

Garnet



English for Libya Primary 4 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 problemsolving – 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 third 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, games, songs and stories.

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 reference for pronunciation for both pupils and teachers.

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.

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 seven stories (The Magic Pencil, The Clever Crow, Ben's Messy Room, Roland's Race, The Ant and the Grasshopper, The Shopping List, and The Greedy King). 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 literacy skills. The AB provides progressive practice and development of reading and writing skills and includes recycling of language from the PB.

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.

Teacher's Resources

Teacher's Book

Audio (rhymes, songs, texts, stories, pronunciation)

Picture/word cards

Number cards

Colour cards

Poster 1: alphabet, lower case

Poster 2: colours and numbers

Poster 3: alphabet, lower and upper case

Poster 4: house, furniture and family scene

Audio

The audio provides a rich variety of recorded materials, such as songs, dialogues, stories, look, listen and say activities, rhymes, instructions and descriptions. Children are encouraged to show their understanding non-verbally by matching, circling, ticking, pointing and doing actions.

The recorded materials give children an opportunity to listen to the natural stress and rhythm of English. The audio tracks provide an accurate model for speaking activities and serve as a useful reference for pronunciation.

The course

Course structure

This course has eight units per 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.





Introduction

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 'At School', 'At Home' and 'Around Town'.

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 five characters: Omar, Ben, Sally and Reem, 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 writing) are included.

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 3

Aims designed to create the right kind of learning atmosphere:

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

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

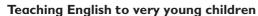
Aims connected to specific learning objectives:

The aims are to:

- 1 remind pupils of the English alphabet;
- 2 remind pupils of 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 high-frequency phrases, sentences and utterances, allowing them to acquire these at their own pace;
- 5 extend basic reading skills;
- 6 develop handwriting by introducing the letters and digraphs in the context of words and simple sentences;
- 7 apply taught skills through the medium of 21st century practice that encourages critical thinking, problem-solving, research skills, teamwork, collaboration and other skills, at a very young age.







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.

• Linquistic 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 3 concentrates on vocabulary and 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 3

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.





Introduction

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

There are three types of listening text in 21st Century English for Libya, Primary 3.

- 1 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'.
- 2 Longer texts, such as songs and stories.
- 3 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.
- 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.

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 mixed-ability 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 21^{st} *Century English for Libya, Primary 3*. 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:

- 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.



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 stories in *Primary 3* are intended to encourage the habit of listening to stories extensively and for pleasure. Pupils will not be familiar with some 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.

Pronunciation

Pronunciation is a key feature of *Primary 3*. 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 sounds, or by using different tones of voice or different emotions when providing an example sentence.

The focus on 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



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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.

Question and answer exchanges

There are plenty of 'real life' pairwork activities in *Primary 3*, such as talking about family, routines and times, school subjects. These are practised in question and answer exchanges and short conversations. The key to these activities is good preparation. When you ask the pupils to work in pairs, they should be able to make a good attempt.

The opportunity to practise independently of the teacher not only provides more time for producing the language, but also lets the pupils develop confidence in their speaking ability.

A basic procedure for question and answer exchanges is as follows:

- 1 Elicit pronunciation of the prompt phrases from the pupils' material.
- 2 Practise with class repetition.
- 3 Divide the class into two groups; practise the exchange, prompting substitution with Picture/ Word Cards.
- 4 Practise in open-class pairs.
- 5 Practise in pairs.

Note 1: When the pupils are working in pairs, it is not possible to monitor the whole class. Instead, you can go round listening to a few pairs to assess progress. Accept that they will make mistakes. If you feel the class is having too much difficulty, stop the activity and go back to group practice or open pair practice.

Note 2: Pair practice should take a short time, just long enough for the pupils to carry out the exchange. If you let it go on for too long, the pupils may become restless and misbehave.

Short conversations

There are a number of conversations in *Primary 3*. These will increase in subsequent courses as the pupils' vocabulary and language control develops.

Conversations put the language in a realistic setting with which the pupils can identify.

A basic procedure for exploiting conversations is as follows:

- 1 Discuss what is happening in the pictures.
- 2 Play the audio while the pupils follow the pictures.
- 3 Ask several check questions to consolidate understanding.
- 4 Play the audio line by line for the pupils to repeat.
- 5 Choose pupils to demonstrate the conversation.
- 6 Role-play the conversation in pairs.
- 7 Choose pupils to act out the conversation in front of the class.

Talking about pictures

Teachers should take every opportunity to capitalize on pupils' interest in a topic in this way. Pupils should be encouraged to talk about the material in English as much as possible, even if direct questions are not supplied in the teaching notes. Pupils should be encouraged to talk about the pictures in any way they can. This might involve one-word answers, mispronunciation and even some discussion in Arabic. The job of the teacher is to accept the effort made by pupils and to remodel where appropriate.

In addition, you should provide the necessary prompts to engage the attention of the class.

Talking about the unit topics

The pupils will generally have a lot of things they want to say about new topics, but little English with which to express their ideas. When introducing a new topic, it is therefore a good idea to let the pupils use some Arabic. During such a discussion, encourage them to use English where possible and give them words they would like to know.

Further opportunities for speaking

There are many opportunities for speaking in the classroom. For example, you should prompt the pupils to use English in group work and pairwork activities and when playing games. Use as much English as possible when setting up an activity; many of the necessary instructions should be familiar to the pupils and you can build on these. Pupils will not only improve in their ability to listen, but also start to use these words themselves. If explaining in English is too complicated, show the pupils how to do something by example, only resorting to Arabic if it is really necessary.





If English lessons always take place in the same classroom, it is a good idea to display frequently used classroom language on the wall. You can write signs with useful phrases as the class learn them, such as:

Pardon? I don't understand. What does ... mean? Can you say that again, please? How do you spell ...? Can I borrow a pen?

If these signs are decorated by the pupils and then displayed on the walls, they can be used as prompts in class, until the pupils begin to use them naturally to carry out classroom business.

Reading

Reading tasks in *Primary 3* progress from recognition of single words and short phrases to global comprehension of short descriptions, sets of instructions, conversations and picture stories. Reading texts include:

- words, phrases and sentences
- instructions
- conversations
- short descriptions
- short stories with extensive visuals

There is an increase in the number of words on the pages of the pupils' material, compared with previous levels. Pupils should not be expected to read all this text, particularly the lyrics of songs or words in the stories. However, as the year progresses, they should be developing their ability to read independently with the help of illustrations.

Words, phrases and sentences

There are three main approaches to reading adopted in *Primary 3*. These are:

- 1 whole-word recognition and high-frequency words
- 2 a phonics-based approach
- 3 audio-assisted reading

Pupils make use of the reading strategies that they started to learn and use in earlier levels to carry out reading activities. The synthetic phonics approach, which involves learning the sounds of the letters, enables pupils to sound out unfamiliar words. It also assists pronunciation and spelling. Pupils have been developing their understanding of the sound/spelling

relationship since the beginning of the course. However, many words are not phonetically regular and children need to learn these words as whole units, using their visual memory.

To recognize words easily, the pupils need regular practice in identifying words.

A basic procedure for using picture/word cards is as follows:

- 1 Name the picture cards for the lesson with pupils and stick them on the board.
- 2 Get pupils to close their eyes. Take away one card and get pupils to open their eyes.
- 3 Point to the gap and ask, *What is it?* Let pupils call out the missing picture. Do this several times, with different picture cards.
- 4 Hold up a word card, say the name and get pupils to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards. (To do this, you will need two sets of cards, or make your own set of word cards.)
- 5 Point to the picture cards and read the words with the class.
- 6 Take the picture cards and word cards off the board and distribute them to groups around the class. Say a classroom object and get the groups with that word card or picture card to stand up, holding the card.
- 7 Get the rest of the class to check that the two cards match. Do this several times with each classroom object.
- 8 Put the word cards back on the board (without the picture cards) and see if pupils can read the words.

Note: There are many variations to the steps above, some easier and some more challenging. Use variety when introducing and practising new words. This will keep pupils engaged and keen to meet the challenge.

Pupils should already be familiar with the words aurally and orally before they are asked to read them. Recognition practice need not be restricted to words; it can also be applied to short phrases and sentences. When individual words become familiar to the pupils, they can be used for sentence building.





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Using word cards in sentences helps focus attention on grammatical features such as word order. Once the sentences have been built up, they can be manipulated by substituting other known words.

A basic procedure for sentence building is as follows:

- 1 Practise recognition of individual word cards for target vocabulary.
- 2 Stick word cards on the board to form a sentence; elicit pronunciation of each word as it is displayed. For example, *I go to school by car*.
- 3 Substitute individual cards to form similar sentences and elicit pronunciation from the class. For example, *I go to school by train/bike*.
- 4 Invite pupils to the front to substitute cards and form similar sentences.

High-frequency words

High-frequency words are often phonetically irregular and therefore do not fit into a phonic scheme. They are often difficult to represent visually since they tend to be grammatical words rather than nouns (for example, *the*, *have*, *who*, *what*, *said*). During the course, children meet such words in stories, but also as part of the functional language and structures they are using. In Units 1–3 and 5–7, pupils learn to spell common high-frequency words using the 'Look, say, cover, write, check' strategy.

There are spelling practice grids in Lesson 7 of each unit in the Activity Book and there is a spelling test page at the end of the book on page 124.

The audio-assisted reading approach involves the pupils listening to words, phrases, sentences and texts while following in their books. This helps them make a connection between sounds and spelling and reinforces recognition of individual words. The Listen, point/look and say activities focus mainly on pictures, i.e., the pupils listen to the audio and point to the appropriate picture. There are also activities that involve listening and pointing to individual words, or attempting to identify words in sentences, for example, in a conversation. At first, the pupils are not expected to read, but simply to identify the word from its location on the picture, or from its position in a sentence. Later, the pupils will be expected to listen and read the individual words, phrases and short texts.

Individual learning

Children naturally develop and learn at different rates.

Praise

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 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





Introduction

work (drawing, colouring, tracing) to see how well their motor skills are developing.

When you are assessing progress, focus on:

Listening

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

Speaking

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

Pre-reading and pre-writing

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

Now I can ...

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

Evaluating your lessons

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

1 How well did the lesson achieve its learning aim? If the answer is 'not very well', ask yourself: *Was there too much or not enough material? Was*

- there something wrong with the material? Was it the methodology? Was it my lesson plan?
- Were the pupils engaged throughout the lesson? Why (not)?
- 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.





Language

- · Greet others and introduce yourself.
- · Name classroom objects.
- Review classroom instructions and commands.
- Name parts of the body and facial features.
- Develop word recognition and sound-letter correspondence skills.
- Rearrange and replace letters to spell words.
- Trace and write letters a-p.
- Trace and write numbers 1–10.
- Learn to spell four high-frequency words (is, has, have, what).
- Follow a story.
- · Join in with rhymes and songs.

- Hello, what's your name? My name's Reem.
- How old are you? I'm 8.
- · How are you? I'm fine, thank you.
- Where's the pencil?
- It's on/under/next to the table. It's in the book. It's between the ruler and the rubber.
- Stand up. Sit down. Listen. Look. Jump up. Turn around. Clap your hands.
- I have short hair and a small nose.
- I have big ears. I have ten toes.
- He has a small mouth. / She has big eyes. / It has four eyes.

- · Describe your own and others' abilities.
- · Question and answer about animals' abilities.
- Match colour words to colours.
- · Express likes and dislikes.
- Read and write names of animals.
- Name foods.
- · Name and describe items of clothing.
- Trace and write capital letters.
- Develop word recognition and sound-letter correspondence skills.
- Rearrange and replace letters to spell words.
- Segment words into sounds, and identify vowels and initial letters.
- · Sort jumbled words into segments.
- Trace and write letters q-z.
- Count numbers 1–10 and work out sequential number patterns.
- Learn to spell four high-frequency words (he, she, the, does).
- · Follow a story.
- Join in with songs and rhymes.

- I can jump.
- She can swim and run.
- I can't sing.
- What colour is a zebra? It's black and white.
- I like ice-cream.
- Can it fly? Yes, it can. Can it climb? No, it can't.
- Is it a bee? No, it isn't.
- I like bread. I don't like fish.
- · She is wearing a red shirt.
- · He is wearing blue jeans.

- Learn words for family members.
- Identify items of clothing.
- Learn vocabulary for furniture and household objects.
- Match pictures of toys with written and spoken descriptions.
- Listen to and write descriptions of daily routines.
- Learn expressions of time and say when you do things.
- Make a book about your day.
- Tell the time and draw times on clock faces.
- Add spaces between elided words to make sentences.
- Identify and spell words with sh.
- Count and add numbers 1–20.
- Learn to spell four high-frequency words (you, they, can, can't).
- Join in with rhymes and songs.
- Listen to, read and reconstruct a story.

- How many brothers/sisters have you got?
- There is a lamp.
- There are five books on the shelf.
- There is a big wardrobe.
- How many lights are there?
- I listen to music in my room.
- $\bullet \quad$ After school, I go to the park with my friends.
- In the morning, I wake up and get dressed.
- What's the time? It's three o'clock.
- What time do you go to bed?
- I go to bed at nine o'clock.
- What time does Hassan wake up? At six o'clock.
- I can't find my toy snake.
- Is it on the bed? Yes it is./No, it isn't.

Init 4

- Understand descriptions using prepositions in, on and under.
- Listen to descriptions of clothing and match to pictures.
- Use big and small to describe objects.
- Match descriptions to animals.
- Match past simple sentences to pictures.
- Write letters a–z freehand and match letters to key words.
- Identify and spell words with ch.
- Play a game.

• Revision of Units 1–3

Aims

Language

- Learn vocabulary relating to staying healthy.
- Read and follow exercise plans.
- Ask and answer using Do you have any ...?
- Name school subjects and say what your favourite lesson is.
- Read and write school timetables.
- Identify household rooms and objects.
- Learn vocabulary for shapes and listen to identify shapes.
- Spell days of the week.
- Identify and spell words with th and ee.
- Count and add numbers 1-20.
- Learn to spell four high-frequency words (do, don't, your, how).
- Follow a story.
- Join in with rhymes and songs.
- Play a game.

