sing.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday, too. 1, 2, 3, 4, 5, 6, 7 days. I like Fridays. How about you?

- You can play **?** Track 63 again as you point if you wish. Point to the first letter of each day. Help the pupils with pronunciation.
- Write the words on the board in random order and elicit the words as a class, then with individual pupils.
- Write the first letter(s) of each day on the board like this: *Su M T W Th F Sa*. Point to the letters and say the days as you point, getting pupils to repeat after each one. Explain that the days of the week start with capital letters. Point to the letters and say *Seven capital letters for seven days*.
- See if the pupils can remember each day, using the first letters as prompts.

Extra!

- Ask the pupils questions about themselves using When do you ... (go to the market/see your friends/go to school/ play football/go to the café/go to the mosque)? Tell them to answer using, for example, Friday. Encourage them to say On Friday.
- Say to the pupils *I like Fridays*. *How about you?* Encourage them to answer with *I like* ...

Activity Book 5 mins

1 Write the numbers

- Ask pupils to open their Activity Books at page 51.
- Ask pupils to number the days. Point out that Sunday is already numbered as 1.
- When pupils are ready, they can start completing the activity. Walk around the class to monitor and offer help where necessary.

Answers:

Sunday 1 Monday 2 Tuesday 3 Wednesday 4 Thursday 5 Friday 6 Saturday 7

Activity Book 6 mins

2 Write the numbers

• Ask pupils to look at the 2 rows of numbers. Explain that the numbers are in order, but some are missing. Pupils fill in the missing numbers.

Answers:

2	
5	6
8	9

- 12
- 14
- 16 17
- 20

Activity Book 5 mins

3 Count and write

- Pupils are going to add the numbers together and write the totals.
- They have done an activity like this before, so know what to do. Go through the first item with them: *ten plus three is thirteen*. Ask pupils to complete the activity. Walk around the class while they are working, offering help and encouragement as needed.

Answers:

10 + 3 = 13 11 + 5 = 16 9 + 9 = 1810 + 10 = 20

- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 6 Lesson 5

Practise talking about families and
family trees.
family words
Pupil's Book page 71
Activity Book page 52
Track 64
Alphabet posters

Warmer 8 mins

- Briefly revise what pupils learned in the previous lesson.
- Continue the lesson with counting practice: use your favourite and your pupils' favourite counting games to practise numbers 1–20.
- Examples: a) start by counting straight from 1–20, b) then you count and stop at certain points for the pupils to continue, c) start at a certain point (e.g., at 5, at 8, at 10, etc.), d) count in 2s (e.g., 2, 4, 6, etc.), in 3s (e.g., 3, 6, 9, etc.).

1 Listen and point 10 mins

- Ask the pupils to look at page 71. Explain that the diagram is a family tree. It shows who people are and how they are related to each other. The oldest people are at the top of the family tree and the youngest people are at the bottom.
- Explain that pupils are going to listen and point to the people in the family tree.
- Play Track 64. Let them listen once without stopping. Play again and stop after each person to let pupils show you the person by pointing. You can say the names (Matt, Amy, Bill, Emma).

😡 Track 64

Listen and point.

Tom Tom's dad Tom's sister Tom's mum Tom's brother

2 Read. Play a game 15 mins

- Ask pupils to look at the second activity. Read the speech bubbles aloud and explain that pupils will play the game in pairs. They will ask and answer questions like the one in the example. Model the activity by asking *Who is Bill?* Elicit *Tom's brother*.
- Put pupils in pairs. Remind them to take turns to ask the questions.
- Walk around while the pupils are talking, to gently check pronunciation as well as accuracy.

Activity Book 7 mins

- 1 Draw and write
- Ask pupils to open their Activity Books at page 52.
- Tell pupils that they are going to draw their own family tree, like Tom's family tree in the Pupil's Book.
- You might like to draw a small version of your own family tree on the board.
- Working individually, tell pupils to draw their family trees.
- Walk around giving help where needed. When

they have finished, invite pupils to come to the front of the class with their family trees and talk about them.

Activity Book 5 mins

2 Read and write

- Ask a confident pupil to read the sentences in the speech bubble to the class, adding their own name where the line is.
- Pupils write their own names on the line. Help as needed.
- Whole-class check: Ask confident pupils to read out each description and the sentences in the speech bubble.
- Round off the lesson in the usual way.

Unit 6 Lesson 6

Aims:	Revise numbers 1–20.
	Practise number sequences.
	Pronunciation of'teen numbers.
	Recognize word groups:
	vocabulary building.
	Practise spelling known words:
	adding missing letters.
Language:	Numbers 1–20, family, colours,
	size, place
Materials:	Pupil's Book page 72
	Activity Book page 53
	Fracks 65 and 66
	Alphabet posters
	Picture cards: six or more objects
	(or real objects)
	Notebooks
	Optional: counters or small pieces
	of paper
	or puper

Warmer 10 mins

• Revise words the pupils have learned so far by drawing five circles on the board with one circle in the centre and the others around it. Draw lines from the circle in the centre to connect to the other circles.

- Write *words* in the centre circle and then write one of these four words *Family Colours Size Place* in each of the other circles.
- Ask pupils to suggest words to go into the 4 outer circles. This is good practice for pupils to learn about vocabulary sets. If pupils are struggling to think of words, prompt them or write part of a word on the board to help them. Possible words: *Family: mum, dad, brother, sister, uncle,* etc. *Colours: red, blue, green, yellow, orange, pink,* etc. *Size: big, small, tall, long, short; Place: in, on, under, between, next to, under.*
- Ask pupils to open their Pupil's Books at page 72.

1 Listen, find and say 12 mins

- Count from 1–20. Encourage the pupils to join in.
- Start counting again from 1. Begin counting quietly, whispering the numbers, and move your hands up and down to show the class whether you want them to say the numbers loudly or quietly. This should help the pupils to concentrate on the task.
- Repeat the activity, but instead of loudly or quietly, count slowly or quickly.
- Write random numbers on the board, e.g., 6, 18, 14, 1, 20, 19, 3, 9. Tell the pupils to close their eyes. Rub out one number. Ask the pupils to open their eyes and tell you which number is missing.
- Dictate a list of numbers between 1 and 20 (in random order) for the pupils to write down in their notebooks. Monitor to check that pupils are confident writing the numbers.
- Ask pupils to look at page 72. Read the rubric (*Listen, find and say.*). Explain that Adam is in trouble as he can't get across the water to Al-Hadi and Muna. Tell pupils to listen to a possible route. Play Track 65. Pupils can either draw pencil crosses on the stones as each number is mentioned, or they can cover the stones with pieces of paper or counters.

Frack 65 Listen, find and say.

3, 13, 6, 8, 11, 1 and Finish.

• Check the pupils' work as they listen, and then ask them to compare their numbers with a partner.

- Ask them to read out the numbers for Adam's route.
- Put pupils in pairs and let them tell each other new routes across the river. At this stage you can let them choose routes that use more than six stones.

2 Listen, look and say the numbers 10 mins

- Ask pupils to look at the second activity on page 72. Read the rubric (*Listen, look and say the numbers.*). Tell pupils to look at the ruler at the bottom of the page. Ask *What's this?* Elicit *ruler*. Play Track 66. Pupils should listen and point to the number they hear and repeat it.
- Make sure the pupils are putting the stress on the second syllable in *thir'teen*, *four'teen*, etc.
- If pupils need more practice, play **6** Track 66 again.

👽 Track 66

Listen, look and say the numbers.

10 ... 11 ... 12 ... 13 ... 14 ... 15 ... 16 ... 17 ... 18 ... 19 ... 20

Activity Book 5 mins

1 What is it? Draw and colour

• Say Open your Activity Books at page 53. Read out the rubric and explain that pupils join the dots in order from 1 to 20 to complete the picture. Then they colour their picture.

Answer:

a rocket

Activity Book 8 mins

- 2 Write the letters and words
- Ask pupils to look at the activity. Remind them that they did something about word sets in the Warmer for this lesson. They are going to use the same words here. Ask pupils to complete the activity individually. Walk around while they are working and give help if needed, but encourage pupils to try and complete the activity without help if they can.

• Check the answers by going around the class to look at pupils' books.

Answers:

- 1 brother, sister, dad + mother, grandma, etc.
- 2 short, tall, long + small, big, etc.
- 3 brown, black, white + red, blue, etc.
- 4 next to, in, under + between, on, etc.
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 6 Lesson 7

Aims :	Talk about a picture.
	Play a language game.
	Recognize word groups:
	vocabulary building.
	Recognize numbers in different
	sequences.
Language:	food, clothes, colours,
	prepositions
Materials:	Pupil's Book page 73
	Activity Book page 54
	Track 67
	Alphabet posters

Warmer 10 mins

- Briefly revise what pupils learned in the previous lesson.
- Play the 'please' game: Ask pupils to hold up their hands. Say *Hands up*, *please*. Explain that they should do what you say, but only if you use the word *please*.
- Give pupils different instructions (*Put your hand* on your head, please. Touch your mouth. Put your hand under the desk, please. Touch your book. Touch something red., etc.). You should use prepositions, known objects, parts of the body, colours and numbers. Make sure you give some instructions with 'please' and some without

'please'. The idea of the game is that pupils who follow the instructions said without 'please' are out.

• Ask pupils to open their Pupil's Books at page 73.

1 Listen, say and find 10 mins

• Read the rubric (*Listen, say and find*.). Play Track 67. On first play, let pupils listen and find the person or thing. On second play, pupils can repeat what they hear.

🗑 Track 67

Listen, say and find.

- Muna: It's my party. I have a yellow balloon.
- Kareem: I'm under a chair.
- Clown: I'm tall. I'm wearing a red hat and big red shoes.
- Dad: I like pizza.
- Al-Hadi: I like cake.

Nadia: I have long hair. I'm wearing a pink dress.

Adam: I'm short. I'm an astronaut. I love cake!

- Ask the pupils to look at the picture again. Ask what is happening in the picture. Elicit *It's a party*. If they have forgotten the word, say it for repetition. Ask them what things in the picture show that it's a party. Elicit *balloons*.
- Ask Who's at the party? Elicit all the names, including the clown. Ask What are they wearing? Elicit descriptions of all the clothes, e.g., Al-Hadi is wearing a red T-shirt and brown trousers. His shoes are white.
- Ask *What's on the table?* Elicit all the items with *There's ...* and *There are ...*
- Ask questions with Where is/are ...?, e.g., Where's Kareem?

2 Ask and answer 10 mins

- Explain that the people under the picture are playing the game *Who is it?* in pairs. Ask the pupils to look at Muna and Al-Hadi. Elicit what Muna says, *He's under the chair*. Elicit what Al-Hadi says, *Kareem*.
- In pairs, pupils ask and answer questions about the picture. Monitor and support as necessary.

Activity Book 8 mins

1 Look and write

- Ask pupils to open their Activity Books at page 54.
- Ask pupils to imagine they are having a party. Ask what they would like to eat and drink, and what decorations they would have.
- Ask in English What do you want at your party? Elicit responses from several pupils, e.g., I want sandwiches. I want pizza. I want ice-cream. I want red balloons.

Note: If pupils don't know the words for the food and drink they want, you can give them the new words and write them on the board. Limit the number of these words.

- When pupils are ready, they can start completing the activity.
- Praise their efforts.

Activity Book 5 mins

- 2 Say and write
- Explain that the rows of numbers are all in sequence, either counting up [1, 2, 3, 4, 5] or counting down [5, 4, 3, 2, 1].
- Working individually, pupils complete the number sequences by writing in the numbers that are missing.
- Walk around and help as needed.

Answers:

- 1 1 2 3 4 5 6 7 8 9 10
- 2 2 4 6 8 10 12 14 16 18 20
- 3 12 11 10 9 8 7 6 5 4 3 2 1
- 4 20 19 18 17 16 15 14 13 12 11
- Round off the lesson in the usual way.

Unit 6 Lesson 8

Aims:	Talk about my week.
	Practise word recognition.
Language:	days of the week, park, lunch,
	picnic, visit, clean the house,
	cook, go shopping
Materials:	Pupil's Book pages 74 and 75
	Activity Book page 55
	Track 68
	Alphabet posters

Warmer 8 mins

- Greet the class.
- Revise what pupils learned in the previous lesson.
- Review the days of the week. Go round the class asking pupils to say one of the days. Then write *Saturday* on the board. Ask pupils to tell you the next day and write it on the board. Continue like this until all the days of the week are on the board in order.
- Ask pupils to open their books at page 74.

1 Listen, look and read 20 mins

- Hold up pages 74 and 75. Say *Look at the pictures*. Tell the pupils they are going to listen to details of what one family does on each day of the week.
- Before they listen, ask pupils to tell you what they can see in the pictures. Put pupils in pairs to talk about the pictures together for a few minutes, then as a class invite pupils to tell you what they can see.
- Play **F** Track 68.

😡 Track 68

Listen, look and read.

- On Saturday, we clean the house.
- On Sunday, we go shopping.
- On Monday, we cook.
- On Tuesday, we go to the park.
- On Wednesday, we have a big lunch.
- On Thursday, we have a picnic.
- On Friday, we visit Grandma.

- Ask questions about the pictures. Ask what the family do on certain days [*What do they do on Wednesday?*]. Ask what pupils can see in the different pictures [*What can you see in the picture for Saturday?*].
- Ask questions about numbers of items in pictures, and colours of items in the pictures.
- Ask pupils which of the activities they like the best. Ask them to say something about the picture showing that activity.

Extra!

Put the pupils into small groups to talk about what they do with their families on different days of the week.

Extra!

Say a day of the week and ask pupils to stand up and mime the activity the family in the pictures does on that day.

Activity Book 5 mins

1 Match

- Ask pupils to open their Activity Books at page 55.
- Tell pupils they are going to match sentence halves to make complete sentences like the ones in the Pupil's Book. Do the first one together as an example. Say *We go clean the house*. Shake your head and say *No*. Say *We go to the park*. Smile and nod your head. Ask pupils to continue doing the activity.

Answers:

We go to the park. We clean the house. We have a picnic. We visit family.

Activity Book 5 mins

- 2 Now choose and draw
- Read out the rubric. Explain what pupils have to do: they choose one of the sentences from the previous activities and draw a picture for that sentence.
- Ask pupils to draw their pictures.

Activity Book 7 mins

- 3 What's your name?
- Read out the rubric. Explain what pupils have to do: they write their name, starting with a capital letter.
- Ask pupils to write their names. Walk around and help as needed.
- Congratulate the pupils on finishing Unit 6.

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.

Unit 7

Hobbies and Talents

Objectives

Listening

- Understand vocabulary for everyday activities and abilities.
- Understand a story.

Speaking

- Practise talking about abilities using *can/can't*.
- Make a class survey.
- Talk about activities you do on different days of the week.
- Talk about where you do everyday activities.
- Say how you feel.

Skills

- Increase knowledge of vocabulary.
- Form longer sentences.
- Continue writing new words.
- Talk about a wider range of subjects.

Word list

Lesson 1

Can you sing? – /kæn ju sīŋ?/ Can you draw? – /kæn ju drɔː?/ Can you ride a bike? – /kæn ju raīd ə baīk?/ play football – /pleī 'fut,bɔːl/ swim – /swīm/ play basketball – /pleī 'baːskīt,bɔːl/ Yes, I can. – /jɛs, aī kæn/ No, I can't. – /nəu, aī kaːnt/

Lesson 2

I can ... – /aɪ kæn .../ I can't jump. – /aɪ ka:nt dʒʌmp/ I can draw. – /aɪ kæn drɔː/ I can't play football. – /aɪ ka:nt pleɪ 'futbɔːl/ I can't ride a bike. – /aɪ ka:nt raɪd ə baɪk/

Lesson 3

Can it fly? – /kæn it flai?/ Can it run? – /kæn it rʌn?/ Can it climb? – /kæn it klaim?/ Can it jump? – /kæn it dʒʌmp?/ Is it an insect? – /iz it ən 'insɛkt?/

Lesson 4

I watch TV in the sitting room. -/aɪ wɒtʃ ˌtiː'viː ɪn ðə 'sitin ruim/ I do my homework in my bedroom. -/aɪ duː maɪ 'həʊm,wɜːk In mai 'bedru(I)m/ I play football at school. -/aɪ pleɪ 'fʊtbɔːl æt skuːl/ I eat in the kitchen. – /aI iIt IN ðə 'kIt∫ən/ I ride my bike in the park. – /ai raid mai baik in ðə park/ I sleep in my bedroom. -/ai slip in mai 'bɛdru(ː)m/

Lesson 5

I watch TV – /aɪ wɒtʃ ,tiː'viː/ I eat – /aɪ iːt/ I sleep – /aɪ sliːp/ I ride – /aɪ raɪd/ I play – /aɪ pleɪ/ I do – /aɪ duː/ On Saturday, Monday, ... – /ɒn 'sætədeɪ, 'mʌndeɪ, .../

Lesson 6

I eat lunch. – /aɪ iːt lʌntʃ/ I help dad. – /aɪ hɛlp dæd/ I watch TV. – /aɪ wɒtʃ ˌtiː'viː/ I clean my room. – /aɪ kliːn maɪ ruːm/ I play games. – /aɪ pleɪ geɪmz/ I draw pictures. – /aɪ drɔː 'pɪktʃəz/ make a book – /meɪk ə bʊk/

Lesson 7

It can't jump. It has 8 legs. -/It kaint dʒʌmp. It hæz eit legz/ It can fly and it can sing. -/IT kæn flar ænd IT kæn sin/ It has no legs. -/It hæz nav legz/ It can climb up a tree. – /It kæn klaIm Ap a triI/ It can swim but it can't run. -/IT kæn swim bat it kaint ran/ It likes bananas! -/it laiks bə'nainəz!/ It has 2 arms and legs. -/it hæz tur armz ænd legz/ It's brown. - /Its braun/ The monkey! -/ðə 'mʌŋki!/

Lesson 8

rabbit – /'ræbīt/ tortoise – /'tɔː(r)təs/

Unit 7 Lesson 1

Aims:	Learn vocabulary for hobbies
	and abilities.
	Practise word recognition.
Language:	draw, ride a bike, play football,
	swim, sing, play basketball
	Can you [draw]? Yes, I can./
	No, I can't.
Materials:	Pupil's Book page 78
	Activity Book pages 56 and 57
	Track 69
	Alphabet posters
	Family poster

Warmer 6 mins

- Briefly revise what pupils learned in Unit 6.
- Ask pupils if they know what day it is. Elicit the first letter of the day. See if pupils can tell you any of the other letters (it does not matter if the letters come out of order). Write the letters on the board leaving spaces for the missing letters. Fill in the missing letters, saying each one by name as you write it.
- Get the class to say the day: *It's ~day*.

1 Listen, look and say 10 mins

- Hold up Pupil's Book page 78. Tell the pupils to look at the six pictures. Elicit the activities that the pupils already know.
- Play Track 69. Say *Listen, look and say*. Ask pupils to listen the first time and point to the pictures of the activities as they hear them. Play the track again, and this time pause after each item for pupils to repeat.

😡 Track 69

Listen, look and say.

draw ride a bike play football swim sing play basketball

2 Ask and answer 10 mins

- Tell the pupils to look at the pictures on Pupil's Book page 78 again. Use them to ask pupils about their own abilities: *Can you draw? Can you swim? Can you play basketball?*, etc.
 Encourage pupils to answer with *Yes, I can./No, I can't.*
- Practise saying chorally, substituting the six actions shown on page 78: *Can you draw/swim*, etc. and *Yes*, *I can./No*, *I can't*.
- Practise again in open pairs. Ask pupils to choose an activity to ask about.
- Read the speech bubbles at the bottom of page 78 with the pupils. Put the pupils in pairs to ask and answer questions about what they can and can't do. Monitor, helping where necessary.
- If pupils are confident enough, invite some pairs to the front to model their questions and answers.

Extra!

- Tell the pupils that they are going to play a game to practise new vocabulary.
- Write the new words/phrases on the board. Tell pupils to remember them and close their eyes, as you are going to rub one out. Rub out an activity (e.g., *ride a bike*), pupils open their eyes and say which one is missing. Repeat for all the activities.
- Extend this by writing up the words with muddled spelling, e.g., *wims, edri,* etc. See if pupils can quickly recognize the word and then spell it out.

Activity Book 5 mins

1 Read and match

- Ask pupils to open their Activity Books at page 56. Give them a minute to look at the pictures of activities and the sentences.
- Draw pupils' attention to the example, which joins Adam (whose speech bubble says *I can fly.*) and the picture of an astronaut flying in space. Ask pupils to complete the activity by matching the other characters with the correct activities according to what they are saying.

• Working individually, pupils match the rest of the people. Pupils check their answers with a partner. Class check: read out each sentence and get pupils to respond with the correct number.

Answers:

- 1 c
- 2 e
- 3 a
- 4 b
- 5 d

Activity Book 6 mins

2 Ask and answer. Then tick (\checkmark) or cross (X)

- Ask pupils to look at the little pictures and the words. Read the words for each picture and get pupils to point as you say (*swim*, *ride a bike*, *run fast, play football, read English*). You might need to explain 'read English'.
- Practise the question *Can you swim?* Again, practise saying chorally: *Can you swim/ride a bike?*, etc. and *Yes, I can./No, I can't*.
- Ask pupils to look at the row for *You*. Explain that they should put a tick in the box for the things they can do and a cross for things they can't do. You might want to demonstrate this on the board using yourself as a model.
- Show pupils that they should now ask 3 friends about what they can do. Remind them of the question: *Can you ...?* You can let pupils move around the class for this activity or put them in groups of 6 or 9 so that they can ask each other.
- Optional class project: you might like to extend this class survey by counting up how many pupils can do these things and making a wall chart – a bar graph, for example. Pupils can also do this in their groups of 6 or 9. They will enjoy this activity and it provides good practice in presenting information in a clear, colourful way.

Activity Book 8 mins

3 Write a sentence

- When pupils have finished asking their questions for the survey, get them to complete sentences 1 and 2. Pupils should also complete sentence 3 this can either be a sentence beginning with 'I can ...' or with 'My friend can ...'.
- Round off the lesson in the usual way.

Unit 7 Lesson 2

Aims:	Talk about abilities using
	can/can't.
	Read sentences using can/can't.
	Read to recognize new vocabulary.
Language:	run (fast), jump, play the drum,
	play football, ride a bike, draw,
	(swim, sing, play basketball)
Materials:	Pupil's Book page 79
	Activity Book page 58
	Track 70
	Alphabet posters

Warmer 6 mins

- Revise words from the previous lesson by going around the class eliciting sentences from the pupils with *I can* or *I can't*.
- Ask other pupils Can you draw? Can you swim? Can you read in English?
- Write the words from Lesson 1 on the board and say the words/phrases together.
- Ask pupils to open their books at page 79.