- Fish is healthy.
- Are you healthy?
- Do you exercise? Yes, I do.
- Do you eat healthy food? No, I don't.
- Do we have any ...? Yes we do./No, we don't.
- Do four hops and six jumps.
- Do you like English? Yes, I do.
- What's your favourite lesson? It's maths.
- · My house has a living room. It has three bedrooms.
- It has sixteen triangles. It's a toy. What is it? A kite.

- Recognize and use vocabulary for shops and amenities.
- Categorize words as 'town' or 'country'.
- Say what there is in your town and where it is.
- Give directions to places.
- Learn vocabulary for different modes of transport.
- Say how you get to school.
- Label the parts of a plant and say what it needs to grow.
- Read about how a plant grows and number the stages in the process.
- Use time phrases to describe a routine.
- Read about cleaning up a park.
- Reorder jumbled words and sentences.
- Capitalize or de-capitalize nouns correctly.
- Identify initial consonant clusters for short words.
- Identify and spell words with ck.
- Recognize and say numbers 30, 40, 50, 60, 70, 80, 90, 100.
- Learn to spell four high-frequency words (by, then, next, who).
- Follow stories.
- Join in with rhymes and songs.

- This is my town.
- There is a supermarket and a bakery, but there isn't a park.
- Where is the bakery?
- The bakery is next to the supermarket.
- The school is opposite the park.
- Look right./Look left.
- Turn right./Turn left.
- How do you go to school? I go to school by bike/on foot.
- Five children go to school on foot.
- How tall is the cat?
- It's 48 centimetres.
- Who is behind the farmer?
- The boy is in front of the girl.
- · In the morning, I wake up. Then I get dressed.

- Name and ask for items of food and drink to buy in a shop.
- Say what you have bought.
- Read descriptions of pets and match with/draw pictures.
- Learn names of animals and label parts of their bodies.
- Describe animals and say what their abilities are.
- Listen to/read descriptions of what people are doing and match with pictures.
- Match initial consonant clusters with endings to make words.
- Identify and spell words with ng.

- · Learn to spell four high-frequency words (here, some, are, where)
- Follow a story.
- · Join in with rhymes and songs.
- Play a game.
- Can I have some rice please? Yes, here you are.
- I bought a box of eggs./I bought some carrots.
- It is small and quiet.
- It likes to sleep. It can talk. It eats carrots.
- It is grey. It lives in water and can't walk. It's a shark.
- Where does it live? On land./In water.
- I'm watching TV. He's skipping. She's writing. They're swimming.
- What's the weather like? It's cloudy and windy.
- It's hot. I'm thirsty. I'm taking a photo.
- Ask and answer about what people are doing.
- Do a crossword to revise vocabulary.
- Listen to descriptions of scenes and match to pictures.
- Identify the 'odd one out' in a group of words.
- Compare a written description of a trip to the zoo. Listen and write down the details of a party, then plan your
- Read a boy's description of himself and write your own description.
- Revise numbers 1-100.
- Follow a story.

• Revision of Units 5-7.

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Unit 1

At School

Aims

Listening

- Listen to and follow greetings.
- Listen to and identify classroom objects.
- Listen to and identify actions.
- Listen to, follow and sing a song.
- Listen to descriptions of where things are.
- Listen to descriptions and identify facial features/parts of the body.
- Listen to and follow a story.
- Listen to and follow instructions.
- Listen, find and identify differences.

Speaking

- Ask a person's name.
- Ask and answer How are you?
- Name classroom objects.
- Talk about rules and responsibilities.
- Talk about position (in, on, under, between, next to).
- Name parts of the face.
- Name parts of the body.
- Give descriptions (number and parts of the body).
- Use classroom language.

Reading

- Read character names.
- Read words for parts of the body.
- Review adjectives big/small, long/short.
- Understand descriptions of position (in, on, under, between, next to).

Writing

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- Write letters a-p and spelling of key words.
- Learn to spell four high-frequency words (is, have, has, what).







Key words

Lesson 1

Hello, what's your name? –
/hə'ləυ, wɒts jɔː(r) 'neɪm/
My name's Omar. –
/maɪ neɪmz 'əʊmaː(r)/
Hello, how are you? I'm fine,
thank you. –
/hə'ləυ, haʊ aː(r) 'juː/
/aɪm 'faɪn θæŋk jʊ/
How old are you? I'm 8. –
/haʊ 'əʊld ɑː(r) juː/ /aɪm 'eɪt/

Lesson 2

chair $-/t e \theta(r)$ desk - /desk/ ruler - /'ruxlə(r)/ pen - /pen/ pencil - /'pensl/ rubber - /'rʌbə(r)/ board - /box(r)d/marker - /'max(r)kə(r)/ notebook – /'nəutbuk/ pencil case - /'pensl keis/ crayon - /'kreɪən/ pencil sharpener -/'pensl far(r)pnə(r)/ paper - /'peɪpə(r)/ Stand up. – /stænd 'Ap/ Sit down. - /sit 'daun/ Listen. - /'lɪsn/ Look. - /luk/ Jump up. - /dʒʌmp 'ʌp/ Turn around. – /tɜː(r)n əˈraʊnd/ Clap your hands. -/klæp jɔː(r) 'hændz/

Lesson 3

Where's the pencil? –
/weə(r)z ðə 'pensl/
between – /bɪ'twiːn/
on – /pn/

in – /ɪn/
next to – /'nekst tʊ/
under – /'ʌndə/

Lesson 4

hand – /hænd/
head – /hed/
foot – /fut/
shoulder – /'ʃəʊldə(r)/
arm – /a:(r)m/
toe – /təʊ/
body – /'bɒdi/
leg – /leg/
knee – /niː/
elbow – /'elbəʊ/
finger – /'fɪŋgə(r)/
thumb – /θΛm/
Numbers 1–5 –
/nʌmbə(r)z wʌn tə 'faɪv/

Lesson 5

Numbers 1–10 –
/nambə(r)z wan tə 'ten/
How many skips? –
/hau meni 'skips/
nod of the head –
/npd əv ðə 'hed/

Lesson 6

hair - /heə(r)/
eye - /aɪ/
nose - /nəʊz/
mouth - /maʊθ/
tongue - /tʌŋ/
teeth - /tiːθ/
ear - /ɪə(r)/
big - /bɪg/
small - /smɔːl/
long - /lɔɪ/
short - /ʃɔː(r)t/

Lesson 7

How many ...? – /hau meni/

Lesson 8

magic - /'mædʒɪk/ picture - /'pɪktʃə(r)/ shelf - /ʃelf/ wall - /wɔːl/





Unit 1 Lesson 1: My Friends

Aims: To listen to and follow greetings

To identify the characters
To ask for a person's name
To read character names
Letter formation and letter–sound

correlation for a-d

Materials: *Pupil's Book* pages 8–9

Activity Book pages 4–6

Tracks 1 and 2

Picture/word cards (Adam, Reem,

Omar, Ben, Sally)

Teaching note

• In *Primary 1* and 2, pupils learnt both the names and sounds of the letters of the alphabet. As in these grades, when we want you to say the name of the letter, we will write *a*, *b*, etc. When we want you to say the sound of the letter, we will write /a/, /b/, etc.

Revision of letter names, sound value and letter formation

- Units 1 and 2 of *English for Libya Primary* 3 *Activity Book* review all the letters of the alphabet and give pupils practice in forming the letters correctly. Pupils will also link the sound of the letter to a key word and practise writing this word, first by tracing over the word outline and then freehand within the lines provided.
- Similarly, pupils will review the capital letters and their correspondence to the small letters.
- **Note 1:** It is recommended that at this age children are once again given plenty of controlled writing practice in correct letter formation, developing their fine motor skills and assuming the correct 'ready-to-write' position. *English for Libya Primary 3* moves children two steps forward by i) encouraging the addition and use of 'tail flicks' at the end of letters (in, e.g., *f*, *h*, *i*, *l*), which will help children to learn cursive script

- later on, and ii) systematically teaching them to spell high frequency and/or irregular words.
- **Note 2:** Please note that there are a two ways i can be written as a capital letter (I and I). Pupils will see both styles in the course materials and will need to recognize both. Similarly, pupils will see both l and l. Number 1 can also be written I or 1. Pupils may not even register these differences in appearance because they are taking the shape as part of the whole word in its context. For example, if pupils see a list numbered *I*, 2, 3, they would be unlikely to think it was letter 'i', 2, 3. However, if pupils do ask, then you can show them the different shapes of these letters and numbers on the board. They will also see differences in the way other letters and numbers are written (e.g., 4 and 4, a and a, etc.), but once again learners quickly absorb such variations.

Warmer

5 mins

- Tell children they are going to start learning English in *Primary 3*. Discuss some of the following points with them:
 - Find out what English words children already know.
 - Get children to tell you where and when they see or hear English.
 - Get children to tell you what they enjoyed about their English lessons last year.
- Introduce the lesson. Use appropriate language to tell children what they will do in the lesson. For example, in this lesson, children will: listen to English, meet the characters and play a game with picture cards.

1 Listen, look and say.

10 mins

- Hold up page 8 of the *Pupil's Book*, say *Open your books on page 8* and let children find the same page. Point to the characters and tell children that they will be learning English with some new friends.
- Get children to put their finger on the picture of Omar at the top of the page. Play Track 1. Ask children to listen and point to the characters.







Hello. My name's Omar.

Hello. My name's Ben.

Hello. My name's Sally.

Hello. My name's Adam.

Hello. My name's Reem.

- Play Track 1 again. This time, pause after each character and get children to repeat as they point to the picture. Encourage them to copy the intonation and voices.
- Ask children if they have any brothers or sisters.
 Point to the pictures on page 8 of the *Pupil's Book* and explain that Omar and Reem are brother and sister and so are Ben and Sally and that they are all friends with Adam.

2 Ask and answer.

10 mins

- Hold up the picture cards of the characters one by one and name them with the children.
- Stick the picture cards around the classroom, naming them as you do so. Say His/Her name's ... (+ the name of a character) and get children to find and point to the picture card. Do this until all of the characters have been named once or twice.
- Give each picture card to a group. Give children some time to check the name of the character with their group. Slowly call out the five characters in a sequence (e.g., Omar, Ben, Sally, Adam, Reem). The groups must stand up when they hear their name. Redistribute the picture cards and repeat the activity several times.

3 Listen and look.

8 mins

• Get children to look at page 9 of the *Pupil's Book*. Ask children if they go to the park with their family. Explain that Omar is at the park with his sister, Reem, and her friend, Sally. In the park, Omar meets a new friend, Adam. Let them name some things they can see in the picture (in Arabic, if necessary). **Note:** It is not necessary for children to learn the English names for the things they see in the picture. Let them describe

what they see in their own language and use any English words that they volunteer.

• Play **?** Track 2 and get children to listen.

Track 2

How are you?

Sally: Hello, how are you? Reem: I'm fine, thank you.

Sally and Hello, how are you? [pause for

Reem: pupils' response]

Adam: How old are you?

Omar: I'm 8.

Omar and How old are you? [pause for

Adam: pupils' response]

Play Track 2 a second time and this time encourage pupils to answer the two questions asked them by Sally and Reem and Omar and Adam. Using Track 2 as the model, get pupils to practise asking and answering the questions. As a class, use open pairs to get pupils asking and answering with their fellow pupils. If there is time, you can put pupils in small groups of four to practise the conversations.

Activity Book

1–4 Write. 8 mins

- Tell children that they are going to do some writing. They should clear their desks and sit with two feet on the floor. Check that everyone is sitting correctly and has a pencil. Encourage pupils to repeat the three ready-to-write stages that they learnt in *Primary 1* and 2:
 - 1. Sit correctly.
 - 2. Hold the pencil correctly.
 - 3. Position the book correctly.
- If you have an alphabet poster on the wall, use this to elicit the sound /a/. You can also elicit the name of the letter a. Stand with your back to the class and write a big letter a in the air. Now ask pupils to stand up and see if they can make the shape of a in the air. Make sure everyone is forming the letter correctly. Practise the same a few times doing very big letters, then smaller ones, then very small ones. **Note:** Pay particular attention to the 'tail flick' at the end of the letter: say *flick* and get pupils to say it too.





- See if pupils remember the action that they learnt in *Primary 1* and 2 (walking fingers up their arm like an ant) that accompanies letter *a*.
- Repeat the process for letters b, c and d. Say
 Open your Activity Books on page 4 (and then page 5) and show pupils where to find the pages.
 Working individually, pupils practise writing letters a-d, first by tracing and then freehand.
 Monitor and support where necessary.

5 Look and circle. 4 mins

- Tell children to look at page 6 of their *Activity Books*. Ask *Who can you see?* (Elicit *Adam*, *Ben*, *Omar and Reem.*) Explain that there is a slight difference in one of the pictures and they have to look and circle the picture that is different.
- For the last two names, Sally and Omar, explain that they have to circle the name that is spelled correctly.

Answers

Omar - Omar

The following should be circled:
Adam – column 1 (missing circle on helmet)
Ben – column 1 (missing freckle)
Omar – column 3 (shorter hair)
Reem – column 2 (missing bow)
Sally – Sally

Extras

- Spend a few minutes at the end of each lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Tell pupils it is the end of the lesson. Ask them to clear up. Say things like Put your books, pens and pencils away, please. Don't forget your homework. See you on Monday.
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.
- Get children to draw and colour a character of their own to join the five characters in the course. This supports imagination, creativity and fine motor skills.
- Give children extra practice listening to names and identifying the characters. For example, call out the names in a random order and get children to point to the correct picture on page 8 of the *Pupil's Book*.
- Name children in the class using the language *My name's* [Mahmoud]. Get the class to listen and point to that child.