1 Listen, look and say 13 mins

- Ask some general questions about the picture: How many boys can you see? (3 and Adam), What are their names? (Adam, Al-Hadi, Kareem, a friend), Where are they? (at the park).
- Tell pupils to listen and point to the picture as they hear the boys and Adam talking.
- Play **?** Track 70.

😡 Track 70

Listen, look and say.

Al-Hadi: Look at me! I can run fast.Kareem: Look at me! I can play the drum.Friend: Don't look at me! I can't jump.Adam: Look at me! I can play football.

2 Read and match 10 mins

- Play the last line of **W** Track 70 again and elicit what Adam says (*I can play football*.).
- Ask pupils to look at the bottom activity on Pupil's Book page 79. Read the rubric (*Read and match.*). Pupils should match the pictures to the speech bubbles. If you want, ask pupils to give a verb/action for each picture 1–3 before they complete the activity (e.g., draw, ride a bike, play football). Let pupils work individually to complete and then check their answers in pairs. Class check: ask *What does Kareem say?* Elicit *I can draw*. Elicit the number of the picture (Picture 1), *What does Muna say?* Elicit *I can't play football*. (Picture 3), *What does Al-Hadi say?* Elicit *I can't ride a bike*. (Picture 2).

Activity Book 8 mins

1 Read and tick (\checkmark)

- Ask pupils to open their Activity Books at page 58.
- Ask them to look at the activity. Draw their attention to the example and ask what Al-Hadi is doing (*playing football*). Explain that the tick is in the box next to *I can play football*. because Al-Hadi CAN play football.
- Ask pupils to look at the other pictures and read both sentence options for each one. If they aren't confident to read the sentences themselves, go through them with the class as a whole and get pupils to repeat them after you.
- Working individually, pupils tick the correct sentence in each box.

Answers:

These sentences should be ticked:

- 1 I can play football.
- 2 I can't run fast.

- 3 I can swim.
- 4 I can run fast.
- 5 I can jump.
- 6 I can't play football.

Activity Book 8 mins

2 Complete the words with a or u

- Explain that the pupils are going to write either *a* or *u* to complete each of the words. Point out that the words are all action verbs.
- Ask pupils to complete the activity. Praise their efforts.

Answers: jump draw dance

- play run
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 7 Lesson 3

Aims:	Revise and extend vocabulary for
	everyday activities.
	Talk about everyday activities.
	Revise days of the week.
Language:	cook, watch TV, ride, play, sleep,
	do, I watch TV in my bedroom.
	rooms of a house, <i>monkey, bird</i> ,
	insect, snake, dog; Can it fly? Can
	it run? Can it climb? Can it jump?
	Yes. No. Is it?
Materials:	Pupil's Book page 80
	Activity Book page 59
	Track 71
l	Alphabet posters

Warmer 6 mins

- Greet the pupils.
- Briefly revise what pupils learned in the previous lesson.
- Revise the days of the week by starting to write one of the days on the board. Keep writing slowly until a pupil guesses the day. Repeat with other days in a random order.

1 Listen and find 15 mins

- Ask pupils to open their books at page 80. Ask them to look at the animals at the top of the page. Elicit the names of the animals (*monkey*, *bird*, *insect*, *snake*, *dog*). Ask a few questions about the animals and what they can do. For example, *The snake can it fly?* Elicit No. *The monkey can it run?* Elicit Yes.
- Say *Listen and find*. Play Track 71. Play the track once for pupils to listen. Then play the track again, pausing it after each question and answer for pupils to repeat.

😡 Track 71

Listen and find.

Can it fly? Yes. Can it run? Yes. Bird!

Can it fly? Yes. Can it run? No. Insect!

Can it fly? No. Can it climb? Yes. Can it jump? Yes. Monkey!

Can it fly? No. Can it climb? Yes. Can it jump? No. Snake! Can it fly? No.

No. Can it climb? No. Dog!

2 Ask and answer 10 mins

- Ask pupils to look at Muna and Kareem at the bottom of the page. Read through the speech bubbles with the class. Ask pupils to repeat each time.
- Explain that Muna has thought of an animal from the top of the page and Kareem is asking her questions to find out what animal it is.
- Start the activity by thinking of an animal yourself and getting pupils to ask you questions in order to find out what the animal is.
- If pupils are confident enough, put them in pairs to ask and answer in the same way.

Activity Book 7 mins

- 1 Read and tick (\checkmark)
- Ask pupils to open their Activity Books at page 59. Ask them to look at the pictures and the questions. Explain that they have to tick the correct answer for the questions, *Yes* or *No*.
- Ask pupils to look at the first picture of the fish. Ask *Can it swim?* Elicit *Yes.* Ask *Can it climb?* Elicit *No.* Point out the example tick in the *No* box. Ask pupils to read the other questions and choose the correct answer.
- Give pupils praise and encouragement for the work they have done.

Answers:

[fish] Can it climb? No. [monkey] Can it jump? Yes. [snake] Can it run? No. [bird] Can it fly? Yes.

Activity Book 7 mins

2 Circle the correct word

- Read through the sentences with the pupils and make sure they understand what each sentence means.
- Ask pupils to complete the activity by circling the correct words. It may be best to do this activity as a class.

Answers:

- 1 do
- 2 ride
- 3 cook
- 4 sleep
- 5 watch
- Round off the lesson in the usual way.

Unit 7 Lesson 4

Aims:	Revise and extend vocabulary for
	everyday activities.
	Talk about everyday activities.
Language:	watch TV, ride my bike, play
	football, sleep, do my
	homework, eat
	I watch TV in the sitting room.
	rooms of a house
Materials:	Pupil's Book page 81
	Activity Book pages 60 and 61
	Track 72
	Alphabet posters

Warmer 6 mins

- Use the first few minutes of the lesson to revise the activities pupils have been learning. Ask pupils to stand by their desks. Say an activity [*watch TV*, *ride a bike*, *play football*, *jump*, *run fast*, etc.] and each time ask pupils to mime doing the activity.
- Ask pupils to open their Pupil's Books at page 81.

1 Listen and match 15 mins

- Start by going through the activities: *watch TV*, *do homework*, *sleep*, etc. On the board, write out the six sentences (e.g., *I watch TV in the sitting room.*). Pupils should look at the pictures in their books on page 81 and the sentences under each picture. Say the verbs randomly (e.g., *play, watch, sleep*, etc.) and let pupils find each word as you say it. Point to the same word in its sentence on the board to check. Say the word together. Repeat for all verbs.
- Hold up Pupil's Book, page 81. Revise rooms in the house by pointing to elicit the name. Ask What room is this? Write the room names on the board for the pupils to read and say. Ask Who can you see? and Where's Muna? Where are Kareem and his friend?
- Explain that the pupils are going to listen to the sentences they can see under each picture. Tell them to listen and follow the words and write the number in the box.
- Play **Frack 72**.

😡 Track 72

Listen and match.

- 1 Sami: I eat in the kitchen.
- 2 Al-Hadi: I ride my bike in the park.
- 3 Muna: I do my homework in my bedroom.
- 4 Al-Hadi: I watch TV in the sitting room.
- 5 Kareem: I play football at school.
- 6 Muna: I sleep in my bedroom.

Answers:

I watch TV in the sitting room. 4 I do my homework in my bedroom. 3 I play football at school. 5 I eat in the kitchen. 1 I ride my bike in the park. 2 I sleep in my bedroom. 6

Elicit the sentences in order by asking *What does Al-Hadi do?* Accept single word answers, but encourage pupils to give the full sentence [*I watch TV in the sitting room.*]. Remember they will have to change *I* to *He/She* and add ~s (~es for *do*) to the verb. Say the complete sentence *He watches TV in the sitting room* for pupils to repeat or play the full sentence from Track 72 again for pupils to model.

Activity Book 8 mins

1 Read and write K for Kareem or M for Muna

- Ask pupils to open their Activity Books at page 60.
- Explain that they are going to read sentences about two of the book characters (*Muna* and *Kareem*). Go through the example with the pupils. Say *She is Kareem's sister*. and elicit *Muna*. Remind pupils that they only need to write *M* or *K*. Read all the other sentences to the class. If pupils think they know the answer, they can put their hand up and tell you. Otherwise, they can complete the activity after, either individually or in pairs.
- Walk around the class to monitor and offer help where necessary.

Answers:

She is Kareem's sister. M He is Al-Hadi's brother. K She is 7. M He is small. K She has brown hair. M He can jump. K

Extra!

- Ask pupils to think about the names of their brothers and sisters, friends and mother and father. Ask them to choose 3 names to bring to class for the next lesson.
- In the next lesson, ask for volunteers to tell you the names they have chosen. Get pupils to ask *How do you spell [Khalid]*, *[Zeinah]?* Give the spellings and pupils write them down in their notebooks.

Activity Book 6 mins

2 Write the names correctly

- Explain that the names are for the characters in the book and Muna's friend, but the letters are jumbled. Draw pupils' attention to the example.
- Ask pupils to complete the activity in pairs. Walk around the class while they are working, offering help and encouragement as needed.

Answers:

- 1 Muna
- 2 Kareem
- 3 Adam
- 4 Al-Hadi
- 5 Nadia

Activity Book 5 mins

3 Write the numbers

- Explain that the houses are all numbered in order but that some of the numbers are missing. Ask pupils to write them in.
- Ask pupils to complete the activity in pairs. Walk around the class while they are working, offering help and encouragement as needed. This could be done at home as independent learning, as it is a straightforward activity.

Answers:

11, 12, 15, 16, 19, 20

Activity Book 5 mins

- 4 Ask and answer
- Remind pupils that they have done activities like this before where they add numbers and write the total.
- Ask pupils to complete the activity in pairs. Walk around the class while they are working, offering help and encouragement as needed.

Answers:

- 1 14
- 2 13
- 3 19
- 4 17
- Tell pupils that it is the end of the lesson. Ask them to clear up. Say *Put your books and pencils away, please.* Say *See you on xxxday.*
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.

Unit 7 Lesson 5

Aims:	Continue to talk in more detail
	about routines and activities.
	Talk about what we do on
	different days of the week.
	<i>on</i> + days of the week
Language:	action verbs
Materials:	Pupil's Book page 82
	Activity Book page 62
	Track 73
	Alphabet posters

Warmer 8 mins

- Greet the pupils. Start the lesson by revising action words by reviewing activities that pupils do in their spare time or regular routines like *I watch TV on Tuesdays.* or *I ride my bike on Saturdays.* Go around the class and try to elicit one sentence about activities from every pupil.
- Ask pupils to open their Pupil's Book at page 82.

1 Listen, look and say 12 mins

• Ask pupils to listen and repeat. Play Track 73.

Frack 73 Listen, look and say.

- 1 I watch TV
- 2 I ride
- 3 I eat
- 4 I play
- 5 I sleep
- 6 I do
- For further practice say words that complete the verb phrases and ask pupils to guess what the verb phrase would be. For example, say *football* and elicit *I play football*. Say *bananas* and elicit *I eat bananas*.

2 Make sentences 10 mins

- Ask pupils to look at the activity on page 82. First get pupils to read the days of the week they see (*Saturday, Monday, Friday*).
- Look at the first picture. Say *Who is it?* Elicit *Al-Hadi*. Ask a volunteer to make a sentence, for example: *I watch TV in the sitting room on Saturday*.
- Put pupils in pairs to practise making sentences.
- Ask for some example sentences from around the class.