Before next lesson

- You can make the Warmer stage of the next lesson more fun if you make a toy microphone for each group. This can be made very quickly by sticking a plastic ball on top of a cardboard tube.
- You will also need a cloth bag (or an opaque plastic bag), a pencil, a rubber, a ruler, a notebook, a crayon, a pen, a pencil sharpener, a pencil case and a marker.





Unit 1 Lesson 2: My Classroom

Aims: To listen to names and identify

classroom objects

Letter formation and letter-sound

correlation for e-h

A rhyme for classroom language

Materials: Pupil's Book pages 10–11 Activity Book pages 7–9

Tracks 3 and 4

Realia: pencil, ruler, rubber, crayon, pen, paper, pencil sharpener, pencil case, notebook, marker, cloth bag.

Optional: toy microphones

(homemade)

Warmer

5 mins

- Play the microphone game: hold the toy microphone (or a rolled up sheet of paper) to your mouth and choose a confident pupil to ask Hello. What's your name? Let the pupil respond. **Note:** Accept any reasonable response, e.g., [Mahmoud/Zeinah]. My name's [Mahmoud/ Zeinah]. It's [Mahmoud/Zeinah].
- Hand the microphone to the pupils and let them ask the question to someone else. Hand out the microphones and let the class practise asking and answering. Monitor and support where necessary.

Teaching point

From the beginning of *Primary 3*, you might like to get pupils to read the rubric before starting the activity. The rubrics are supported by icons which aim visually to demonstrate skills the activity develops. Rubrics use a limited range of vocabulary, regularly recycled, with which pupils will quickly become familiar.

Listen, point and say.

- Hold up page 10 of the Pupil's Book and tell children the topic of the lesson is 'My Classroom'. Discuss some of the following points with them:
 - Talk about what things are in their classroom. Talk about how the classroom helps them learn. Talk about what they like and don't like about their classroom.
- Get children to look at page 10 of the Pupil's Book. Ask Who is it? When children respond with *Reem*, get them to guess what she is doing. Explain that she is getting ready to write and she is looking for a sharp pencil.
- Play Track 3 and get children to listen and point to each object. Pause between each sentence and check that children are pointing to the correct picture.

Track 3

Classroom objects

It's a chair.

It's a desk.

It's a board.

It's a marker.

It's a pencil case.

It's a pencil.

It's a notebook.

It's a pen.

It's a ruler.

It's a crayon.

It's a rubber.

It's a pencil sharpener.

It's some paper*.

*Note: Paper is uncountable, therefore we use 'some' or 'a sheet/piece of paper'.

- Play Track 3 again. Get the pupils to point to the pictures and repeat after each sentence.
- Play 'What is it?' secretly put one of the items (pencil, ruler, rubber, book) in the bag you are going to use for this game. Hold up the bag and tell children that it contains something which they often have on their tables.
- Put your hand in the bag and mime feeling the object (e.g., for a rubber, a rubbing movement backwards and forwards) as you ask What is it? Encourage the class to guess the object.





- When children guess the object, pull it out and name it in English, for example, *Yes*, *it's a rubber*. Put the object where the children can see it and get the class to name it again.
- Repeat the game until all objects are displayed.

2 Say the rhyme. 12 mins

- Say Look at page 11. Point to a picture and ask Who is it? When children respond with Omar explain that he is doing the actions to a rhyme.
- Get children to look at the first picture (Omar standing up). Get them to guess what he is doing and then get the class to do the same action. Do the same for each picture.
- Play **?** Track 4. While children listen, demonstrate the actions or point to the relevant actions in the book.

Track 4 Stand up!

Verse 1 Verse 2
Stand up, Jump up,
Read a book, Turn around,
Write your name, Clap your hands,
Listen and look. Sit down.

• Play Track 4 again. Encourage children to listen and join in with the actions.

Activity Book

1-4 Write 10 mins

- Tell children that they are going to do some writing. They should clear their desks and sit with two feet on the floor. Check that everyone is sitting correctly and has a pencil. Encourage pupils to repeat the three ready-to-write stages that they learnt in *Primary 1* and 2:
 - 1. Sit correctly.
 - 2. Hold the pencil correctly.
 - 3. Position the book correctly.

- If you have an alphabet poster on the wall, use this to elicit the sound /e/. You can also elicit the name of the letter e. Stand with your back to the class and write a big letter e in the air. Now ask pupils to stand up and see if they can make the shape of e in the air. Make sure everyone is forming the letter correctly. Practise the same a few times doing very big letters, then smaller ones, then very small ones.
- See if pupils remember the action that they learnt in *Primary 1* and 2 (cracking open an egg) that accompanies letter *e*.
- Repeat the process for letters *f*, *g* and *h*. Say Open your Activity Books on page 7 (and then page 8) and show pupils where to find the pages. Working individually, pupils should practise writing letters *e*–*h*, first by tracing and then freehand. Monitor and support where necessary.

5 Match. 5 mins

- Say *Open your Activity Books on page 9*. Ask pupils to look at the pictures on the left side of the page and the words on the right side of the page. Say *pencil case* and get pupils to repeat. Continue for *pencil, ruler, pencil sharpener, book* and *rubber.*
- Explain that pupils should now draw a line to match the picture to the label. Invite them to draw a line from the picture of a pencil to *pencil*. Ask pupils to complete the activity.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- If there is time, replay **?** Track 4 and let pupils stand up and do the actions as they listen.
- Tell pupils it is the end of the lesson. Ask them to clear up. Say things like Put your books, pens and pencils away, please. Don't forget your homework. See you on Monday. Say Goodbye at the end of the lesson and elicit Goodbye from the whole class and from different pupils.



- Get pairs to play 'What is it?' using page 10 of the *Pupil's Book*. One child points to a classroom object and asks *What is it?* When their partner names the object, they change roles.
- Using picture cards put up on the board, play 'What's missing?' with the classroom objects. Get children to close their eyes. Then you remove an object and ask them which one is missing.
- When doing *Activity Book* pages 7–8, organize children into pairs so each child has a 'writing friend/partner'. One child writes a letter while their partner takes the role of 'teacher' and watches and supports (i.e., checks the start and finish points and watches that the pencil stays on the paper). They change roles and continue.

Unit 1 Lesson 3: At School

Aims: To review prepositions in, on, under, between, next to
To name classroom objects
To talk about rules and responsibilities
Review letter formation and spelling of key words

Materials: Pupil's Book pages 12–13

Activity Book pages 12–13
Activity Book pages 10–12
Tracks 5 and 6
Counters or buttons or small pieces of paper

Large sheets of paper for posters

Warmer 5 m

 Introduce the lesson. Get children to remember what they did in their last English lesson, and talk to them about what they will do in this lesson. For example, in this lesson children will: talk (about responsibilities) play a guessing game

1 Listen, point and say.

13 mins

• Say *Open your Pupil's Books on page 12*. Point to the picture and ask some questions, for example:

Who's wearing a yellow shirt? (the teacher) How many pupils/girls are there in the classroom? (four)

What is the teacher holding? (demonstrate with a piece of paper)

What is written on the piece of paper? (in)

- Elicit what they think the teacher is saying she is telling pupils to put paper in the bin.
- Explain that pupils should listen and point to children when they speak. Play Track 5.

Track 5 At school

My name's Reem. I'm in my classroom. I'm drawing a picture.

I'm Sally. I'm listening to the teacher. I'm Nada. I'm not listening to the teacher. I'm sleeping!

I'm Suzy. I'm listening to the teacher.

- Ask children for any names they remember. They should be able to name Reem and Sally. Ask if all the children are being good (Sally and Suzy are). Use the picture to discuss class rules and responsibilities, for example:
 - Look at the teacher when he or she is talking. Listen to the teacher when he or she is talking. Sit on the chair properly.

Put bags away in the proper place.

Keep the table neat and tidy.

Put paper (rubbish) in the bin.

- Spend some time talking about why we have rules and responsibilities in the classroom and explain that each child has a responsibility to help themselves and others to learn.
- **Note:** You might like to extend this theme by getting pupils to draw and label a poster of class rules and responsibilities. You could get pupils to do this in small groups. They can either write the rules themselves, probably copied from the





board, or alternatively, you can hand out labels for them to stick onto their poster drawings.

2 Listen, point and say.

13 mins

Get children to look at the pictures on page 13.
 Explain that Reem has lost her school things.
 Play Track 6 and get children to point to the pictures. While pupils are listening and pointing, move around and check they are following the descriptions.

₩ Track 6

Where's the red pencil?

Reem: Where's the red pencil?

Adam: The red pencil is next to the desk.

Reem: Where's the ruler? Adam: It's on the book.

Reem: Where's the green pencil?

Adam: It's in the book.

Reem: Where's the rubber?

Adam: It's between the ruler and the

pencil case.

Reem: Where's the yellow pencil?

Adam: It's under the chair.

- Tell the class to imagine they are Reem. Play Track 6 a second time and encourage the class to join in with Reem's questions.
- Organize children into pairs and get them to play 'Three guesses':
- Player A hides page 13 by lifting up the previous pages to make a 'wall'.
- Player A secretly puts a counter/button, a piece of paper or a rubber on one of the five pictures on page 13 and asks *Where's the ...?*
- Player B has three chances to guess the picture using the language *The* ... is on the book or On the book.
- If Player B does not describe the correct picture after three attempts, Player A wins a point.
- If Player B does describe the picture, he or she gets a point. Get children to change roles.

Activity Book

1 Look and find. 6 mins

- Say Open your Activity Books on page 10. Show pupils where to find the page. Elicit what they can see and explain that this is a maze. Ask Who can you see? (Adam.) Ask What can you see? (Adam's school.)
- Put pupils in pairs and get them to find a way for Adam to get to school using their fingers.
 The first pair to find the way is the winner.
- Working individually, let pupils draw the path from Adam to school. Tell pupils to keep their line as straight as possible and in the middle of the path. Walk around, monitor and choose some good examples to show to the class.

2-3 Spell and write. 8 mins

- Read the rubric together as a class. This activity reviews the first eight letters of the alphabet, which pupils have already reviewed in Lessons 1 and 2. Explain what pupils have to do and demonstrate one or two words on the board. Encourage pupils to name the picture (*ant*), then say the letters they can see in (a, n, t or /a/, /n/, /t/), then elicit how to spell *ant*.
- Check that all children are managing to form their letters correctly. Remember that using a 'writing friend/partner' (see Lesson 2) can be a useful strategy for pupils who need more help.

Answers

ant

bag

cat

dog

elbow

fish

goat

hat



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- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pairs to play 'Feel the letter'. One child draws a letter (*a*–*h*) on the back of another child with their finger. The other child must guess the letter and say its sound. Children change roles.
- Get pairs to play 'Say the letter'. One child points to one of the large letters on *Activity Book* pages 4–5 and 7–8. Their partner must say the sound of the letter.
- Organize children into pairs. Get them
 to look at the action pictures on page 11
 of the *Pupil's Book*. Children take turns
 to point to a picture while their partner
 does the action.
- Organize children into pairs so they each have a 'writing friend/partner'. One child writes a letter while their partner takes the role of 'teacher' and watches and supports (i.e., checks the start and finish points and watches that the pencil stays on the paper). They change roles and continue.

Unit 1 Lesson 4: My Body

Aims: To identify parts of the body
To read words for parts of
the body
To review numbers 1–5
Letter formation and letter–sound

correlation for *i–l* **Materials:** *Pupil's Book* pages 14–15

Activity Book pages 13–15 Picture/words cards (head, body, arm, hand, leg, foot, shoulder, knee, toe, elbow, thumb, finger)

Warmer

5 mins

• Say Open your Pupil's Books on page 14 and tell children the topic of the lesson is 'My Body'. Discuss some of the following points with them: Talk about what they can do with their body (e.g., run, jump, listen, talk, play). Talk about what keeps a body healthy (exercise, cleanliness, healthy food). Talk about what is the same and what is different about our bodies (e.g., hair, voice, eyes, height, size).

1 Listen and match.

10 mins

- Put the picture cards (head, body, arm, hand, leg, foot, shoulder, knee, toe, elbow, thumb, finger) on the board. Quickly point to them in a random order and get children to name them.
- Hold up a word card. Read it and get the class to repeat. Get pupils to find the word on page 14.
 Put the word card below the matching picture card. Do the same with all of the word cards.
- Point to the word cards and read them one by one with the class.
- Play 'What's wrong?' Get children to close their eyes. Swap the position of two word cards.
 Get children to open their eyes and ask What's wrong? Let children move the word cards so they are below the matching picture cards again. Play the game several times, each time muddling up more cards.

2 Say and do.

8 mins

- See if pupils can say the numbers.
- Demonstrate counting from one to five by using your fingers. Hold up one finger and say One. Get the class to do the same. Hold up two fingers and say Two. Get the class to do the same. Continue until you are holding up five fingers.
- Say numbers 1–5 and get children to listen and hold up the number of fingers. Get pupils to repeat [two] fingers after you and concentrate on saying the plural s (fingers).





3 Listen, point and say.

6 mins

Get pupils to look at the second activity. Put pupils in pairs – one pupil describes a picture (e.g., *three rubbers*) and the other pupil points. Pupils swap. Monitor and make sure that pupils are saying the plural s.

Activity Book

1-4 Write. 8 mins

- Tell children that they are going to do some writing. Check that everyone is sitting correctly and has a pencil.
- If you have an alphabet poster on the wall, use this to elicit the sound /i/. You can also elicit the name of the letter i. Stand with your back to the class and write a big letter i in the air. Now ask pupils to stand up and see if they can make the shape of i in the air. Make sure everyone is forming the letter correctly. Practise the same a few times doing very big letters, then smaller ones, then very small ones.
- See if pupils remember the action that they learnt in *Primary 1* and 2 (miming writing *i* for *ink*) that accompanies letter *i*.
- Repeat the process for letters *j*, *k* and *l*. Say Open your Activity Books on page 13 (and then page 14) and show pupils where to find the pages. Working individually, pupils should practise writing letters *i*–*l*, first by tracing and then freehand. Monitor and support where necessary.