Activity Book 8 mins

- 1 Read and tick (\checkmark)
- Ask pupils to open their Activity Books at page 62.
- Tell pupils to look at the activity and see if they understand what they have to do. They have done an exercise like this before. If they are not sure, explain that pupils look at the picture and then read the sentences and tick the one that's correct according to what is in the picture.
- Go through the example with the pupils. Ask Is Muna's hair long? Elicit No. Ask Is Muna's hair short? and elicit Yes. Point out the tick next to She has short hair.
- Ask pupils to complete the activity.
- This could be done at home as independent learning, but if so remember to check it at the start of the next lesson and to praise pupils for their hard work.

Answers:

These sentences should be ticked: She has short hair. He is old. They are happy. He is small.

Activity Book 7 mins

- 2 How do you feel? Draw a face
- Ask pupils to look at the faces and say the words *happy* and *sad*. Ask pupils to repeat the words.
- See if pupils can read the phrases 1 to 4. If not, read the phrases and ask pupils to repeat them after you.

- Ask pupils to draw a face showing how they feel when they do each of the activities 1–4.
 Walk around while they are working and praise their efforts.
- Invite a few pupils to come to the board to draw a face on the board showing how they feel at the moment.
- End the lesson the usual way.

Unit 7 Lesson 6

Aims:	Talk about Sam's afternoon.
	Review phrases for routines
	and activities.
	Listen and understand descriptions
	Listen to and sequence events.
	Make a book.
Language:	eat lunch, watch TV, help dad,
	clean my room, play games,
	draw pictures
Materials:	Pupil's Book pages 83 and 84
	Activity Book page 63
	🚱 Track 74
	Alphabet posters
	plain paper, scissors, hole
	punch, string

Warmer 10 mins

- Briefly revise what pupils learned in the previous lesson.
- Play a 'mime activities' game: draw an imaginary square in the air and say *I am in the sitting room*. Get pupils to copy you and repeat, *I am in the sitting room*.
- Ask What do I do in the sitting room? Elicit ideas, e.g., watch TV, do my homework, play with friends.
- Act out a mime, e.g., 'I watch TV in the sitting room.' Pupils tell you what you have mimed, making sentences with 'you': You watch TV in the sitting room.
- Repeat for other activities pupils have learned.
- In pairs, pupils can play the same game.
- Ask pupils to open their Pupil's Books at pages 83 and 84.

1 Listen and read 7 mins

- Start by holding up your Pupil's Book at page 83. Explain that the pictures are about Sam's afternoon. Point to the first picture and ask what Sam is doing. See if any pupils are able to say *He is eating*. If not, say *Sam is eating lunch*. and point out the words at the top of the picture: *I eat lunch*.
- Ask pupils to look at the pictures about Sam's afternoon while they listen to the audio. Play
 Track 74. Encourage pupils to point to the pictures as they hear them on the audio.

Frack 74 Listen and read. Leat lunch.

I watch TV. I help dad.

- I clean my room.
- I play games.

I draw pictures.

- Play the audio again and this time pause after each sentence for pupils to repeat.
- Ask pupils to say the same sort of sentences about their afternoon. Go around the class asking them to tell each other what they do in the afternoon.

Extra!

Put pupils in pairs. They take turns to point to one of the pictures on page 83. Their partner says the sentence or mimes the action.

2 Make a book 15 mins

- Ask pupils to look at page 84 of their Pupil's Book. Give out the paper, scissors, etc., and explain that pupils will make a small book then draw pictures about their day, similar to the book Sam made about his afternoon. They can write their name on the book if they like and can also write the words *My Day* on the front of the book.
- Help pupils prepare their books you could be in charge of the hole punch and maybe also the scissors. Help pupils tie their book pages together. Then ask them to draw their pictures.

If they want to write in their books, they could copy the sentences from Sam's book, or ask you to help them.

• Make sure you give pupils a lot of praise for their work when they have finished their books.

3 Read 5 mins

- Put pupils into pairs to read each other their books. Offer help as needed.
- If appropriate, ask a confident pupil to read their book to the class.

Activity Book 8 mins

- 1 Draw your afternoon
- Go around the classroom asking pupils what they do in the afternoons. Elicit a number of ideas.
- Ask pupils to read the instruction. Explain what it means if they aren't sure. Point out that there are six boxes for pupils to draw in, so ask them to think of six things they can draw. If any of them are short of ideas, offer help.
- Ask pupils to draw their pictures. Go around and offer help as needed. Praise their work.
- End the lesson the usual way.

Unit 7 Lesson 7

Aims:	Read descriptions of animals.
	Understand descriptions and
	identify animals.
	Play a guessing game.
	Revise talking about ability
	with <i>can</i> .
Language:	is, has, can, can't, likes, jump, fly,
	sing, climb, monkey, fish, bird,
	snake, cat, spider
Materials:	Pupil's Book page 85
	Activity Book page 64
	Track 75
	Alphabet posters

Warmer 6 mins

- Revise words the pupils have learned by playing a memory game: you say a word to a pupil and they say another word that is linked to it. For example: You: *monkey*, Pupil 1: *banana*, Pupil 2: *yellow*, Pupil 3: *shirt*. Go around the class. If a pupil cannot think of a word, give them a suggestion to keep the game going.
- Pupils play and repeat this game in groups.
- Ask pupils to open their Pupil's Books at page 85.

1 Listen, say and find 11 mins

- Ask some general questions about the picture: How many animals can you see? Where are they? (at the river) Which animals can you see? (cat, spider, etc.)
- Read the rubric (*Listen, say and find.*). After each description there is a pause for pupils to repeat what they hear and to name the animal.

😡 Track 75

Listen, say and find.

- Voice 1: It can't jump. It has 8 legs. [pause for pupils to repeat]
- Voice 2: A spider.
- Voice 2: It can fly and it can sing. [pause for pupils to repeat]
- Voice 1: A bird.
- Voice 1: It has no legs. [pause for pupils to repeat]
- Voice 2: Ummm! I know! A fish.
- Voice 2: It can swim but it can't run. [pause for pupils to repeat]
- Voice 1: A snake.
- Voice 1: It can climb up a tree. [pause for pupils to repeat]
- Voice 2: A cat.
- Voice 2: It likes bananas!
- Voice 1: That's easy, a monkey!
- If necessary, play Track 75 again.

2 Play a game 8 mins

- Pupils look at Kareem's speech bubble at the bottom of the page. Ask for volunteers to read one sentence each. Other pupils follow. Look at Muna's answer. Ask *Is Muna correct?* See if pupils agree/disagree with Muna.
- Put pupils in small groups of 4 or 6. Pupils look at the picture on page 85 and make sentences about the animals.
- Strong groups can make other descriptions for their classmates to guess using other lessons, e.g., *It is white. We drink it.* (milk).

Activity Book 6 mins

1 Read

- Ask pupils to open their Activity Books at page 64.
- Ask if any pupils can read the words in the boxes. If they can, ask them to do so. If not, read the words aloud and ask pupils to repeat. Point out that the words/phrases all relate to the pictures below.
- Read the words/phrases one more time and this time ask pupils to mime the action each time.
- Tell pupils they will use the words/phrases in the next activity.

Activity Book 6 mins

2 Complete

- Ask pupils to look at the pictures down the side of the page and to decide if the person can or can't do the activity. Then ask them to complete the sentences using the words/phrases from the boxes above.
- Working individually, pupils complete the sentences by checking the pictures and writing in the missing word(s).
- Walk around and help as needed.

Answers:

- 1 Adam can run fast.
- 2 Sally can't play basketball.
- 3 Kareem can swim.
- 4 Kareem can't draw.

Activity Book 8 mins

3 Read and say

- Ask pupils to look at the sentence stems *I can* and *I can't*.
- Put pupils in pairs to tell each other about things they can and can't do. Walk around while they are talking to check language and to offer help as needed.
- Round off the lesson in the usual way.

Unit 7 Lesson 8

Aims:	Follow a story.
	Talk about a story.
	Revise shapes of capital and
	lower-case letters.
Language:	rabbit, tortoise; fast, slow; run,
	jump, walk; start, finish
Materials:	Pupil's Book pages 86 and 87
	Activity Book page 65
	Track 76
	Alphabet posters

Note: Pupils will know or be able to work out some of the new words in the story. The pictures are clear and will aid understanding. If necessary, explain words using mime or drawing on the board. It is OK if pupils don't understand all the individual words immediately – they will get the gist of the story.

Warmer 6 mins

- Greet the class.
- Briefly revise what pupils learned in the previous lesson.
- Talk about stories ask pupils if they have a favourite story and if so, ask what it is. They can answer in Arabic, but as always make sure you tell them the words in English.
- Tell pupils they are going to listen to a story in this lesson. Ask pupils to open their books at pages 86 and 87.

1 Listen, look and read 25 mins

- Read the title of the story, *The Rabbit And The Tortoise*. Ask the pupils to find the rabbit in Picture 1. Then tell them to look at the other animal. Tell them it is a *tortoise*. Ask the pupils if they have seen a rabbit or a tortoise. Ask *Can a rabbit run?* Say *Yes, rabbits can run fast*. Ask *Can a tortoise run?* If a pupil says *No, it can't,* say *That's right*. A *tortoise can't run*. Tell them you will read the words in Picture 1. Read both speech bubbles. Find out if any of the pupils know the story already.
- Use the pictures to elicit any English words they know and to present key words. Explain that in Picture 2, the rabbit is thinking. He has an idea and it is to have a race. Present *race*. Ask who the pupils think will win the race. Explain *win* if you haven't already used it when playing team games. Read the word *Start* in Picture 3. Elicit the names of any animals they know in Picture 4 and say that the tortoise is already quite far behind.
- At Pictures 5 and 6, elicit the names *camel* and *goat* and read the speech bubbles. Ask what the rabbit is doing in Picture 7 and read the text. Ask what the tortoise is doing in Picture 8. At Picture 9, read and explain *Finish* and ask *Who wins the race?*
- Tell the pupils to listen to the story and look at the pictures. Explain that they will hear the number of the picture to help them to follow.
- Play **•** Track 76. Say Listen and look at the pictures.

😡 Track 76

Listen, look and read.

The Rabbit And The Tortoise

- [Picture 1] One day, the rabbit said to the tortoise, 'I can run fast and I can jump. What can you do?' The tortoise said, 'I can walk – slowly.' The rabbit laughed. 'Ha! Ha!'
- [Picture 2] Then the rabbit had an idea. 'Let's have a race!' he thought.
- [Picture 3] The other animals came to watch the race. The mouse blew a whistle [sound effect] and all the animals shouted, 'Go!'

[Picture 4]	The rabbit was soon far away from the tortoise. 'Ha! Ha! Ha!' 'The tortoise can't run. He won't win.'
	'Oh, I am slow,' said the tortoise.
[Picture 5]	The rabbit ran past the camel.
	'Look at me,' he shouted. 'I can
	run fast.'
[Picture 6]	The rabbit jumped past the goats.
	'Look at me,' he shouted. 'I can jump.'
[Picture 7]	The rabbit came to a big tree and sat
	down under it. 'I'm tired,' he said,
	and he fell asleep, 'Zzzzzzzz.'
[Picture 8]	The tortoise kept on walking. On and
	on and on he went. He walked past
	the camel. He walked past the goats.
	He walked past the big tree and he
	walked past the rabbit.
	On and on and on he went.
[Picture 9]	'Hurrah! Hurrah! Hurrah!' the
	animals shouted. The rabbit woke up.
	'Oh, no! The tortoise has won
	the race!'

- Talk about the story. Ask why the rabbit suggested having a race with the tortoise. Try to elicit the answer that the rabbit wanted to win and thought he would easily win because he can run fast and the tortoise can only walk slowly.
- Talk about the 'moral' of the story. Ask pupils for their ideas. It is not always the best, fastest, cleverest who do well. It is always good to try your best and keep trying.
- Play Track 76 again. Encourage pupils to join in when the animals say the words in the speech bubbles.

Extra!

Put pupils in pairs and ask them to act out the story. One of them can be the tortoise and one can be the rabbit. They can only use English words! Pupils can't run around the classroom, so tell them they will have to 'race' on the spot next to their desks.

Activity Book 8 mins

1 Trace, then write the small letters

- Ask pupils to open their Activity Books at page 65.
- Explain that this is more writing practice for pupils.
- Ask pupils to trace all the capital (or big) letters then to write the lower-case (or small) letters next to the capitals. Make sure the alphabet posters are on the wall, as they will remind pupils of the letter shapes.
- This can be done at home as independent learning, but remember to look at pupils' tracing and writing at the start of the next lesson and praise their work.

Activity Book 6 mins

- 2 Circle the odd one out
- Read out the rubric. Pupils have done an activity like this before, but remind them that they find the one letter that does not match the other letters in each row.
- Ask pupils to complete the activity. Walk around and help as needed.

Answers:

- 1 B
- 2 T
- 3 p
- 4 F
- 5 V
- 6 Q
- Congratulate the pupils on finishing Unit 7.

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.

Feelings

Objectives

Listening

Unit 8

- Understand vocabulary for feelings.
- Understand people talking about how they feel and why.
- Understand a song about feelings.
- Listen and identify pictures.
- Understand a story.

Speaking

- Talk about food preferences.
- Offer food or drink.
- Talk about having fun.
- Describe people.
- Talk about where you do everyday activities.
- Say how you feel.

Skills

- Increase knowledge of vocabulary.
- Form longer sentences.
- Understand feelings.
- Read a story.
- Talk about a wider range of subjects.

Word list

Lesson 1

food and drink -/furd ænd drink/ I like ... – /aɪ laɪk .../ I'm thirsty. -/aim '03isti/ Do you want ...? -/duː juː wɒnt ...?/ Yes, please. - /jɛs, plizz/ Here you are. -/hīə jur ar/ Thank you. – $/\theta \approx \eta k j u ! /$ ice-cream - /ais kriim/ fish - /fif/dates - /deits/ burger - /b31(r)qa(r)/water - /'wɔɪtə(r)/ tea – /tiː/ juice - /dʒuːs/ cake – /keik/ strawberries -/'stroxb(ə)riz/ grapes - /greips/ apples – /'æpəlz/ sandwich -/'sæn(d)widʒ/

mangoes - /'mæŋgəʊz/
pizza - /'pi:tsə/
cheese - /tʃi:z/
watermelon /'wɔ:tə(r),melən/
pears - /peə(r)z/
bananas - /bə'na:nəz/

Lesson 3

I'm happy. – /aım 'hæpi/ What's her name? – /wøts hɜ: neɪm?/ Her name is ... – /hɜ: neɪm ız .../ What's his name? – /wøts hız neɪm?/ His name is ... – /hız neɪm ız .../

Lesson 4

I am happy! – /aɪ æm 'hæpi!/ fine – /faɪn/ sad – /sæd/ Where is my football? – /weər ız maı 'futbɔːl?/ I can't find my football. – /aı ka:nt faınd maı 'futbɔ:l/ How does Kareem feel? – /hau dʌz Kareem fi:l?/

Lesson 5

Having fun – /'hævıŋ fʌn/ How do you feel? – /haʊ duː juː fiːl?/ happy – /'hæpi/ sad – /sæd/ helter-skelter – /'hɛltə'skɛltə/ big wheel – /bɪg wiːl/ swing – /swɪŋ/ slide – /slaɪd/ roundabout – /'raʊndəbaʊt/ seesaw – /siːsɔː/

Lesson 6

fun park – /fʌn paːk/ How do you feel? – /haʊ duː juː fiːl?/ I'm sad. – /aɪm sæd/ I'm thirsty. – /aɪm 'θɜːsti/ I'm hungry. – /aɪm 'hʌŋgri/ I'm happy. – /aɪm 'hæpi/

Lesson 7

Sami's friends – /Sæmi:z frɛndz/ He has brown eyes. – /hi: hæz braun aız/ He is tall. – /hi: ız tɔːl/ Sami has ... – /Sæmi: hæz .../ Mazin is ... – /Mæzın ız .../

Unit 8 Lesson 1

Aims:	Revise vocabulary for food
	and drink.
	Practise talking about likes
	and dislikes.
	Talk about being hungry or thirsty.
	Offer food or drink.
	Play a guessing game.
Language:	food and drink vocabulary
	It begins with p, m,
Materials:	Pupil's Book page 90
	Activity Book page 66
	Track 77
	Alphabet posters
	Picture cards: food and drink

Warmer 8 mins

- Briefly revise what pupils learned in Unit 7.
- Show picture cards to revise food and drink. Put up picture cards on the board and write the words next to each picture. Pupils close their eyes. Muddle the pictures and rub out a word. Pupils tell you which word is missing.

1 Listen, look and say 15 mins

 Hold up Pupil's Book page 90. Point to the food and drink. Pupils name the food/drink items they can see. On the board put words in two columns: Column 1 singular (teach without *s*) and Column 2 plural (teach with ~*s*).

Without s	With ~s
fish	dates
milkshake	grapes
ice-cream	apples
water	pears
tea	bananas
juice	mangoes
cake	strawberries
watermelon	
pizza	
burger	
sandwich	
cheese	

 Tell pupils you are going to play the audio so they can listen to all the food and drinks words. Play Track 77 and ask pupils to listen. Play the track again and this time ask pupils to repeat each time, pausing the audio as and when necessary.

Track 77 Listen, look and say.

fish mangoes bananas cake a burger ice-cream grapes juice strawberries pears tea apples a sandwich watermelon a pizza water dates cheese milkshake

2 Ask and answer 14 mins

- Put the pupils in pairs to talk about the food and drink they like and dislike, e.g., *I like* [strawberries]./I don't like [grapes]. Remind the pupils to put an ~s at the end of the countable things (those in the 'With ~s' column).
- Ask the pupils about their own likes and dislikes (*Do you like ...?*) and encourage them to use short answers (*Yes, I do./No, I don't.*).
- Ask pupils to act out the conversation at the bottom of the page. Prepare the pupils for the activity by reading the dialogue aloud (with a confident pupil if possible).
- Mime being hungry to elicit *hungry*. Show the pupils how to replace words in the dialogue if it starts *I'm hungry*, e.g., *Do you want a [banana]?* Yes, please. OR No, I don't like [bananas]. I want [an ice-cream]?

• Put the pupils in pairs to perform the role-play (or use the picture cards as prompts and perform the role-play with individual pupils).

Extra!

Play a game: Ask a pupil to choose something from the page and say: *I want something*. *It begins with* ... (the pupil says the first letter the food or drink item begins with). Tell the class to put up their hands if they want to answer. Do the activity with the whole class until you think the pupils can carry on in pairs. Put the pupils in pairs to play the game. Monitor, helping where necessary.

Activity Book 8 mins

1 Read and play

- Ask pupils to open their Activity Books at page 66. Read out the conversation at the top of the page. Explain that *mango* is the only thing Kareem can have as he wants something that begins with *m* and only the *mango* in the picture begins with the letter/sound *m*.
- Repeat the process with the second picture and conversation, pointing out that there are two items in that picture which begin with *p*.
- Put the pupils in pairs to play the game themselves. Walk round and monitor, giving help where necessary.
- Round off the lesson in the usual way.

Unit 8 Lesson 2

Aims:	Follow a story.
	Talk about a story.
	Practise word recognition.
	Revise food and drink vocabulary
	and colours.
	Revise and practise using I'm
	hungry./I'm thirsty.
Language:	hungry, sandwich, cake,
	thirsty, mum
Materials:	Pupil's Book page 91
	Activity Book page 67
	👽 Track 78
	Alphabet posters

Warmer 8 mins

- Briefly revise what pupils learned in the previous lesson.
- Play a game: put pupils in groups of 6–8. Explain that you are going to demonstrate with the class how to play the game.
- Say a colour (e.g., *red*). Encourage pupils to add a noun that can be used with the colour red, e.g., *a red apple* is OK, but *a red banana* is not. Practise with other words and colours. Encourage pupils to use *a/an* and *some*, but do not spoil the pace of the game by correcting omissions/mistakes with these words.

1 Listen, look and read 22 mins

- Say Open your Pupil's Books at page 91. Introduce *mouse*. Ask if pupils have seen a mouse. Talk about where a mouse likes to live and what it likes to eat.
- Put pupils in pairs to see how many things in the picture they can name (*chair, table, sandwich, water, cake, boy, door, wall*).
- Explain that pupils should listen to the story, point to the pictures and read the words. Play Track 78.

Grack 78 Listen, look and read.

Can you see a small mouse? Her name is Milly. [Picture 1] Milly Mouse lives in a small house

	under the floor. Today, she is very hungry and she wants something to eat.
[Picture 2]	Milly looks left and she looks right – to see if there's a cat in the room. No, there isn't a cat. So she runs into the room. She says, ' <u>I'm hungry</u> .'
[Picture 3]	[Sounds effects] Sniff, sniff, sniff. Milly smells something nice. 'Mmm. That smells good,' she says.
[Picture 4]	And she runs up the chair and jumps on the table.
[Picture 5]	What's on the table? There's a sandwich and a cake. Lovely! Milly likes sandwiches. She says, 'A sandwich!'
[Picture 6]	But she loves cakes! It's her favourite food. She says, ' <u>A cake!</u> ' So she eats the cake. Then she eats the sandwich.
[Picture 7]	Now Milly is thirsty. She says, ' <u>I'm</u> <u>thirsty.</u> Is there any milk? No, there's some water.' She pushes it with her nose and the bottle falls down onto the floor. [Sound effects] CRASH!
[Picture 8]	Who's this? This is Bob. He wants his lunch. Milly runs back to her house. 'I'm hungry,' says Bob. 'Sandwich and cake! Oh, where's my sandwich?' he shouts. 'And where's my cake? – <u>Mum!</u> '

• Talk about how Bob feels. Do you think his mother makes him another sandwich?

• Go through each picture, eliciting known language and presenting new vocabulary. Elicit and present the following details:

Picture 1: Ask What's the mouse's name? Where's Milly?

- Picture 3: Ask What's the mouse doing? and present smell.
- Picture 4: Ask Where's Milly?

Picture 5: Ask *What's on the table?* Elicit the food.

- Picture 6: Ask What's Milly eating?
- Picture 7: Elicit in Arabic what happens: Milly pushes the bottle of water. It falls to the floor and it spills the water.
- Picture 8: Ask Where's Milly? What's Bob saying?
- Tell the pupils to listen to the story again. Play Track 78 again.

Extra!

You might like to finish off by asking pupils to imagine what happens in Pictures 9 and 10 (i.e., the story as it might continue). Let pupils work together in small groups, first to discuss and then to draw two pictures which they can show the rest of the class as they tell their new endings.

Activity Book 15 mins

1 Do the puzzle

- Draw the top part of the puzzle on the board. Write in the numbers 1, 2 and 3, in the squares going across and down.
- Say Open your Activity Books at page 67. Show pupils where to find the page. Pupils read the 9 words on the right of the puzzle.
- Get pupils to look at the 'clues' at the bottom of the page. Read the first clue: *I like cheese and tomato in my* ... Show pupils how the number 1 relates to the number in the first box of the puzzle. Ask pupils to look at the words on the right and see which word would fit. Elicit *sandwich*. Pupils should write the letters in the squares, as in the example. **Note:** make sure they write only one letter in each square.
- Put pupils in pairs. Set a time limit (5 minutes) and let them try to complete the activity.
- Read out these sentences for pupils to check their answers.