5 Write. 4 mins

• Ask pupils to look at page 15 of their *Activity Books*. Read out the numbers 1–5. Working individually, pupils should practise writing numbers 1–5, first by tracing and then freehand. Monitor and support where necessary.

6 Count and write. 4 mins

- Tell pupils to look at the picture on the righthand side of page 15. Explain that the picture is of lots of toys and the pupils have to count them.
- Get the pupils to look at the three boxes and three pictures. Tell them to count and write the number of *balls*, *cars*, and *teddy bears* in the picture.

Answers

balls -5

cars – 3

teddy bears – 4

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you what parts of the lesson they enjoyed the most and the least.
- Tell pupils it is the end of the lesson. Ask them to clear up. Say things like Put your books, pens and pencils away, please. Don't forget your homework. See you on [Mon]day.
- Say *Goodbye* at the end of the lesson and elicit *Goodbye* from the whole class and from different pupils.
- Play 'What is it?' with the picture cards of parts of the body. Put the cards on the board one at a time, naming them with the class as you do so. Get children to close their eyes, remove a picture card, and see if they can name the part of the body that is missing. You can do this as a class, group or pair activity.
- Organize children into pairs. Get them to look at the action pictures on *Pupil's Book* page 11. Children take turns to point to a picture while their partner does the action.
- In pairs, get pupils to write numbers 1–12 in the boxes on Pupil's Book page 14.



Unit 1 Lesson 5: Play Time

Aims: To listen to and identify actions

To listen to and sing a song To review numbers 1–10

Letter formation and letter-sound

correlation for *m*–*p*

Materials: Pupil's Book pages 16–17

Activity Book pages 16-18

Tracks 7 and 8

Sets of number cards (1–10)

Warmer

5 mins

- Count from one to ten with the class.
 Hold up the appropriate number of fingers while counting.
- Give a set of number cards to each pair. Play 'Hold up!' Call out a number and let pairs hold up the corresponding number card.
- Ask pairs to sequence the cards in order on their table, from 1 to 10.
- Get children to stand up and do some TPR. For example, say Do six hops. Do seven claps. Do two turns.

1 Listen and count.

10 mins

• Get children to look at *Pupil's Book* page 16. Explain that Reem is counting how many skips she can do. **Note:** There are no words in Track 7. Instead, pupils will hear a number of skips as sound effect 'swish' noises as the skipping rope goes round. Tell children to listen and count the number of skips. Play Track 7. After each set of skips, pause the recording and say *Hold up!* Get pairs to hold up the number card that corresponds to the number of skips.

Track 7

How many skips?

Sound effects to indicate:

- 3 skips
- 2 skips
- 7 skips
- 6 skips
- 9 skips
- 5 skips

2 Listen and sing the song.

12 mins

- Play a quick listening race with the class.
 Organize children into pairs. Get pairs to look at page 14 again. Say a part of the body. Pairs listen and race each other to point to the correct part of the picture. Continue until all parts of the body have been named once or twice.
- Get children to look at the pictures on page 17. Point to a picture and ask *Who is it?* When children respond with *Ben*, explain that he is doing the actions to a song. Get children to look at each picture, guess what Ben is doing, and do the same action.
- Play Track 8. While children listen, demonstrate the actions, or point to the relevant actions in the book. To do the actions, wiggle your finger and thumb in the air, shake your arm and leg, nod your head down and up, sit down, stand up, and turn around.
- **Note:** Make sure pupils realize that the *b* in *thumb* is silent.

Track 8

1 finger, 1 thumb

1 finger, 1 thumb keep moving,

1 finger, 1 thumb keep moving,

1 finger, 1 thumb keep moving,

We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg keep moving,

1 finger, 1 thumb, 1 arm, 1 leg keep moving,

1 finger, 1 thumb, 1 arm, 1 leg keep moving, We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head keep moving,

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head keep moving,

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1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head keep moving, We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up keep moving, 1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up keep moving, 1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up keep moving, We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up, turn around keep moving,

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up, turn around keep moving,

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up, turn around keep moving,

We all feel happy today.

 Play Track 8 again. This time encourage children to listen and join in with the actions.
 Make sure children start the song standing up.

Activity Book

1–4 Write. 10 mins

- Tell children that they are going to do some writing. Check that everyone is sitting correctly and has a pencil.
- If you have an alphabet poster on the wall, use this to elicit the sound /m/. You can also elicit the name of the letter m. Stand with your back to the class and write a big letter m in the air. Now ask pupils to stand up and see if they can make the shape of m in the air. Make sure everyone is forming the letter correctly. Practise the same a few times doing very big letters, then smaller ones, then very small ones.
- See if pupils remember the action that they learnt in *Primary 1* and 2 that accompanies letter *m* (rolling up a mat).
- Repeat the process for letters n, o and p. Say
 Open your Activity Books on page 16 (and
 then page 17) and show pupils where to find
 the pages. Working individually, pupils should

practise writing letters *m*–*p*, first by tracing and then freehand. Monitor and support where necessary.

5 Write. 4 mins

• Ask pupils to look at page 18 of their *Activity Books*. Read out the numbers 6–10. Working individually, pupils should practise writing numbers 6–10, first by tracing and then freehand. Monitor and support where necessary.

6 Count and write. 4 mins

- Tell pupils to look at the picture on the righthand side of page 18. Explain that the picture is of a plate of cakes, apples, and bread. Explain that the pupils have to count them.
- Get the pupils to look at the three boxes below. Tell them to count and write the number of *bread*, *cakes*, and *apples* in the picture.

Answers

cakes – 7

apples – 8

bread – 6

Extras

- Look at the suggestions for other counting activities below. You can use quick counting activities to round off a lesson in an enjoyable way. Similar activities can be done using the alphabet, for example, you could practise sequencing letters *a*–*m* or start from points within the sequence (e.g., *e*, *f*, ...). Let pupils look at the alphabet poster on the wall when doing this.
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pairs to play 'How many?' One child gives an instruction, for example, Six skips. Their partner must act out skipping six skips. Get children to take turns and to vary the numbers and the actions.





• Practise other counting activities (using numbers 1–5 or 1–10) to help pupils remember the sequencing. For example, say a number, and get pupils to respond with the next in the series (e.g., you say *four*, pupils say *five*). You can also count in twos (e.g., 2, 4, 6, 8, 10). A variety of counting activities will help pupils feel more confident with numbers.

Unit 1 Lesson 6: My Head

Aims: To name parts of the face

To review adjectives big/small,

long/short

To listen to descriptions and identify facial features
Review letter formation and

spelling of key words

Materials: *Pupil's Book* pages 18–19 *Activity Book* pages 19–22

Track 9

Picture cards: hair, eye, nose, mouth, ear, teeth, tongue, big, small, long, short

Warmer

5 mins

• Say *Open your Pupil's Books on page 18*. Elicit any names for the parts of Omar's head that children already know. Discuss some of the following points with them:

Talk about what features are on your face and head.

Talk about what children do with their heads. Talk about how faces are the same and different.

1 Listen and match. 10 n

10 mins

Hold up the hair picture card and ask What is
 it? Let children respond and then confirm Yes,
 it's hair. Put the picture card on the board. Do

- the same with all of the picture cards for facial features. Encourage pupils to point in their books to each part of the head as you go through the names.
- Point to the picture cards on the board. Name each one and get the class to repeat. Play a game of 'What is it?' Get children to close their eyes while you turn over a picture card. Tell children to open their eyes. Point to the turned over card and ask *What is it?* When children guess the part of the head, turn the card back over. Play the game several times.
- Point to your nose and say *I have one nose*. Get the class to repeat. Point to your eyes and say *I have two eyes*. Get the class to repeat. Remind pupils that when there is more than one, we add *s*. Point to different parts of your head and help children say the singular and plural forms of the words. For example, point to one eye and say *one eye*, then point to two eyes and say *two eyes*.

2 Listen, point and say the number.

10 mins

- Review the words big/small and long/short. Hold up the big picture card and say big. Get children to look at the picture card and guess the meaning of the word. Do the same for the small picture card. Use some objects in the classroom to check children's understanding. For example, point to a rubber and ask Big or small? Let children respond with small. Do the same with other objects such as a cupboard (big), a door (big), and a paper clip (small).
- Teach *long* and *short* in the same way.
- Show pupils the pictures on page 19. Show them that each picture has a number next to it. Tell them they have to listen, point at the picture and say the same number as the picture that is being described. Play Track 9.

Track 9

Listen, point and say the number.

I have big brown eyes and short hair.
I have big blue eyes and short hair.
I have big brown eyes and long hair.
I have small brown eyes and short hair.





• If necessary, play **?** Track 9 again and go over the answers as a class.

Answers

I have big brown eyes and short hair. – 2 I have big blue eyes and short hair. – 4 I have big brown eyes and long hair. – 1 I have small brown eyes and short hair. – 3

Activity Book

- 1 Draw. 6 mins
- Say *Open your Activity Books on page 19*. Let pupils look at the page and get them to tell you what they need to do. Pupils should work individually to complete the activity and then check with a partner to see that they have the same answers.
- In pairs, ask pupils to think of a sentence to describe each picture. You may need to prompt with ideas, for example:
 He has/Ben has two eyes.
 She has/Reem has five balloons.
 There are three flowers in the vase.
- Give pairs time to think of their five sentences and then ask for ideas from the class.

2-3 Spell and write. 7 mins

• Read the rubric (as a class or individually). This activity reviews the second set of letters of the alphabet that pupils have reviewed so far. Explain what pupils have to do and demonstrate one or two words on the board. Encourage pupils to name the first picture (*ink*), then say the letters they can see in (*k*, *i*, *n* or /k/, /i/, /n/). Then elicit how to spell *ink*.

Answers

ink

jam

kite

leg

mat

net

orange

pen

4 Read and tick (\checkmark). 7 mins

Read out the rubric (as a class or individually).
 You might like to read each description (e.g., short hair) and demonstrate what pupils should do.

Answers

The following should be ticked: short hair – left small mouth – right big eyes – left long hair – right small ears – right

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When teaching *big/small* and *long/short*, make an action to go with each word. Use the actions to support the descriptions.

Unit 1 Lesson 7: Let's count!

Aims: To name parts of the body
To give descriptions (number +

body)

To use singular and plural nouns Ask and answer with *How many?* To read words (parts of the body)

To say a rhyme
To learn to spell four
high-frequency words (is, have,

has, what)

Materials: Pupil's Book pages 20–21

Activity Book pages 23-24

Tracks 10 and 11

Game Circles (AB pages 141–142)





- Ask some questions about parts of the body, using the numbers 1–10. For example: Point to a child's legs and ask *How many legs?* Hold up a hand/two hands and ask *How many fingers?*
- **Note:** You might like to tell pupils that there are eight fingers and two thumbs.

1 Listen, point and say.

10 mins

• Show pupils the pictures at the top of page 20 of the *Pupil's Book*. Tell them they have to listen and point to the picture that is being described. You could also get them to hold up the same number of fingers as there are objects in the picture that is being described. Play Track 10.

Track 10

Listen, point and say.

Eight pens.

Three notebooks.

Two pencils.

• If necessary, play Track 10 again. Then, tell pupils to look at the picture at the bottom of page 20. Say How many notebooks? Elicit three notebooks. Then say How many pencils? Elicit two pencils. Finally, say How many pens? Elicit eight pens.

2 Sing the song.

10 mins

- Say Look at page 21. Ask Who is it? When children respond with Omar get them to guess what he is doing. Explain that Omar is doing the actions to a song.
- Hold up the book and point to the first picture. Get pupils to tell you what Omar is doing.
 Confirm that he is touching his head and get pupils to do the same action. Do the same for all of the pictures. Play Track 11 and demonstrate the actions. Encourage pupils to join in.

Track 11

Head, shoulders, knees and toes

Head, shoulders, knees and toes, knees and toes,

Head, shoulders, knees and toes, knees and toes,

And eyes, and ears, and mouth, and nose, Head, shoulders, knees and toes, knees and toes.

 Play Track 11 again. This time, get pupils to join in with the actions and say the words at the same time.

Activity Book

1 Write. 7 mins

- Ask pupils to look at page 23 of the *Activity Book*. Explain that pupils have to copy the letters in the space provided.
- Tell pupils to copy first by tracing and then freehand. Monitor and support where necessary.

2 Play. 7 mins

- Write a simple description on the board using numbers *1–6* and parts of the body. For example:
 - 1 eye
 - 3 ears
 - 6 teeth
 - 4 mouths
- Read the description with the class and demonstrate drawing a funny face to match on the board. Point to your funny face and ask the class some questions, for example *How many* eyes/ears/heads?
- Say *Open your Activity Books on page 24* and ask children to look at the first activity. Ask confident pupils to read out the words. Put pupils in pairs. Ask one pupil in each pair to turn to the back of the book and find one of the Game Circles. There are two Game Circles to choose from. As a teacher, you can vary which one pupils use so that they do not become too familiar with the position of the numbers they want best to select.



- Pupil 1 in each pair closes their eyes and puts a finger onto the Game Circle. Whichever number the pupils select allows them to complete that part of the face on page 24 of the *Activity Book*. For example, if they get a 3 they can draw a nose or noses; if they get a 5 they can draw a mouth or mouths; a 6 means they miss a turn. Pupil 2 then closes their eyes and selects a number on the Game Circle. They continue until the face is complete. Pupils can do this activity twice so that each pupil's page 24 has a funny face.
- 3 Look, say, cover, write, check. 7 mins
- Pupils will now begin learning to spell common, high-frequency words using the 'Look, say, cover, write, check' strategy. Pupils will learn to spell four words in each unit (in this unit the words are *is*, *have*, *has*, *what*). Lesson 1 of Unit 2 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of *Activity Book* page 24. Write the rubric *Look*, *say*, *cover*, *write*, *check* on the board and read it with the class. Copy the table onto the board. Use mime to demonstrate the five steps, for example, mime looking at the word *is*, then say *is*, then cover it with a piece of paper. Write *is* in the 'Write 1' column, then remove the piece of paper and check. Get pupils to tell you whether you have spelt *is* correctly.
- Check that children are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.
- **Note:** Pupils have a spelling test sheet at the back of the *Activity Book* on page 124.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Let pupils practise the rhyme 'Head, shoulders, knees and toes' in pairs. One student says the rhyme, and the other does the actions. Then pupils swap roles.