Across

- 1 I like cheese and tomato in my sandwich.
- 5 I like orange juice.
- 6 It's white. We drink it. milk
- 8 It's long and yellow. banana
- 9 It's a fruit. It is yellow and green. pear

Down

- 2 It's big, green and red. watermelon
- 3 There are 8 candles on my birthday cake.
- 4 It can swim. I like to eat it. fish
- 7 They are small and green or red. grapes
- Give a round of applause for all those who completed the crossword!
- Round off the lesson in the usual way.

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Unit 8 Lesson 3

Aims:	Learn a new song: I'm happy
	Listen for daily activities.
	Practise spelling and writing
	words from a given spelling.
	Practise reading.
Language:	happy, cook, draw, go shopping,
	see my friends, listen to music,
	watch TV, play basketball
Materials:	Pupil's Book page 92
	Activity Book page 68
	Track 79
	Alphabet posters
	Notebooks or a piece of paper for
	each pupil

Warmer 8 mins

- Briefly revise what pupils learned in the previous lesson.
- Play a 'mime activities' game: draw an imaginary square in the air and say *I am in the sitting room*. Get pupils to copy you and repeat, *I am in the sitting room*.
- Ask What do I do in the sitting room? Elicit ideas, e.g., watch TV, do my homework, play with friends.
- Act out a mime, e.g., 'I watch TV in the sitting room.' Pupils tell you what you have mimed, making sentences with 'you': You watch TV in the sitting room.
- Repeat for the other five activities from Lesson 3.
- In pairs, pupils can play the same game.

1 Listen and sing 12 mins

- Say Open your Pupil's Books at page 92.
- Talk about the pictures for the song. Introduce go shopping, today, listen to music and friends come over. Ask What does Muna do on Friday? What does Kareem do?
- Play the song and tell the pupils to point at the pictures.
- Teach the song in the usual way.

Track 79 Track 79

I'm happy on Friday. It's time for me to play. I cook or draw or go shopping And see my friends today.

I listen to some music And then I watch TV. Then all my friends come over And play basketball with me.

2 Ask and answer 11 mins

- If pupils feel they want to revise the letters of the alphabet, ask them to look carefully at the alphabet posters (which should be up on the classroom wall). If you do not have the posters, write the alphabet on the board.
- Ask pupils to look at the activity at the bottom of Pupil's Book page 92. Say *Who can you see?* Elicit the names of the four children (*Kareem, Nadia, Muna, Bill*).
- Look at the speech bubbles and read out the question on the left: *What's her name?* Point to Nadia at the bottom of the page and get pupils to respond, encourage them to give the full answer: *Her name is Nadia*.
- Ask *How do you spell Nadia?* (remind pupils what *spell* means). Show pupils Muna's speech bubble and let them point as you repeat the question and give the spelling: N-a-d-i-a.
- In pairs, pupils ask and answer questions, taking it in turns to spell the names of the four children.
- In their notebooks or on blank pieces of paper, pupils write their own name. If they are unsure how to spell it, they should ask you. Teach them *How do you spell [Fawsi]?*
- Put pupils in small groups of 4 or 5. Each pupil should spell out their name for the others to write down. Remind them about using a capital letter at the beginning of names. Monitor and support as necessary.

Extra!

- Ask pupils to think about the names of their brothers and sisters, friends and mother and father. Ask them to choose three names to bring to class for the next lesson.
- In the next lesson, ask for volunteers to tell you the names they have chosen. Get pupils to ask *How do you spell [Khalid]*, [*Zeinah*]? Give the spellings and pupils write them down in their notebooks.

Activity Book 6 mins

1 Read and circle

- Ask pupils to open their Activity Books at page 68 and to look at the first picture. Ask *Is the girl happy or sad?* Elicit *happy*. Hold up your Activity Book and point to the example. Say *The girl is happy*. *The answer is: happy*.
- Ask pupils to complete the rest of the activity. This activity could be done at home, but if so make sure you check the answers at the start of the next lesson and praise pupils' work.

Answers:

- 1 happy
- 2 sad
- 3 thirsty
- 4 hungry

Activity Book 8 mins

2 How do you feel? Draw and write

- Read out the rubric. Ask a few pupils how they feel they know some words now for expressing feelings, but if they want to say something they don't know the word for, ask them to say it in Arabic and then tell them what the English word for it is.
- Ask pupils to draw their pictures. They can do this at home independently, but if so make sure you look at their pictures at the start of the next lesson and praise their work.
- Round off the lesson in the usual way.

Unit 8 Lesson 4

Aims:	Say how you feel: happy, sad, fine.
	Listen to a rhyme.
	Revise prepositions.
Language:	happy, fine, sad
Materials:	Pupil's Book page 93
	Activity Book page 69
	Fracks 80 and 81
	Alphabet posters
	Soft ball
L L	

Warmer 8 mins

- Revise words the pupils have learned by playing the word association game: Pupils have played this game before. Remind them how it works: you say a word to a pupil and they say another word that is linked to it. For example: You: *big*, Pupil 1: *wheel*, Pupil 2: *fun park*, Pupil 3: *Saturday*. Go around the class. If a pupil cannot think of a word, give them a suggestion to keep the game going, or invite other pupils to make a suggestion.
- Pupils play and repeat this game in groups.

1 Listen, look and write 6 mins

- Say Open your Pupil's Books at page 93. Show pupils where to find the page. Read the rubric (*Listen, look and write.*). See if pupils can read the three words at the top of the page (*happy, fine, sad*).
- Play **?** Track 80. Pupils should listen and write down the spelling they hear. Remind them to start writing on the left, so they write their first word under the picture on the left of the page.

👽 Track 80

Listen, look and write.

- 1 I'm happy. H-A-P-P-Y.
- 2 I'm fine. F-I-N-E.
- 3 I'm sad. S-A-D.
- Play **W** Track 80 again. Pupils repeat the words. Discuss what *fine* means. Elicit ideas: *fine* is between *happy* and *sad*. Fine is how you feel most of the time.

Extra!

Tell pupils to think about how they feel: happy, fine or sad. Call out the words in any order. If the pupils feel like the word you call out, they stand up; as soon as you call out the next word, they sit down. Carry on repeating the words in random order – sometimes repeating the same word twice, to make it fun.

2 Listen, match and say 19 mins

- Bring in a soft ball and give it to one of the pupils. Give an instruction such as *Put it on the desk*. Continue by passing it on to other pupils and giving instructions using other prepositions: *Put it under the chair, next to the window, between the door and the cupboard*, etc.
- Demonstrate how a ball can *bounce* and present this word so that the pupils recognize it in the song. They do not need to produce the new word.
- Ask pupils to look at the bottom activity on page 93.
- Ask why Kareem is sad in Picture 1. Elicit suggestions. Read what Kareem is saying in the speech bubble. Then explain that he lost his ball. Present the word *lost*. Discuss the numbered pictures using prompts similar to the ones below: The ball is bouncing onto the table. (Picture 2), The ball is bouncing onto the floor. (Picture 3), The ball is bouncing into the kitchen and out of the door. (Picture 4), The ball is in the garden and is bouncing over the wall. (Picture 5).
- Elicit the English words for some of the things the pupils can see they should know *table*, *door, kitchen, garden, wall*.
- Tell the pupils they are going to hear a rhyme.
 Play Track 81, Verse 1 <u>only</u>. Pupils listen. Ask
 How does Kareem feel? Elicit sad.
- Play So Track 81 again, to the end this time. Pupils point to the pictures as they listen to the rhyme.

😡 Track 81

Listen, match and say.

I got a new football from my dad today. I lost my new football When it bounced away.

It fell out of the wardrobe, Bounced onto the table, And bounced onto the floor, It bounced into the kitchen And out of the door.

It bounced into the garden, And over the wall, I ran very fast but But oh, where is my ball? Please help me find it. I'm feeling so sad. If you find my football. I'll be very glad.

> **Note:** This song is mainly for listening. However, you can encourage the pupils to join in if they can.

- Talk about what has happened (the ball bounced out of the wardrobe, bounced onto the table, bounced onto the floor, bounced into the kitchen and bounced out of the door, bounced into the garden and over the wall).
- For each picture, ask *Where's the ball in Picture 2?* Elicit *on the table*, etc.

Extra!

Play the track again and this time ask pupils to mime being Kareem in each verse.

Activity Book 12 mins

- 1 Read, find and say. Trace and write
- Ask pupils to open their Activity Books at page 69.
- Explain that pupils will read the speech bubbles and the sentences, then look at the picture to find the object each time. Go through the first item with pupils as an example.

- Ask pupils to complete the activity. If they need more help before they start, read through everything with them first. Walk around while they are working and help as necessary.
- Ask pupils to trace the words and also to complete the sentences.

Answers:

- 1 It's next to the tree.
- 2 They're on the table.
- 3 It's on the chair.
- 4 They're under the bed.
- 5 It's under the book.
- Round off the lesson in the usual way.

Unit 8 Lesson 5

Aims:	Continue to talk about feelings.
	Talk about a fun park.
Language:	swing, slide, roundabout, seesaw,
	big wheel, helter-skelter,
	happy, sad
Materials:	Pupil's Book page 94
	Activity Book page 70
	Tracks 82, 83 and 84
	Alphabet posters
	Picture cards: <i>swing</i> , <i>slide</i> ,
	roundabout, seesaw, big wheel,
	helter-skelter
	Notebooks or pieces of plain
	paper for each pupil

Warmer 6 mins

- Briefly revise what pupils learned in the previous lesson.
- Play a game of *Salman Says* with the class. Use activities and feelings, for example, *Be happy. Salman says be sad. Salman says ride a bike. Swim.*

1 Listen, look and say 21 mins

• Ask the pupils *What do you do on Saturday?* Elicit all the leisure activities they can remember and prompt if necessary.

- Introduce the topic of fun park by talking about what kind of rides and other activities there are. Ask the pupils if they go to the fun park or to playgrounds.
- Say Open your Pupil's Books at page 94. Help pupils to find the page. Tell the pupils to look at the picture. Ask Where are the boys and girls? Elicit At the fun park.
- Introduce the listening activity. Play **•** Track 82. As each word is said, hold up the corresponding picture card. Pupils can look at this and find the matching picture.
- The second part of for Track 82 has pauses for pupils to repeat the words after the model.

😡 Track 82

Listen, look and say.

swing roundabout slide seesaw big wheel helter-skelter

Now listen and say again.

swing roundabout slide seesaw big wheel helter-skelter

- Books open. Point to the objects and elicit the names from the whole class, then individuals.
- Ask different pupils *What do you like in the playground?* Elicit their answers, e.g., *I like the slide*.
- Point to the big wheel. Ask pupils to count the 'cars' on the big wheel (12). Then ask *How* many boats can you see? Elicit 6 and ask Where are they? Elicit (or prompt) They're in the water/ on the pond.
- Ask pupils to look at the picture on page 94 again and listen to you. Say *He's on the slide*. Who is it? Elicit a boy. Ask pupils to look at the boy and say *Is he happy*? Elicit *No*. Get ideas about why the boy isn't happy he has dropped his ice-cream. Ask them about the other children in the picture, e.g., the boy on the swing, the girl on the seesaw. Ask *How does Adam feel*?

Elicit *happy*.

- Ask pupils to look at the activity at the bottom of the page. Look at the happy and sad faces. Hand out the paper and ask pupils to draw two circles and then make them into happy and sad faces.
- Explain that they are going to listen to the children saying how they feel. Pupils should listen and hold up their drawings of the happy or sad faces according to what they hear. Play
 Track 83.

😡 Track 83

Listen. How do they feel?

Adam:	Hello. I'm Adam the Astronaut. I
	am happy! I'm in the park and I like
	the seesaw.
Girl:	I am happy! I like the seesaw, too.
Boy 1:	I am happy! I like the roundabout. The
	roundabout is my favourite thing at
	the fun park.
Boy 2:	I am not happy. I'm sad. I dropped my
	ice-cream.
Boy 3:	I am happy. I am on the swing. I can't
	go on the big wheel because I am small.

2 Listen and match 10 mins

- Look at the second activity on page 94. Read the question *How do you feel?*
- Tell pupils to listen and draw a line from the happy or sad face to Kareem, Muna, Al-Hadi, Nadia.

🐼 Track 84

Listen and match.

Kareem:	Hello, I am happy today. It is Saturday
	and I am at the park with my friends.
Muna:	I am sad. I can't do my homework!
Al-Hadi:	I am sad because I can't play football
	today.
Nadia:	I am happy. I am at the market with
	my mum. We are shopping. I have
	some new shoes.

• Ask *How does Kareem feel?* Elicit *happy*. Encourage pupils to respond with *He/She feels happy/sad*. Get the class to hold up the correct drawing as each answer is given.

Answers:

Kareem – happy Muna – sad Al-Hadi – sad Nadia – happy

Activity Book 8 mins

1 Match and colour

- Ask pupils to open their Activity Books at page 70. Ask them what they can see in the picture. Hopefully they will remember the words for the playground equipment that they learned in the Pupil's Book lesson. If not, point out that the words are in boxes above and below the picture. Ask pupils to read the words or help them to blend the letters and read the words together.
- Ask pupils to draw lines to match the words and the pictures. Ask the pupils to colour the picture once they have finished drawing their matching lines. This could be done at home as independent learning. If so, make sure you check their work at the start of the next lesson and praise their efforts.
- Round off the lesson in the usual way.

Unit 8 Lesson 6

Aims:	Say how you feel: <i>happy</i> , <i>sad</i> ,
	hungry, thirsty.
	Understand who is speaking.
	Describe a picture.
Language:	Revise colours, numbers,
	prepositions, clothes
	happy, fine, sad, hungry, thirsty
	There is/are, He's/She's
	wearing
Materials:	Pupil's Book page 95
	Activity Book page 71
	Track 85
	Alphabet posters
	Notebooks or a piece of paper for
l	each pupil

Warmer 10 mins

- Briefly revise what pupils learned in the previous lesson.
- Play a memory game. Say *Open your Pupil's* Books at page 95. Give pupils 1 minute to look at the picture. Say *Close your books*.
- Ask pupils to tell you what they can remember about the picture. For example: *There are 8 balloons*. *There's a big wheel*. Continue playing the game until pupils have mentioned as many things as possible from the picture.

1 Listen, look and point 15 mins

- Say Open your books at page 95 again. Remind pupils that this is a fun park. Say the names of the children we can see in the picture. Pupils listen, find the name and point to the child.
- Play **•** Track 85. Pupils should listen and point to the child they hear speaking.

😡 Track 85

Listen, look and point.

Kareem:	I like the fun park. I am happy. I am
	with my friends.
Bill:	I want a sandwich. I am hungry.
Nezar:	I want some water. I am thirsty.
Layla:	Mum, I am sad. I want to go home.
	I don't like the fun park.
Sally:	I'm on the roundabout. It's fun.
	I am happy.

- Point to Layla and say her name again. Ask *How* does she feel? Elicit sad.
- Repeat the question, but this time point to Sally on the roundabout. Elicit *happy*.
- Ask pupils to find Kareem and ask *How does he feel?* Elicit *happy* or *fine*.
- Ask pupils to find Bill and Nezar. For each boy, ask How does he feel? Elicit *hungry* and *thirsty*.
- Write the words *sad*, *happy*, *thirsty* and *hungry* on the board. They should be familiar from previous units. Choose a pupil to read them aloud. Explain that these are all words used to describe feelings.
- Play So Track 85 again. Pupils listen and point. Stop after each child and ask Who is speaking?

2 Who is speaking? Look, read and say 10 mins

- Ask pupils to look at the pictures at the bottom of page 95. Read Kareem's speech bubble (*How do you feel?*). Go around the class asking pupils to say how they feel. They should point to the picture in their books as they say the corresponding feeling.
- Pupils draw a picture of themselves to show how they feel. They can use the pictures in activity 1 to help them do this.
- Ask pupils to hold up their pictures and say how they feel: *I feel happy/hungry*, etc.
- Ask pupils to write a sentence under their picture about how they feel.

Activity Book 10 mins

1 Read and draw

- Ask pupils to open their Activity Books at page 71. Ask pupils to look at the picture of the room. See if they can tell you the words for any of the items in the room. They should know *table, bag, window, shelf, chair* and *picture*.
- Explain that pupils need to read the sentences above the picture and then draw the items in the appropriate places according to the sentences. Read through the sentences with pupils, encouraging them to try to read as many of the words as they can.
- Ask pupils to look at the sentences again and to draw the items in the picture. Invite them to bring their pictures up to show you once they have finished.
- Round off the lesson in the usual way.

Unit 8 Lesson 7

Aims:	Revise sentences with <i>is/has/can</i> .
	Revise vocabulary for clothes.
	Do a word-by-word reading.
	Read and label a drawing.
	Listen to identify appearance.
Language:	Revision: clothes and colours,
	He's/She's wearing, tall, short,
	long, small, big, happy, sad, can
Materials:	Pupil's Book page 96
	Activity Book page 72
	Track 86
	Alphabet posters
	Picture cards: <i>happy, sad, tall,</i>
	short, big, small

Warmer 6 mins

- Revise *can/can't* by asking pupils to think of a sentence with *can* and a sentence with *can't* about themselves.
- Elicit sentences with *I can* ... or *I can't* ... from around the class. Pupils may ask you for new vocabulary here.

1 Listen and find 10 mins

- Say Open your Pupil's Books at page 96. Ask some general questions about the picture: How many boys can you see? (four) Where are they? (at the park) What are they doing? (playing football).
- Read the rubric (*Listen and find.*). Tell pupils you are going to play the audio and they will hear all 4 of the boys in the picture speaking. They have to say who each person is after they have listened. Play Track 86, pausing after each utterance for pupils to say who was speaking.

😡 Track 86

Listen and find.

- Boy 1: Hello. I am sad today. I like football, but I can't play it!
- Boy 2: Hello. I'm wearing a yellow shirt. I can play football. I have just scored a goal!
- Boy 3: Hello. I am watching my friends play football. I have brown eyes and brown hair. I'm wearing a blue shirt.

- Boy 4: Hello. I am tall. I am playing football now and I'm wearing a red shirt and trainers.
- Play **•** Track 86 again and stop after each boy, let pupils point and tell you the boy's name.

Answers:

Boy 1: Mazin Boy 2: Samir Boy 3: Sami Boy 4: Kamal

2 Look, read and say the name 6 mins

- Look at the second activity on page 96.
- Working individually, pupils read the sentences and decide which boy it is.
- Pupils check their answers in pairs. Ask for volunteers to read out each sentence. Class should say the name, e.g., Pupil 1: *He has brown eyes*. Class: *Sami*.
- In pairs, pupils talk about Sami and his friends. Monitor and support as necessary.

Answers:

He has brown eyes. Sami He is tall. Kamal He is sad. Mazin He can play football. Samir

3 Talk about Sami and his friends

- Look at the last activity on page 96.
- Put the pupils in pairs to say as much as they can to each other about Sami and his friends. They can talk about clothes, physical descriptions and actions.

Activity Book 8 mins

1 Write the words

Hold up Activity Book, page 72. Tell pupils they should read the words in the box. Ask for volunteers to read each word. As each word is read out, get pupils to point to someone who is wearing that item (this may not be possible for hat). • Ask pupils to write the words in the correct box. Monitor and support as necessary.

Answers:

Girl: a hat a dress shoes Boy: T-shirt trousers shoes

Activity Book 10 mins

2 Read and colour

- Show pupils activity 2 on page 72. Explain that they are going to do word-by-word reading, i.e., one pupil reads one word around the class until the paragraph is finished. The idea is that pupils must listen to their classmates carefully to follow and know when their turn comes. You will need to identify the 'reading direction' and point to the next pupil as they read. (There are 25 words, including the contraction.)
- Repeat with another group of pupils.
- Working individually, pupils complete the activity by re-reading and colouring the picture accordingly.
- Round off the lesson in the usual way.

Unit 8 Lesson 8

Aims:	Understand a goodbye song.
	Recognize and read key words.
	Recycle vocabulary from all units.
	Write about yourself.
Language:	Revision
Materials:	Pupil's Book page 97
	Activity Book page 73
	🚱 Track 87
	Alphabet posters

Warmer 5 mins

• Revise words and language learned so far by inviting pupils to choose a favourite game from the year to start the lesson. For example: a counting game, a guessing game, a word association game or sing a song or say a rhyme.

1 Listen, find and sing 15 mins

- Hold up Pupil's Book, page 97. Say *Look at the pictures*. Explain that Adam wants to go home to his own planet, but that Al-Hadi, Muna and Kareem want him to stay.
- Tell the pupils to listen to the song and point to the things they hear (in the first verse).
- Play the first verse of **•** Track 87.
- Explain the meaning of the new language.
- Play the second verse of **•** Track 87. See if anyone can tell you why Adam can't stay with Al-Hadi, Muna and Kareem – because he wants to go home (to his family).

Grack 87 Track 87 Listen, find and sing.

You like the park And you like the zoo. You like the big wheel And the market, too. We're your friends So please don't go. Adam, Adam, Adam Adam says "No."

I like your family And I like to play. You're my friends But I can't stay. I'm going home Back to space. Adam, Adam, Adam Adam says "Goodbye!"

• Play **•** Track 87 again. Encourage pupils to join in with any words they can as they follow in their books.

• Play Track 87 for a third time. Encourage pupils to act out to the song, join in with the rhythm by clapping their hand or tapping their feet, dancing to the song or joining in with the words. Make sure this is a happy activity.

Activity Book 5 mins

- 1 It's the end! How do you feel?
- Ask pupils to open their Activity Books at page 73. Ask pupils how they feel. Ask them to pull a face matching one of the emojis on the page to indicate their feelings.
- Ask pupils to tick the box next to the emoji that shows how they feel.

Activity Book 8 mins

- 2 Write an email to Adam
- You can do this activity in two ways: either ask for volunteers to read out their email in full or you can read it sentence-by-sentence around the class, one pupil reading one sentence.
- As pupils are reading do not interrupt to correct mistakes. If a pupil has a problem, prompt them to help them continue. Congratulate each pupil on their reading.
- When everyone understands what the email says, ask pupils to complete the sentences with information about themselves. Walk around the class while pupils are working and offer help as necessary.
- Praise pupils for their hard work.

Saying well done and goodbye 8 mins

- Explain to pupils that they have now finished the book and have:
 - learned all the sounds of the alphabet
 - learned to write small and capital letters
 - learned all the colours
 - learned numbers 1–20
 - learned how to talk about their family
 - learned how to talk about things they like to do and to eat and drink
 - learned to say how they feel

- learned to describe animals and say where things are
- and learned lots of new words.

Clap your hands and say Well done! Get pupils to clap their hands and say Well done us!! 4 mins

- Play Track 87 again. Encourage pupils to sing along. When the singer says 'Adam says Goodbye' wave at your pupils and repeat *Goodbye*. Encourage pupils to wave back and also to say *Goodbye* to their classmates.
- Say See you next school year!