Unit 1 Lesson 8: The Magic Pencil

Aims: To listen to and follow a story

To listen to and follow

instructions

To listen, find and identify

differences

To understand descriptions of

location (in, on, under, next to,

between)

To identify initial sounds/letters of

known words

To learn to spell four high-

frequency words (is, have,

has, what)

Materials: Pupil's Book pages 22–23

Activity Book pages 25–27

Track 12

Warmer

5 mins

• Introduce the lesson. Get pupils to remember what they did in their last English lesson and tell pupils that in today's lesson they will be listening to a story about a magic pencil. Explain the word *magic* and let pupils tell you what they think a magic pencil can do. Let pupils think about what they would do if they had a magic pencil (e.g., get all their homework done perfectly, draw beautiful pictures for their family, etc.)





- Use a notebook and a pencil to demonstrate prepositions. Put the pencil in the notebook and say in. Do the same, with appropriate actions, to review on, under, in, next to and between.
- Make sure each pupil has a pencil and a book. Say Put the pencil in the book. Help them follow the instructions. Do the same for the other prepositions.
- Check that groups have a pencil, book, ruler and rubber in front of them. Give a group an instruction using a preposition and the classroom objects, for example, Put the ruler under the chair. Let the class decide if the group does the action correctly. Continue, giving different groups different instructions.
- Tell the class they are going to listen to a story. Get them to look at pages 22 and 23 of the Pupil's Book. Point to a picture of Ben and ask Who is it? Give them some time to look at the pictures and guess what is happening.
- Play Track 12 and encourage pupils to point and look at the pictures.

Track 12

The Magic Pencil

[Picture 1]: Ben wants his picture on the wall.

[Picture 2]: Ben finds a pencil on a chair.

There's a pencil on my chair. Ben:

[Picture 3]: Ben: It's a magic pencil.

[Picture 4]: The magic pencil draws a picture.

A picture? Ben:

[Picture 5]: Ben gives the picture to his teacher.

Ben: Here's my picture.

[Picture 6]: But the teacher puts the picture

under a book.

Teacher: It's under the book.

[Picture 7]: The magic pencil draws

another picture.

[Picture 8]: Ben gives the picture to his teacher.

Here's my new picture.

[Picture 9]: But he puts the picture in a

cupboard on a shelf.

Teacher: It's on the shelf.

[Picture 10]: Ben draws a picture.

Ben: This is my picture.

[Picture 11]: Ben gives the picture to his teacher.

Ben: Here's my own picture!

[Picture 12]: The teacher puts Ben's picture on

the wall.

Ben: My picture's on the wall!

- Ask pupils if they enjoyed the story and get them to tell you their favourite parts. Get them to tell you where the teacher put Ben's pictures (under a book, in a cupboard, on the wall).
- Use this opportunity to talk about pupils taking responsibility for their own work and feeling a sense of achievement and pride in their work. Explain that parents and friends can help them but should not do the work for them.
- Play Track 12 again. This time, pause at Pictures 2-6 and 8-12 and ask pupils to read what Ben and his teacher say.

Activity Book

Write the letter. 10 mins

Read out the rubric (as a class or individually). For this activity, you might like to elicit the initial letter and letter name for one or two of the pictures.

Answers

<u>e</u>ye

<u>a</u>rm

<u>h</u>ead

<u>n</u>ose

crayon

book

<u>f</u>oot

marker

Write the word.

7 mins

- Read out the rubric (as a class or individually). For this activity, you might like to read out the three sentences first.
- Ask pupils to look at the words and complete the sentences





Answers

It's a yellow <u>pencil</u>. Here's <u>my</u> picture. My picture is <u>on</u> the wall.

- 3 Look, (\checkmark) or (X). Listen and check. 8 mins
- Say *Open your Activity Books on pages 26 and 27*. Read the rubric and demonstrate a tick (✓) and a cross (✗). Let pupils look at the pictures and see if they can find any differences. **Note:** At this stage, do not let pupils look back at the original pages (*Pupil's Book* pages 22 and 23).
- Play Track 12 again and let pupils check their ideas and add ticks and crosses where necessary.

Answers

The differences are:

[Picture 2]: Ben finds a pencil under a chair.

[Picture 4]: The magic pencil <u>does a</u> <u>sum/does some maths.</u>

[Picture 6]: But the teacher puts the picture <u>in</u> a book.

[Picture 8]: Ben gives the picture to a friend.

[Picture 9]: But he puts the picture on a cupboard.

[Picture 12]: The teacher puts Ben's picture <u>in</u> <u>his pocket.</u>

- **Note:** Direct pupils back to page 24 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' columns.
- **Test Preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*is*, have, has, what).

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Organize pupils into groups. Say a
 preposition and then nominate a group
 to demonstrate it. Let the class watch
 and decide if they act out the preposition
 correctly or not.









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Unit 2

At the Park

Aims

Listening

- Listen and identify actions.
- Listen to and follow a rhyme.
- Listen and identify animals.
- Understand questions and answers.
- Find the 'odd one out' (identify vowels).
- Listen and identify clothes.
- Focus on vowel o.
- Listen to and understand descriptions.
- Follow instructions: play the game 'Put on/Take off'.
- Listen to and follow the story 'The Clever Crow'.
- Describe ability (*can*) and lack of ability (*can*'t).
- Ask and answer questions on ability.
- Identify and name food.
- Learn a rhyme 'I like ...'.
- Name and describe items of clothing.
- Count (1–10).
- Express food preferences (*I like* .../ *I don't like* ...).
- Name party objects.
- Learn rhymes 'Happy Days', 'Get dressed!'.

Reading

- Read action words.
- Read colour words and short descriptions.
- Read animal words.
- Read questions (ability).

Writing

- Complete a spelling test.
- Form letters and sound correlations for q–z.
- Make simple compound sentences using and and but.
- Spell words from jumbled letters.
- Learn to spell four high-frequency words (*he*, *she*, *does*, *the*).
- Unscramble and write simple sentences.
- Track and write capital letters.





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Key words

Lesson 1

I can jump. — /aɪ kən 'dʒʌmp/
hop — /hɒp/
swim — /swɪm/
sing — /sɪŋ/
cycle — /'saɪkl/
skip — /skɪp/
run — /rʌn/
She can swim and run. —
/ʃiː kən swim ənd 'rʌn/

Lesson 2

I can't skip. - /ai kaint 'skip/ cycle - /'saɪkl/ sing - /sin/ hop - /hpp/ red - /red/ blue - /bluː/ yellow – /ˈjeləʊ/ pink - /pɪŋk/ orange - /'prind3/ green - /griɪn/ white - /wart/ brown - /braun/ grey - /greɪ/ purple - /'ps:(r)pl/ black - /blæk/ What colour is a zebra? It's black and white. -/wpt 'knlə(r) ız ə 'zebrə/ /its blæk ən 'wait/

Lesson 3

frog - /frog/ mouse - /maus/ cow - /kau/ camel - /'kæml/ hen - /hen/ donkey - /'doŋki/ snake - /sneɪk/ bee - /biː/ dog - /dog/ Can it fly? – /kæn it 'flai/ run – /rʌn/ climb – /klaim/ jump – /dʒʌmp/

Lesson 4

ice-cream - /ais 'kriim/
cake - /keik/
apples - /'æplz/
fish - /fiʃ/
bread - /bred/
rice - /rais/
corn - /kɔi(r)n/
chicken - /'tʃikin/
I like ice-cream. /ai laik ais 'kriim/

Lesson 5

I don't like ... – /aɪ dəunt laɪk/ Do you want some fish? – /dʊ jʊ wɒnt səm ˈfɪ∫/ No thanks. I don't like fish. -/ˈnəʊ θæŋks/ /aɪ dəʊnt 'laɪk fɪʃ/ cola - /'kəʊlə/ ice - /ais/ cups - /knps/ plates - /pleits/ balloons - /bəˈluːnz/ lights - /larts/ robots - /'rəʊbɒts/ kites - /karts/ presents - /'preznts/ cards - /kaidz/ $fun - /f \wedge n /$

Lesson 6

cap - /kæp/ trousers - /'trauzə(r)z/ pegs - /pegz/ shirt - /ʃɜː(r)t/ dress - /dres/ skirt - /sk3:(r)t/
trainers - /'treinə(r)z/
shoes - /ʃu:z/
red shirt - /red 'ʃ3:(r)t/
blue trousers - /blu: 'trauzə(r)z/
orange cap - /prind3 'kæp/
black shoes - /blæk 'ʃu:z/

Lesson 7

He is wearing ... – /hi: IZ weərɪŋ/ She is wearing ... – /ʃi: IZ weərɪŋ/

Lesson 8

clever - /'klevə(r)/
crow - /krəʊ/
thirsty - /'θɜː(r)sti/
jug - /dʒʌg/
drink - /drɪŋk/
think - /θɪŋk/
idea - /aɪ'dɪə/
stone - /stəʊn/





Unit 2 Lesson 1:

I can ...

Aims: To listen to and identify actions

To listen to and follow a rhyme

To describe ability (can)

Spelling test

Letter formation and letter sound

correlation for *q*–*t*

Materials: Pupil's Book pages 26–27

Activity Book pages 28–30

Tracks 13 and 14

Spelling test

5 mins

- Help pupils to find the spelling test grid on
 Activity Book page 124. Explain that you will
 say the four words they have been practising and
 they should write down each word you say in
 the box for Unit 1.
- Check that pupils are ready to write. Say the first word *is*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*have*, *has*, *what*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer

4 mins

- Hold up *Pupil's Book* page 26 and tell pupils they are going to start a lesson called *I can* ...
- Discuss some of the following points with them:
 Talk about what things a baby can do.
 Talk about what things they can do.
 Talk about what different animals can do.

1 Listen, point and say.

10 mins

• Say *Open your Pupil's Books on page 26*. Point to one of the pictures of Omar and ask *Who is it?* Let pupils name the character. Do this with all of the pictures and characters on the page.

 Play Track 13 and get pupils to listen and point to each picture. While they are listening, move around and make sure pupils are pointing to the correct picture.

₩ Track 13

I can ...

Ben: I can jump.
Sally: I can cycle.
Omar: I can hop.
Reem: I can skip.
Ben: I can swim.
Omar: I can run.
Adam: I can sing.

- Play Track 13 again. This time, get pupils to point to each picture and repeat after each sentence.
- Get pupils to stand up. Say hop and demonstrate doing the action yourself. Get pupils to repeat the word and copy the action. Do this with all seven actions.
- Play a group game. Say *swim* and nominate a group to do the action. Encourage the rest of the class to check that the group members are doing the correct action. Continue with different groups and different actions.

2 Listen, look and tick (\checkmark) .

8 mins

- Ask pupils to look at the table on page 27. Read the rubric. Get them to name the characters on the left and read the actions across the top.
- Ask the class a starter question: Who can swim? (Omar.) Play Track 14. Pause after each description and ask Who is it? Let the class call out the name of the character. Then get them to tick in the appropriate columns. You could fill in the table on the board.

Track 14

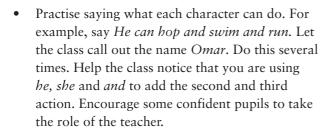
What can I do?

I can hop and run. (Adam)

I can swim and hop and run. (Omar)
I can run and swim. (Reem)

I can cycle and hop and swim. (Ben)

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3 Ask and answer. 5 mins

- Get pupils to look at the picture of Omar and Ben at the bottom of page 27. Explain that they are playing a game. Read the words in the speech bubbles with the class and check that they understand the game. Organize pupils into pairs. One pupil chooses a character, reads the table, and describes what that character can do. Their partner must listen, read the table, and say which character it is. Get pupils to change roles.
- While pupils are working, move around and listen to them speaking. Encourage them to use *he* and *she* correctly and also to use *and* to connect the two actions.

Activity Book

1-4 Write. 8 mins

- Tell children that they are going to do some writing. They should clear their desks and sit with two feet on the floor. Check that everyone is sitting correctly and has a pencil. Encourage pupils to repeat the three ready-to-write stages that they learnt in *Primary 1* and 2:
 - 1. Sit correctly.
 - 2. Hold the pencil correctly.
 - 3. Position the book correctly.
- If you have an alphabet poster on the wall, use this to elicit the sound /q/. You can also elicit the name of the letter q. Stand with your back to the class and write a big letter q in the air. Now ask pupils to stand up and see if they can make the shape of q in the air. Make sure everyone is forming the letter correctly. Practise the same a few times doing very big letters, then smaller ones, then very small ones.
- See if pupils remember the action that they learnt in *Primary 1* and 2 (e.g., holding a crown on your head) that accompanies letter *q*.

Repeat the process for letters r, s and t. Say Open your Activity Books on page 28 (and then page 29) and show pupils where to find the page.
 Working individually, pupils write letters q-t, first by tracing and then freehand. Monitor and support where necessary.

5 Write the numbers. 5 mins

- Read out the rubric (as a class or individually). Ask pupils what the animal is (*a caterpillar*). Ask pupils to point to the top caterpillar and say the numbers, making sure they say the missing number 3. Do the same for the next caterpillar (counting down from 7), making sure they say the missing numbers 4 and 1.
- Explain that the pupils should write in the missing numbers in the spaces on the caterpillar.