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 the pupils on finishing Unit 8 and on completing the book.

Project, Story and Songs

Project: Make a rocket for Adam the Astronaut to go home.

- Tell the class that they are going to do a project. Tell them that they are going to make a rocket for Adam the Astronaut to go home. See if pupils know what a rocket is. Let them look at page 100. Put pupils in pairs or small groups.
- Tell them that they can decorate their rockets however they want and that they can draw pictures on them if they want. If possible, make a rocket at home yourself and bring it in to show the class.

You need:

Cardboard boxes Scissors Sticky tape Colouring pens

- Give out the boxes, scissors, etc. Help pupils cut up the cardboard boxes and show them how to stick the parts of the rocket together using sticky tape. Write names of the colours they have learned on the board and use Picture/Word cards to help them remember and to give them ideas. Monitor their progress and offer help where needed.
- When pupils have finished their rockets, give them lots of praise for their hard work. Put pupils in small groups, and tell them to take turns presenting their rockets to the others in the group. If you brought a rocket in, start by presenting your rocket to the class as an example.
- After pupils have presented their rockets to each other, ask if anyone else wants to come to the front to present their rocket to the rest of the class. Make sure everybody claps after each presentation.

Story: Goldilocks And The Three Bears

- You can either do this story at the end of one of the terms or after pupils have completed the whole book. Or at any stage during the school year when you think pupils will enjoy it. Another idea is to present the story several times throughout the year, as pupils will gradually become more and more able to recognize it and understand the language.
- Ask pupils to open their books at page 102. Tell the pupils to listen to the story as they listen to the audio.
- Play **•** Track 88. The story is quite long, so pause after each picture frame the first time you listen.
- Explain the meaning of the new language.
- Play the story again. You could pause from time to time to ask pupils if they can remember what happens next.
- Play the story for a third time. If pupils are ready, they could join in with some mime when they listen to the story this time.

Frack 88 Listen, look and read.

- [1] A little girl is picking flowers in the woods. Her name is Goldilocks.
- [2] She is lost. 'Where's my house?', she says. She is cold and hungry. She starts to cry.
- [3] Goldilocks stops crying and looks around. She sees a house. 'There's a house!' She knocks on the door. There is no one in the house. She opens the door. [Sound effects] Creak!
- [4] Goldilocks goes into the sitting room. She sees three chairs. A big chair, a middle-sized chair and a small chair. She sits on the big chair. 'Owww!' she says. 'It is too hard.' She sits on the middlesized chair. It is too soft. She sits on the small chair. It is just right. She is happy, but then the chair breaks [Sound effects] CRASH! and she falls on the floor. 'Oh dear!'

- [5] She is hungry. She goes to the dining room. There are three bowls on the table. A big bowl, a middle-sized bowl and a small bowl. She eats some soup from the big bowl. It is too hot. She eats some soup from the middle-sized bowl. It is too cold. She eats some soup from the small bowl. It is just right. 'This soup is just right.' She eats all the soup.
- [6] Goldilocks is now very tired. She goes to the bedroom. There are three beds. A big bed, a middle-sized bed and a small bed. She sits on the big bed. It is too hard. She sits on the middlesized bed. It is too soft. She sits on the small bed. It is just right. 'This bed is just right.' She goes to sleep.
- [7] Three bears live in the house. Daddy Bear, Mummy Bear and Baby Bear. They come home.
- [8] Goldilocks is asleep in the small bed.
- [9] Daddy Bear sees his chair. 'My chair,' he says. 'Who's been sitting in my chair?' Mummy Bear sees her chair. 'My chair,' she says. 'Who's been sitting in my chair?' Baby Bear says, 'My chair!'
- [10] Daddy Bear goes to the dining room. 'My soup!' he says. 'Who's been eating my soup?' 'Who's been eating my soup?' Mummy Bear says. Baby Bear says, 'My soup!' The bowl is empty.
- [11] The three bears go to the bedroom. [Sound effects] STAMP, STAMP, STAMP. 'My bed,' Daddy Bear says. 'Who's been sleeping in my bed?' Mummy Bear says, 'My bed. Who's been sleeping in my bed?' Baby Bear says, 'My bed. There's somebody in my bed!'
- [12] Goldilocks wakes up. She runs away. She runs and she runs away from the house of the three bears. She sees her house and she sees her mummy. She is very happy.

Songs and Rhymes

Unit 2

Five Little Ducks

Five little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only four little ducks came back.

Four little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only three little ducks came back.

Three little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only two little ducks came back.

Two little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But only one little duck came back.

One little duck went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! But no little ducks came swimming back.

No little ducks went swimming one day Over the hills and far away. Mummy duck said Quack! Come back! And all the five little ducks came back.

Unit 2

If You're Happy ...

If you're happy and you know it, clap your hands. If you're happy and you know it, clap your hands. If you're happy and you know it and you really want to show it,

If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet. If you're happy and you know it, stamp your feet. If you're happy and you know it and you really want to show it,

If you're happy and you know it, stamp your feet.

Unit 3

The Fruit Song

Pears and mangoes. Pears and mangoes. Strawberries and dates. Strawberries and dates. Apples are my favourite. Apples are my favourite. I like grapes. I like grapes.

Unit 4

This is the way we ...

Here we go round the sitting room, The sitting room, the sitting room. Here we go round the sitting room And we all sit down.

This is the way we read a book, Read a book, read a book. This is the way we read a book. Now let's stand up again. Here we go round the dining room, The dining room, the dining room. Here we go round the dining room And we all sit down.

This is the way we eat ice-cream, Eat ice-cream, eat ice-cream. This is the way we eat ice-cream. Now let's stand up again.

Unit 5

Kareem, put your trainers on.

Kareem, put your trainers on, Kareem, put your trainers on, Kareem, put your trainers on, It's time to go to school.

Kareem, take them off again, Kareem, take them off again, Kareem, take them off again, It's time to go to bed.

Unit 6

7 Days Song

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday, too. 1, 2, 3, 4, 5, 6, 7 days. I like Fridays. How about you?

Unit 8

I'm Happy ...

I'm happy on Friday. It's time for me to play. I cook or draw or go shopping And see my friends today.

I listen to some music And then I watch TV. Then all my friends come over And play basketball with me.

Adam's Goodbye

You like the park And you like the zoo. You like the big wheel And the market, too. We're your friends Back to space. Adam, Adam, Adam Adam says "No."

I like your family And I like to play. You're my friends But I can't stay. I'm going home Back to space. Adam, Adam, Adam Adam says "Goodbye!"

Phonetic Symbols

arm – /ɑːm/

bag - /bæg/ banana - /bə'nɑ:nə/ bathroom - /'bɑ:θ,rum/ bear - /beə/ bed - /bed/ bedroom - /'bedrum/ bee - /bi:/ big wheel - /bɪg wi:l/ bike - /baɪk/ bin - /bɪn/ birthday - /'bɜ:θdeɪ/ board - /bɔ:d/ body - /'bɒdi/ bread - /bred/ burger - /'bɜ:gə/

café – /'kæfeɪ/ camel – /'kæməl/ carrot – /'kærət/ chair – /tʃeə/ cheese – /tʃiːz/ chicken – /tʃɪkɪn/ clock – /klbk/ close – /kləʊz/ clown – /klaʊn/ cucumber – /'kjuː,kʌmbə(r)/

dates – /derts/ desk – /desk/ dining room – /'daınıŋ ,rum/ dolphin – /'dɒfɪn/ draw – /drɔː/ dress – /dres/ drum – /drʌm/

ear – /ɪə/ eye – /aɪ/

foot – /fʊt/ football – /ˈfʊt,bɔːl/ fork – /fɔːk/ fruit – /fruːt/ fun park – /fʌn pɑːk/

garden – /'gɑːden/ glue – /gluː/ goat – /gəʊt/ grapes – /greɪps/

hand – /hænd/ hat – /hæt/ head – /hed/

ice-cream – /ais kriim/

jacket – /'dʒækɪt/ juice – /dʒuːs/

king – /kɪŋ/ kitchen – /ˈkɪtʃən/

lamp – /læmp/ laptop – /'læp,tɒp/ leg – /leg/ lion – /'laɪən/ lunchbox – /'lʌntʃ,bɒks/

mango – /'mæŋgəʊ/ market – /'mɑːkɪt/ mat – /mæt/ milk – /mɪlk/ milkshake – /'mɪlkʃeɪk/ monkey – /'mʌŋki/ mouse – /maʊs/ mouth – /maʊθ/

nose – /nəʊz/

oil – /ɔɪl/ open – /'əʊpən/

park – /pɑːk/ party – /'pɑːti/ pear – /peə(r)/ pencil case – /'pensəl ,keıs/ pencils – /'pensəlz/ pens – /penz/ picnic – /'pıknık/ picture – /'pıktʃə/ pie – /pɑɪ/ pizza – /'piːtsə/ play basketball – /pleɪ 'bɑːskıt,bɔːl/ play football – /pleɪ 'fʊt,bɔːl/ point – /pɔɪnt/ popcorn – /'pɒp,kɔːn/

rabbit – /'ræbɪt/ rice – /raɪs/ ride a bike – /raɪd ə baɪk/ ring – /rɪŋ/ rocket – /'rɒkɪt/ roundabout – /'raʊndəˌbaʊt/ rubber – /'rʌbə/ ruler – /'ruːlə/

sandwich - /'sændwidz/ school – /skuːl/ seesaw – /'sii.soi/ shelf – /[elf/ shirt - /(3xt/shoes - / ſuːz/ shopping - /'[ppiŋ/ sing - /sin/sitting room - /'sitin ruim/ skates - /skeits/ skirt - /sk3t/ slide – /slaɪd/ socks - /spks/ spider – /'spaidə/ star – /star/ steak - /steik/ strawberry – /'strɔːbəri/ swim – /swim/ swing – /swin/

Phonetic Symbols

tea – /tiː/ that – /ðæt/ this – /ðɪs/ tie – /taɪ/ toys – /tɔɪz/ trainers – /'treɪnəz/ tree – /triː/ trousers – /'traʊzəz/ T-shirt – /'tiːʃːt/ TV – /ˌtiː 'viː/

wardrobe - /'wɔ:drəʊb/ watch - /wɒtʃ/ water - /'wɔ:tə/ watermelon - /'wɔ:tə,melən/ wolf - /wʊlf/

zoo – /zuː/

جميع الحقوق محفوظة لـ مركز المناهج التعليمية والبحوث التربوية ـ ليبيا

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English for Libya Primary 2 has been specially developed for pupils in Primary Grade 2.

Components of English for Libya Primary 2

- Pupil's Book
- Activity Book
- Teacher's Book
- Audio
- Teacher Resources

The Pupil's Book presents new language and provides opportunities to practise English using a variety of reading and listening materials, including conversations, rhymes, stories and songs. It also contains a Picture dictionary of key vocabulary for each unit and word cards that pupils can cut out and use at home.

The Activity Book contains stimulating activities to consolidate learning and to practise reading and writing. Progressive handwriting exercises are designed to give pupils confidence and to prepare them for the beginning of independent writing.

The Teacher's Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Appendices at the end of the book provide essential reference for the teacher.

The Audio contains recordings of all the conversations, rhymes, stories and songs.

Teacher Resources accompanying the course comprise posters, picture cards and word cards. These can be used by the teacher to provide a more personalized set of materials for stimulating classroom interaction.

لمصادر تعليميَّة إضافيَّة يرجى زيارة الموقع For more resources, visit: www.englishforlibya.com



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