Answers

1234567

7 6 5 <u>4</u> 3 2 <u>1</u>

4 5 6 7 8 9 10

10 <u>9</u> 8 7 6 <u>5</u> 4

1212<u>12</u>1

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'More or less?' to reinforce numbers. Put pupils into small groups. Give each group some paper and make sure they have pencils ready. Tell pupils you are thinking of a number (here, for example, between 1 and 10). You may want to write the number on a piece of paper and either put it face down on your desk or stick it face down on the board. Give groups three chances to guess and to write the number. A group writes and holds up their guess. You respond with the word *more* if your number is bigger or less if your number is smaller. Let different groups write and guess the number. The first group to hold up your number wins a point. Play several times, then count up the points and congratulate the winning group(s).





Unit 2 At the Park

Unit 2 Lesson 2: I can't ...

Aims: To describe ability/lack of ability

(can, can't)

To make simple compound sentences using and and but

To read action words

To read colour words and short

descriptions

To ask and answer questions using

colour words

Letter formation and letter sound

correlation for *u*–*x*

Materials: Pupil's Book pages 28–29 Activity Book pages 31-34

Tracks 15 and 16

Picture/word cards (jump, hop, swim, sing, cycle, skip, run, red, blue, yellow, pink, orange, green, white, brown, grey, purple, black)

Warmer 5 mins

- Start each lesson from now on by saying and writing up on the board the day of the week.
- To remind pupils of the days, play the '7 days song' (as pupils learnt in Primary 2) and encourage pupils to sing along.

Track 15 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?

Listen and say the name.

8 mins

Say Open your Pupil's Books on page 28. Ask if the characters look happy. Elicit why they are not smiling and looking happy. Ask Can Sally skip? Encourage pupils to respond with No, she can't. Do the same for all pictures.

Tell the class to listen to Track 16 and point to the pictures. Pause after each character has spoken and ask Who is it? Play & Track 16 again and get pupils to repeat what each character says.

Track 16

I can't ...

Sally: I can't skip. Omar: I can't cycle. Ben: I can't sing. Reem: I can't hop.

- Play a group game. See if pupils can remember what Omar can do (he can swim and hop and run.) Now ask them what he can't do (he can't cycle.) Demonstrate He can swim but he can't cycle. Write the sentence on the board.
- Put pupils in small groups and give them time to make similar sentences. Go around the class asking each group to give a sentence. Encourage pupils to use he and she correctly. You can award points for correct sentences.

2 Read and match.

8 mins

- Hold up the *red* colour card and name it. Get pupils to repeat the word and then put it on the board. Continue until all eleven colours are on the board. Point to the colour cards and name them with pupils again.
- Get pupils to look at the top of Pupil's Book page 29. Say a colour and get pupils to point to it. As you do this, move around and check that pupils are pointing to the correct colours on the page.
- Working individually, pupils read the colour words and match the number of the colour patch to the correct words. Pupils check their answers in pairs. Monitor and support as necessary. To check pupils' answers, call out a number and get pupils to respond with the colour. You can extend this by asking pupils to spell out the colour words.



3 Ask and answer.



- Get pupils to look at the bottom activity on *Pupil's Book* page 29. Ask them who they can see (Omar and Ben). Ask the class to cover the words in Ben's speech bubble. Ask for a volunteer to read out what Omar is saying or read it out yourself for the class to follow. Elicit an answer to the question *What colour is a zebra?* Don't give the answer, but let pupils uncover Ben's words to check.
- Write the words from the list on the right on the board (a tomato, a carrot, etc.) Practise the question *What colour is ...?* chorally with the whole class substituting the words on the board.
- Put pupils in pairs or small groups and let them ask and answer the questions, taking turns to ask and answer. Monitor and support as necessary.
- **Note:** You will see that the word *milk* is not preceded by *alan*. This is because it is uncountable. This is a complicated area for children of this age. You might like to demonstrate that some things (e.g., pens, rubbers, apples) can be counted; other things such as milk, water and cheese cannot be counted unless we mention a container or a quantity (e.g., a bottle of milk, a kilo of apples; see Unit 7). Here it is probably best just to teach *What colour is milk?* idiomatically.

Activity Book

- Write the words. 5 mins
- Ask pupils to look at page 31 of their *Activity Books*. Explain that pupils need to use the letters in the circles to find and write a word that matches the picture.
- Go through the example at the top of the page. Point to Ben and say *swim*. Then point to each letter and spell out *s*, *w*, *i*, *m*. Get pupils to read the word with you.
- Make sure everyone knows what to do. Monitor the activity and support as necessary.

Answers

swim skip

skip jump teeth chair face

2-6 Write. 11 mins

- Tell pupils that they are going to do some writing. Check that pupils are ready to write.
- If you have an alphabet poster on the wall, use this to elicit the sound /u/. You can also elicit the name of the letter u. Stand with your back to the class and write a big letter u in the air. Now ask pupils to stand up and see if they can make the shape of u in the air. Make sure everyone is forming the letter correctly. Practise the same a few times doing very big letters, then smaller ones, then very small ones.
- See if pupils remember the action that they learnt in *Primary 1* and 2 (e.g., putting up an umbrella) that accompanies letter *u*.
- Repeat the process for letters v to z. Say Open your Activity Book on page 32 (then pages 33 and 34). and show pupils where to find the pages. Working individually, pupils write letters u to z, first by tracing and then freehand. Monitor and support where necessary.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to look at the table on page 27 of the *Pupil's Book*. Say *I can't swim and I can't cycle*. Help pupils look at the table and guess the character you are pretending to be (Adam). Do this with all of the characters. Invite some confident pupils to take the role of the teacher.
- Put the action picture cards around the walls of the classroom. Say an action and get pupils to turn and point to the appropriate picture card.





Unit 2 Lesson 3: Animals

Aims: To listen and identify animals
To understand questions
and answers

To ask and answer questions (ability)

To read words (animals)
To read questions (ability)
Review spelling of key words

Materials: Pupil's Book pages 30–31

Activity Book pages 35–37

Tracks 17, 18 and 19

Picture/word cards (frog, mouse, cow, camel, hen, donkey, snake,

Warmer (

6 mins

bee, dog)

Tell pupils they are going to talk about animals.
 Discuss some of the following points with them:
 Talk about what animals they already know
 in English.

Talk about what animals they have at home. Talk about the different colours of animals. Talk about what animals can do.

Talk about the different sizes of animals (big, small, long, short).

Talk about wild and domestic animals (e.g., cats and lions).

 Write the day of the week on the board and read it with the class.

1 Listen, point and say. 10 mins

- Hold up the picture card of a frog and put it on the board. Say *frog* and get pupils to repeat. Get pupils to make the noise of a frog. Do the same with the picture cards *mouse*, *cow*, *camel*, *hen*, *donkey*, *snake*, *bee* and *dog*.
- Point to the animal picture cards in a random order. Say the name and get pupils to make the noise.

- Hold up the frog word card. Read it with the class. Put the word card below the matching picture card. Do the same with the remaining word cards. Point to the word cards and get the class to read them.
- Play a game of 'What's wrong?' Get the class to close their eyes. Change over some of the cards.
 Get the class to open their eyes and invite a pair of pupils to rearrange the picture and word cards so they match again. Play the game several times.
- Get pupils to look at *Pupil's Book* page 30. Play
 Track 17 and get pupils to listen and point to the animals.

Track 17 Which animal? (1)

frog mouse cow camel hen donkey snake bee dog

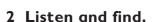
• Tell pupils they are going to hear the animals – this time the animal noises – in a different order. Play Track 18 and get pupils to listen and either call out the name of the animal or hold up the same number of fingers as the picture.

Track 18 Which animal? (2)

[donkey sound] (6)[snake sound] (7)[hen sound] (5)[camel sound] (4)[bee sound] (8)[frog sound] (1)[cow sound] (3)[dog sound] (9)[mouse sound] (2)

• Organize pupils into pairs. One child makes the sound of one of the animals. The partner listens and names the animal. Get them to change roles.





8 mins

- Get pupils to stand up and do a TPR activity. Say a verb from *Pupil's Book* page 26 and get the class to do the action.
- Use simple actions to teach the class the new verbs *climb*, *walk* and *fly*. Continue the TPR activity and include the new verbs.
- Write Can a goat fly? on the board. Track your finger under the words as you ask the class Can a goat fly? When they answer No, write the word on the board. Now ask Can a goat walk? and elicit Yes.
- Say Look at page 31. Explain that Reem and Sally are playing a guessing game. Play
 Track 19. Show pupils how to use their fingers to track along the diagram as they listen. Pause the recording before the final Yes and see if pupils can answer the question themselves.

₩ Track 19

Can it? Sally:

Can it fly?

Reem: No.

Sally: Can it climb?

Reem: Yes.

Sally: Can it jump?

Reem: No.

Sally: Is it a snake?

Reem: Yes!

3 Ask and answer.

8 mins

- Get the class to look at the bottom half of page 31. Divide the class into two. Tell one half to take the role of Sally and one half to take the role of Reem. Help the 'Sally' half read the first question *Can it fly?* Help the 'Reem' half respond *Yes, it can.* Continue until the text is completed. Get the class to change roles and repeat the activity.
- Organize the class into pairs. One child thinks of one of the five animals at the top of the page. Their partner uses the diagram to ask *Can it ...?* questions and find out the animal. Get pupils to change roles.

Activity Book

1-3 Spell and write. 8 mins

• Read the rubric (as a class or individually). This activity reviews the third and final set of letters of the alphabet. Explain what pupils have to do and once again demonstrate one or two words on the board. Encourage pupils to name the picture (*queen*), then say the letters they can see (*q*, *u*, *e*, *e*, *n* or /q/, /u/, /e/, /e/, /n/) in any order, then elicit how to spell *queen*.

Answers

queen

rat

snake

tiger

umbrella

van

window

x-ray

yo-yo

zebra

4 Complete the colour words. Use the letters in the box. 5 mins

• Get pupils to look at the activity at the bottom of page 37. Look at the letters in the circle and ask pupils to find and point to the ones you say (for example: *h*, *t*, *l*, *o*, *i*). Put pupils in pairs or small groups and ask them to use the letters here to write and complete the four colour words in the boxes below. Elicit words and spellings from the groups. Write each correct word with the correct spelling on the board.

Answers

pink

b<u>l</u>ac<u>k</u>

yellow white





Unit 2 At the Park



- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Say big. As you do so, use mime and gesture to illustrate the meaning. Get pupils to repeat the word and mime big. Do the same for *small*, *long*, *short*.
- Hold up the picture card of a mouse and say Big or small? Pupils respond with small. Do the same with other animal picture cards and, if there is time, with objects in the classroom.
- Do a 'Group quiz'. Ask different questions about the pictures on Pupil's Book page 30. For example, ask How many legs has a hen got? How many ears has a camel got? What colour is the frog? How many animals say cluck? etc.
- Do a quick group challenge. First, get pupils to close their books. Put pupils in small groups. Get groups to think of as many animals as they can in English. Congratulate the group that can think of the most animals.

Unit 2 Lesson 4:

Food

46

Aims: To identify and name food

To learn a rhyme 'I like ...'

To express personal preferences

Counting (1–10)

Finding the 'odd one out'

(identifying vowels)

Materials: *Pupil's Book* pages 32–33

Activity Book pages 38-40

Tracks 20 and 21

Picture/word cards (bread,

cake, fish, rice, corn, apples,

ice-cream, chicken)

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Tell pupils they are going to look at food in this lesson. Say Open your Pupil's Books on page 32. Discuss some of the following points with them: Talk about the food they can see in the picture. Talk about what food they like and don't like. Talk about food they and their families eat on special occasions.
 - Talk about where food comes from.
- Get pupils to guess what activities they will do in the lesson.

1 Listen, point and say.

- Hold up the picture card of some bread and ask What is it? Let pupils respond in their own language and then confirm bread. Get pupils to repeat once or twice and put the picture card on the board. Do the same with all of the food picture cards.
- Point to the picture cards randomly and get pupils to name them.
- Play 'What is it?' with the picture cards. Get pupils to close their eyes. Turn over a picture card. Tell pupils to open their eyes. Point to the turned over picture card and ask What is it? When pupils guess the food, turn it back over and play the game again.
- Play Track 20 and ask pupils to point to the food and repeat the words.

Track 20

Listen, point and say.

bread

apples

cake

rice

fish

corn

ice-cream chicken





2 Listen and say the rhyme.



- Get pupils to look at *Pupil's Book* page 33. Point to the food in the picture and ask What is it? Encourage pupils to name the food they can see in the picture.
- Point to the picture and name the food with the class from top to bottom: ice-cream, cake, rice, chicken, bread.
- Point to the ice-cream and say I like ice-cream. Ask a few pupils Do you like ice-cream? Let them answer Yes or No. Do this with another of the food items in the picture.
- Play Track 21. While pupils listen, get them to point to each food on page 33, as it is named.

Track 21

I like ...

I like ice-cream.

I like ice-cream.

I like cake.

I like cake.

I like rice and chicken.

I like rice and chicken.

I like bread.

I like bread.

Play the song again and get pupils to join in with the words when they feel ready to do so.

Activity Book

Count and colour. How many? 8 mins



- Say Open your Activity Books on page 38. Let pupils look at the activity and elicit from them what they have to do. Encourage pupils to count out quietly the number of things they see and then write the number in the matching box. Check answers with the class by asking How many balls are there? etc.
- Put pupils in pairs and get them to read the colour words under the small pictures at the bottom of the page. If pupils need help in doing this, get them to look back at *Pupil's Book* page 29 for the colour words. Ask pupils to colour all the items in the pictures accordingly. You can set this for homework if you wish.

Answers

blue and white balls - 4 green balloons - 5 pink cakes - 10 orange jugs – 1

red apples – 7

brown ants - 10

Find the odd one out. 6 mins



- Read out the rubric (as a class or individually). Make sure pupils understand what 'odd one out' means. You can demonstrate this using the food items from *Pupil's Book* page 32. For example, get pupils to look at the page and point as you say the food names, but this time add something that is not a food (perhaps one of the animals from page 30 or a classroom object). Tell pupils they should stop you when they hear the 'odd one out'.
- When pupils understand 'odd one out', look at the first example and ask pupils which word is the 'odd one out'. See if anyone says fish. If so, ask them to explain why (in Arabic). If nobody gives the answer, elicit the words and then their spellings, writing them out on the board. Repeat the process for the other rows.

Answers

a - fish

e – mat

i - ball

o – snake

u – cat

Write the letter. 6 mins



- Tell pupils to look at page 40 of the *Activity* Book. Read out the rubric (as a class or individually). Explain that pupils need to look at the boxes of letters and write the correct letter to complete the word.
- Demonstrate one or two words on the board. Encourage pupils to name the picture (mouse), then say the letters (a, i, o) and ask which letter is missing (elicit o) Elicit how to spell mouse and write it on the board.





Unit 2 At the Park

Answers

mouse

hen

cow

f<u>r</u>og

bee

donkey

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pairs to play 'What is it?' using *Pupil's Book* page 32. One child points to a food in the picture and asks *What is it?* When their partner names the food, they change roles.
- Support the rhyme by putting the picture cards on the board in the same sequence as the rhyme.
- Organize the class into pairs. Get one child to say an action word. Their partner listens and does the action. Get them to change over and continue the game.

Unit 2 Lesson 5: I don't like ...

Aims: To express food preferences

(I like.../I don't like ...)

To name party objects
To learn a song 'Happy Days'

To review capital letters (A-F)

To write simple sentences

Materials: Pupil's Book pages 34-35

Activity Book pages 41–43

Tracks 22 and 23
Picture/word cards (balloons,

cards, presents, lights)

Picture cards (bread, cake, fish, rice, apples, corn, ice-cream,

chicken)

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is, write the day on the board and read it with the class.
- Play a 'Chain game'. Start by saying an item of food (for example, *apples*). Choose a confident pupil and say *apples*. Encourage the pupil to follow on with another food, then move to another pupil to add another food, and so on. If a pupil cannot think of a food, then prompt them. It does not matter if food items are repeated. This is a 'quick think' game, so keep the pace moving quickly.

1 Listen, match and number.

8 min

• Say *Open your Pupil's Books on page 34*. Ask pupils to count how many food pictures they can see at the top of page 34 (12). Play **?** Track 22 and ask pupils to number each item of food as they hear it.





Track 22

I like .../I don't like ...

Voice 1 Voice 2

1 ice-cream 2 chicken
3 bread 4 apples
5 dates 6 soup
7 milk 8 corn
9 carrots 10 cake
11 rice 12 fish

- Call out different numbers and ask the pupils to say what food they have matched with that number. If necessary, play the track again and let pupils repeat each word they hear. Go round the class asking pupils to name each item one by one. The class should all point to each item they hear.
- Using picture cards (or some real food items if you can, e.g., an apple, an orange, bread, etc.) offer some confident pupils the items and say *Do you want some [apples]?* Let pupils answer and elicit either *Yes, please. I like [apples]./No thanks. I don't like [apples].*

Get pupils to look at *Pupil's Book* page 35. Explain that Omar and Ben are getting ready for a celebration. Let pupils guess why they are having a celebration. Ask pupils what they can see and hold up picture cards and say the names of the items (*lights*, *presents*, *cards*, *balloons*).

• Play Track 23 and encourage pupils to listen and point to the pictures as they are named in the song.

Track 23 Happy Days

Chicken and rice, Cola and ice, Apples and cakes, Cups and plates. Balloons and lights, Robots and kites, Presents and cards, Stories and fun.

• Play Track 23 again. This time, encourage pupils to join in.

2 Ask and answer.

6 mins

- Get pupils to look at the bottom of page 34.
 Explain that Reem is offering Sally some fish. Let pupils read the words in the speech bubbles and elicit what both say.
- Put pupils in pairs. Pupils take turns offering the food items at the top of the page to each other.
 Monitor and support as necessary.

3 Listen and sing the song.

10 min

- Explain that pupils are going learn a song called 'Happy Days'. Discuss some of the following points with them:
 Talk about when pupils feel happy.
 Talk about different celebrations such as birthdays and weddings.
 Talk about what pupils do when they have a celebration.
- Find out if pupils have ever given or received cards.

Activity Book

- 1 Write. 6 mins
- On the board write small and capital letters *a A*, *b B*, *c C*, *d D*, *e E*, *f F*. Remind pupils that every letter in the alphabet has a big 'capital' letter, as well as a small letter.
- Say *Open your Activity Books on page 41*. Remind pupils or elicit what they know/ remember about capital letters. They: are big always sit on the line have the same sound as small letters start some words (e.g., names, days of the week, places) start sentences
- **Note:** You may want to give pupils a simple explanation of a sentence: A sentence is a group of words that makes sense and starts with a capital letter and ends with a full stop.
- Before pupils write, demonstrate the shape of the letters, one at a time, in the air (back to the class), with pupils standing up and making the letter shapes as you do.





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 Check that pupils are ready to write. Let pupils start by following the tracks in the big letters in the square boxes. Pupils should then write two capital letters on each line. Monitor and support as necessary.

Write the sentences with spaces. 5 mins

Book. Read out the rubric (as a class or individually). Make sure pupils understand that there are spaces between words. You might want them to draw pencil lines between the words before they copy them. If pupils are not sure how much space they should leave, explain that they can use their little finger as a 'space guide'. You might like to practise the second example (*Itisbigandbrown*.) on the board.

Answers

It is a snake.
It is big and brown.
It is small and green.
It is small and it can fly.

3 Match. 5 mins

• Tell pupils to look at page 43 of the *Activity Book*. Explain that pupils need to match the picture to the word by drawing a line. Pupils should work individually on this activity.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you what parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Give out a variety of randomly selected food picture cards to groups of pupils. Give pupils some time to name the picture card with their group. Give some TPR instructions for different groups, for example, *Rice*, *turn around*./*Chicken*, *stand on one leg*./*Apples*, *pick up a ruler*.

Unit 2 Lesson 6:

Clothes

Aims: To listen to and identify clothes

To review colours

To learn a rhyme 'Get dressed!' To review plurals and *It's* .../

They're ...

To review capital letters (*G*–*M*)

To focus on vowel o

Materials: *Pupil's Book* pages 36–37

Activity Book pages 44-47

Tracks 24 and 25

Picture/word cards (cap, scarf, trousers, shirt, dress, skirt,

shoes, trainers)

Warmer

8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'I like ..., but I don't like ...' Put picture cards of food on the board or let pupils look at *Pupil's Book* page 32 (they can also name other food items they know). Alternatively, you can elicit food items and write the words on the board. Choose a confident pupil and start the game by saying *I like apples, but I don't like cake*. Encourage the pupil to make a similar sentence, then move to another pupil, and so on. Prompt as necessary. It does not matter if food items are repeated.
- **Note:** If pupils find this too difficult, then it is fine if they make shorter sentences, for example, *I like* ..., or *I don't like* ..., or just a single food word.
- Point to your clothes and tell pupils that today they are looking at clothes. Show pupils *Pupil's Book* page 36 and discuss some of the following points with them:

Talk about what they are wearing.

Talk about favourite clothes.

Talk about times when they wear special clothes (e.g., sports, celebrations, sleeping).

Talk about the different materials we use to make clothes.



10 mins

- **Note:** Pupils covered some clothes in *Primary 2*. The new words here are *cap* and *scarf*. Hold up the picture card of a skirt and ask *What is it?* Let pupils respond and then confirm *Yes, it's a skirt*. Get the whole class to repeat *It's a skirt*. Put the picture card on the board. Repeat for all the picture cards.
- **Note:** When going through the items of clothing, let pupils tell you how many shoes/ trainers there are two and see if they can remember to say *They are/They're*. Point out that in English trousers are also plural (let them count the two legs), so they need to learn *They're trousers*.
- Point to the picture cards on the board. Name each one and get the class to repeat.
- Get pupils to look at *Pupil's Book* page 36 and explain that Adam's mother has washed some clothes and put them on the clothes line or the grass to dry. Play Track 24 and ask pupils to point when they hear the word.

Track 24 Clothes

It's a skirt, a red skirt.

The shoes are green.

There's a yellow shirt and some orange trousers.

The trainers are white and red. My scarf is green and white.

My mother's dress is purple and pink.

My brother's cap is red and yellow.

• Play a memory game. Ask pupils to close their books. Ask questions about the clothes and colours, for example, What colour is the skirt?/ What colour are the trainers? You can write pupils' guesses on the board and then when you have finished, pupils can open their books and check the answers.

2 Listen and say the rhyme.

8 mins

- Remind pupils of the colour *black*.
- Ask the class to look at *Pupil's Book* page 37. Point to Ben and get pupils to tell you what he is doing (getting dressed). Point to the picture of the red shirt and say *red shirt*. Act out putting on a shirt (e.g., putting your arms into the sleeves and doing up the buttons). Continue naming and miming all of the clothes on the page. Make this into a TPR activity by getting pupils to mime getting dressed with the various items of clothing.
- Play Track 25. Pupils listen and follow the pictures.

Frack 25 Get dressed!

Ben: Let's get dressed. Class: Let's get dressed.

Ben: Putting on my red shirt. Class: Putting on my red shirt. Ben: Putting on my blue trousers. Class: Putting on my blue trousers. Ben: Putting on my black shoes. Class: Putting on my black shoes. Ben: Putting on my orange cap. Class: Putting on my orange cap. All: I'm dressed, you're dressed. We all look smart!

• Play the rhyme again. This time, get pupils to stand up and join in with the 'Class' and 'All' responses. Encourage them again to act out putting on the items of clothing as they say the rhyme.

Activity Book

Write. 6 mins

• Tell pupils they are going to write some more capital letters. Remind pupils that every letter in the alphabet has a big 'capital' letter, as well as a small letter. Ask pupils to look at *Pupil's Book* page 37 again and count how many capital letters they can see.





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- Elicit what they know about capital letters. They: are big always sit on the line have the same sound as small letters start some words (e.g., names, days of the week, places) start sentences
- Before pupils write, demonstrate the shape of the letters, one at a time, in the air (back to the class) and with pupils standing up and making the letter shapes as you do.
- Say Open your Activity Books on page 44. Check that pupils are ready to write. Let pupils start by following the tracks in the big letters in the square boxes. Pupils should then write two capital letters on each line. Monitor and support as necessary.

Write the capital letters. 5 mins



- Tell pupils that they are going to continue practising capital letters. Tell pupils to look at page 45 of the Activity Book.
- Explain that the capital letters are in the box and they have to write the correct capital letter in each space. Monitor and support as necessary, checking that they are forming the capital letters correctly.

Answers

ABCDEFGHIJKLM

Write and read. 4 mins



- Tell pupils to look at page 46 of the Activity Book. Read out the rubric (as a class or individually). Get pupils to say all the words, concentrating on the vowel sound o.
- Pupils can start by following the tracks in the big letter in the centre of the page. Pupils should then write and read the words.

Answers

frog

hop

box

socks

dog

dot

Choose the correct word. 4 mins

Tell pupils to look at page 47 of the *Activity* Book. Explain that they have to choose the correct word to match the picture. Demonstrate one or two words on the board. Point to the picture and ask the class Is it a skirt? Elicit No. Ask Is it a shirt? Elicit Yes.

Answers

shirt

trainers

cap

skirt

shoes

trousers dress

scarf

pegs

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you what parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'I'm thinking of ...' Explain the game to pupils (it is similar to the game 'I spy'). Put pupils into small groups. One pupil thinks of something that they can see in the classroom and gives a simple description, for example, It's small and it's blue./They're long and they're black. The best way to start the game is by demonstrating a few times by giving examples yourself.
- **Note:** Monitor as pupils play and help out as necessary, but do not interrupt too often. Pupils will make mistakes with *It's/They're* but it is best not to stop the flow of the game.
- Get pairs to play 'What is it?' using Pupil's Book page 36. One pupil points to an item of clothing in the picture and asks, What is it?/What are they? When their partner names the clothing (e.g., scarf), they change roles.





Unit 2 Lesson 7: What are they wearing?

Aims: To listen to and understand descriptions To play a game describing clothes To follow instructions: play a game 'Put on/Take off' To review capital letters (*N*–*S*) To write simple sentences To learn to spell four highfrequency words (he, she, the, does) Materials: Pupil's Book pages 38–39 Activity Book pages 48-49 Track 26 Picture/word cards (cap, scarf, trousers, shirt, dress, skirt, shoes, trainers) Game Circles and counters or buttons for the 'Play and say' game

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a 'Chain game'. Start by saying an item of clothing (for example, *shirt*). Choose a confident pupil and say *shirt*. Encourage the pupil to follow on with another item of clothing, then move to another pupil to add another, and so on. If a pupil cannot think of anything, then prompt them. It does not matter if items are repeated. This is a 'quick think' game, so keep the pace moving quickly.
- Follow with a TPR activity. Pupils should stand up. Say *Put on your shoes/cap/etc*. Get pupils to act out putting on each item you say. Add the instruction *Take off* ... and continue the game.

1 Listen, point and say the numbers.

• Remind pupils of the colour *brown*.

- Stand in front of the class and describe your clothes (colour + noun) using the target language: *I'm wearing (a)* ...
- Say Open your Pupil's Book on page 38 and ask Who can you see? Put pupils into pairs. Give pupils a minute or two tell each other what Ben, Omar, Sally and Reem are wearing (e.g., a red shirt, blue trousers, brown shoes).
- Explain that pupils will hear what each character is wearing and they should point to the correct picture. Pause the recording after each description and get pupils to call out the number of the picture. Play Track 26.

Track 26

He is wearing .../She is wearing ...

She is wearing red trousers, (4) pink shoes and a blue shirt.

She is wearing a pink shirt, (3) brown shoes and a yellow skirt.

He is wearing black trousers, (2) an orange shirt and black shoes.

He is wearing a red shirt, blue (1) trousers and brown shoes.

• Play Track 26 again. This time pause after each description and let pupils repeat.

2 Play and say.

8 mins

- Hold up the picture card of a skirt/trousers. Ask *What is it*? Help pupils respond with *It's a* (*yellow*) *skirt./They're* (*brown*) *trousers*. Do this several times with each clothes picture card.
- Say *Look at page 39*. Explain how to play the game. Pupils can play the game in pairs, threes or fours, but it is best not to have too many counters for the size of the page.
- If pupils need more support they can play with a partner in teams of two.
- Pupils put their counters on 'Start'.
- Make sure all pupils can see a Game Circle
 (at the back of the *Activity Book*). Pupils take
 turns to close their eyes and select a number
 randomly by touching a number on the Game
 Circle. Pupils move their counter forward by the
 number they selected towards 'Finish'.



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- When they land on a space, they must describe the clothes, for example, *It's a blue cap*.
- If the pupil describes the clothes successfully, they move forwards two spaces and stop until their next turn.
- If the pupil cannot describe the clothes, they move backwards two spaces and stop there until their next turn.
- The first pupil to reach 'Finish' is the winner.

Activity Book

- 1 Write. 8 mins
- Tell pupils they are going to write some more capital letters. Ask pupils to look at *Pupil's Book* page 39 again and count how many capital letters they can see.
- Before pupils write the capital letters on *Activity Book* page 48, demonstrate the shape of the letters, one at a time, in the air (back to the class) and with pupils standing up and making the letter shapes as you do.
- 2 Write sentences. 8 mins
- Read out the rubric (as a class or individually).
 You might like to ask pupils to name the four animals they can see and also to read out the four verbs in the boxes next to the rubric. Show pupils that they have to complete four sentences. Elicit what pupils know about sentences that they start with a capital letter and end with a full stop and get them to point to the capitals and the full stops.
- Ask pupils to then read out each sentence and write it on the board to check they have written the correct sentences.

Answers

A hen can fly. A donkey can run. A frog can jump.

A snake can climb.

- 3 Look, say, cover, write, check. 6 mins
- Pupils continue to spell common, high-frequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are he, she, the, does. Lesson 1 of Unit 3 has a spelling test of these four words.

- Ask pupils to look at the activity at the bottom of page 49. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do. If necessary copy the table onto the board and remind pupils that this time they will use the 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.
- **Note:** Please note that Lessons 7 and 8 in Unit 2 have only two *Activity Book* pages as the alphabet review finishes in Lesson 8. Subsequent lessons in Units 3, 5, 6 and 7 also have two *Activity Book* pages per lesson. Revision Units 4 and 8 each have one *Activity Book* page per lesson.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play the miming game with the word cards. For example, say, *Put on your* ... and hold up the *trousers/dress* word card. Let pupils read the word and do the action.
- When playing 'Put on/Take off', hold up the picture cards to support your instructions.
- Support pupils when they play games by making it a team game in which pairs of pupils play each other.
- Support descriptions of clothes by putting a diagram on the board of a colour card and a clothes picture card, e.g., *yellow* + *skirt*.







Aims: To listen to and follow a story Review capital letters (*T–Z*)
Read words for Unit 2
Unscramble and write simple sentences
To learn to spell four high-frequency words (*he*, *she*,

Materials: *Pupil's Book* pages 40–41 *Activity Book* pages 50–51

the, does)

Track 27

Picture/word cards (various from Unit 2 – actions, clothes, food, animals)

Warmer

8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Select a number of word cards from Unit 2

 action words, food, clothes, animals, party
 words and put them on the board. You may
 prefer to write the words on the board. Put
 pupils in pairs and give them time to look at the
 words and read them quietly. If you want, you
 can accompany the words with the matching
 picture cards.
- Ask for volunteers to read out the words, one at a time. Repeat, but this time place the words in a different order.
- You can extend this activity by asking pupils to put each word into a simple sentence. For example, My shirt is red./I like ice-cream./A snake can't walk./I'm wearing a blue dress./ I can swim.

1 Listen, look and read.

20 mins

• Tell the class they are going to listen to a story. Get them to look at *Pupil's Book* pages 40 and 41. Give them some time to look at the pictures

and guess what is happening. Ask pupils if they can say the names of anything they see in the pictures – they might reply with *school*, *sun*, *jug*, *water*, *thirsty*. You can teach the word *stone* and remind them of the other words if necessary.

• Play Track 27 and encourage pupils to listen and point to the pictures.

Track 27

The Clever Crow

Crow is very thirsty.

He sees a jug next to a school.

There is some water in the jug, but crow can't drink the water.

'I can't do it!'

He thinks ... and thinks.

Then crow has an idea.

'I can do it!'

Crow puts a stone in the jug.

1 stone

2 stones

3 stones

4 stones

5 stones

6 stones

7 stones

8 stones

9 stones

10 stones

Now crow can drink the water. Clever crow!

- Ask pupils if they enjoyed the story and get them to tell you their favourite parts. Check their understanding by asking some questions. For example, ask the following questions in Arabic: What did crow find at the school?/Why couldn't crow drink the water?/What happened when crow put stones in the jug?
- Show pupils the pictures of crow trying to drink the water and thinking. Ask them if it was easy for crow to drink the water. Explain that when crow could not reach the water, he did not give up. Instead, he thought hard and kept trying. In the end, his perseverance and hard work was rewarded with a drink.
- Use this opportunity to talk about perseverance. Ask pupils if they have ever given up on something, such as finishing a piece of work, learning a new skill, or playing a game. Explain





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- that it is very easy to give up when things become challenging and that it is important to keep trying.
- Play Track 27 again and this time let pupils count along with the sounds of the stones being dropped into the water.

Activity Book

- 1 Write. 8 mins
- Tell pupils they are going to write some more capital letters. Ask pupils to look at *Pupil's Book* pages 40 and 41 again and count how many capital letters they can see. This is more difficult than before.
- Before pupils write the capital letters on *Activity Book* page 50, demonstrate the shape of the letters, one at a time, in the air (back to the class) and with pupils standing up and making the letter shapes as you do.

2 Write sentences. 9 mins

- Tell pupils to look at page 51 of the *Activity Book*. Read the rubric (as a class or individually). Explain that they have to write sentences using the words.
- Show pupils how the jigsaw puzzle shapes will help them put the words in the correct order.
 Demonstrate using the first sentence. Let pupils trace and write the first sentence. As a class read out *He can swim*. Monitor and support as necessary.

Answers

He can swim.
They can't fly.
I like apples.
We don't like chicken.

- **Note:** Direct pupils back to page 49 of the Activity Book. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' columns.
- **Test preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*he*, *she*, *the*, *does*).

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you what parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Pupils look at 'The Clever Crow' story again and tell it to a partner. Each pupil takes a picture in turn.
- When listening to the story, put pupils in pairs and let them follow the pictures together as they listen.







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Unit 3

At Home

Aims

Listening

- Listen and identify furniture.
- Listen to and say rhymes/sing a song.
- Listen and identify assorted objects.
- Understand descriptions of daily routines.
- Learn expressions of time.
- Draw times on clock faces.
- Listen to and read a story.

Speaking

- Name members of the family.
- Say a rhyme about family members.
- Sing a song.
- Use *is* and *are* in simple sentences.
- Use there islare.
- Use numbers 1–20.
- Describe everyday actions and where they happen.
- Practise adding numbers 1–20.
- Say a rhyme about daily actions.
- Talk about daily routines/activities.
- Use expressions of time.
- Tell the time.
- Say when you do daily activities.
- Practise asking questions.

Reading

58

- Read names of members of the family.
- Read names of items of clothing.
- Read names of furniture and household objects.
- Name and read words for party objects.
- Read about daily activities.

Writing

- Do a class survey.
- Write a spelling test.
- Write words for furniture.
- Complete word puzzles with *is* and *are*; with *in the morning/afternoon* and *at night*.
- Write about your daily routine.
- Practise spelling words with *oo* and *sh*.
- Recognize unspaced words and divide them to form sentences.
- Learn to spell four high-frequency words (you, they, can, can't).
- Reconstruct a story.





Key words

Lesson 1

dad - /dæd/
mum - /mʌm/
sister - /'sɪstə(r)/
baby sister - /beɪbi 'sɪstə(r)/
brother - /'brʌðə(r)/
grandma - /'grænmaː/
grandpa - /'grænpaː/
uncle - /'ʌŋkl/
aunt - /aɪnt/
I love my family and they
love me! /aɪ lʌv maɪ 'fæməli ænd ðeɪ
lʌv 'miː/

Lesson 2

wardrobe - /'wɔː(r)drəʊb/ bin - /bɪn/ shelf - /ʃelf/ lamp - /læmp/ pillow - /'pɪləʊ/ floor - /flox(r)/table - /'teɪbl/ computer - /kəm'pjuɪtə(r)/ chair - /tʃeə(r)/ bed - /bed/ robot - /'rəʊbɒt/ trainers - /'treɪnə(r)z/ mat - /mæt/ blanket - /blænkɪt/ There are 4 balls. – /zlːcd' (r)ːcł e (r)eøő/ There is a robot. -/ðeə(r) ız ə 'rəʊbɒt/

Lesson 3

How many lights are there? – /hau meni 'laɪts aː(r) ðeə(r)/

Lesson 4

I draw. — /aɪ 'drɔː/
play — /pleɪ/
read — /riːd/
listen to music — /lɪsn tə 'mjuːzɪk/
sleep in my room —
 /sliːp ɪn maɪ 'ruːm/
at school — /ət 'skuːl/
in the park — /ɪn ðə 'paɪ(r)k/

Lesson 5

wake up - /weik 'np/
get dressed - /get 'drest/
eat breakfast - /i:t 'brekfəst/
go to school - /gəʊ tə 'sku:l/
eat lunch - /i:t 'lnntʃ/
watch TV - /wɒtʃ ti: 'vi:/
read a book - /ri:d ə 'bʊk/
go to sleep - /gəʊ tə 'sli:p/
morning - /'mɔː(r)nɪŋ/
afternoon - /aːftə(r)'nu:n/
night-time - /'naɪt taɪm/
say rhymes - /seɪ 'raɪmz/
close eyes - /kləʊz 'aɪz/

Lesson 6

I do my homework. —

/aɪ duː maɪ 'həʊmwɜː(r)k/
I help Dad. — /aɪ help 'dæd/
I tidy my room. —

/aɪ taɪdi maɪ 'ruːm/
I play games. — /aɪ pleɪ 'geɪmz/
I draw pictures. —

/aɪ drɔː 'pɪktʃə(r)z/
I brush my teeth. —

/aɪ brʌʃ maɪ 'tiːθ/
I wash my face. —

/aɪ wɒʃ maɪ 'feɪs/
I brush my hair. —

/aɪ brʌʃ maɪ 'heə(r)/

Lesson 7

What's the time? –
/wots ðə 'taɪm/

It's 6 o'clock. – /ɪts sɪks ə'klɒk/

I wake up at 6 o'clock –
/aɪ weɪk 'ʌp ət sɪks ə'klɒk/

I eat breakfast at 7 o'clock –
/aɪ iːt 'brekfəst ət sevn ə'klɒk/

Lesson 8

find - /faind/ toy - /toi/ snake - /sneik/





Unit 3 Lesson 1: My Family

Aims: To name members of the family

To say a rhyme

To do a class survey

To read names of members of

the family

To read names of items of clothing

Spelling test

Materials: Pupil's Book pages 44–45

Activity Book pages 52-53

Tracks 28 and 29

Teaching note

 From Unit 3 (and the last two lessons of Unit 2) onwards, the *Activity Book* has two pages per lesson. This is to allow for harder, more complex activities which require of pupils more thought, more writing and therefore take longer to complete.

Spelling test 5 mins

- Help pupils to find the spelling test grid on Activity Book page 124. Explain that you will say the four words they have been practising and they should write down each word you say in the box for Unit 2.
- Check that pupils are ready to write. Say the first word, *he*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*she*, *the*, *does*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 4 mins

 Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class. • Hold up *Pupil's Book* page 44 and get pupils to guess what the lesson will be about. Explain that the topic of the lesson is 'My Family'. Discuss some of the following points:

Talk about the different people in the family.

Talk about the different people in the family. Talk about pupils' favourite family member. Talk about how families help each other.

1 Listen, point and say.

8 mins

• Say *Open your Pupil's Books on page 44*. Ask pupils to look and tell you what they can see. Pupils should be able to remember some of the words for family members from *Primary 2*. Elicit those they remember and then play Track 28. Read the rubric *Listen, point and say, and* pause after each name to let pupils repeat.

Track 28

My Family

I'm Reem and I'm taking a photo of my family. In my picture you can see:

My dad

My mum

My grandma

My grandpa

My uncle

My aunt

My sister – my baby sister

My brother - my brother, Omar

• If necessary, play **?** Track 28 again.

2 Listen and say the rhyme.

8 mins

- Tell pupils to look at page 45. Get them to guess whose family it is (Sally's). Check that pupils understand that Sally and Ben are brother and sister. Look at the title (*I love my family!*) and explain what it means.
- Explain that Sally is going to introduce her family. Play Track 29 and get pupils to listen and point to the family members on the page.





₩ Track 29

I love my family!

This is my mum and dad, I love my family, and they love me.

This is my baby sister, mum, and dad,

I love my family, and they love me.

This is my brother, baby sister, mum, and dad, I love my family, and they love me.

This is my grandpa, brother, baby sister, mum, and dad.

I love my family, and they love me.

This is my grandma, grandpa, brother, baby sister, mum, and dad,

I love my family, and they love me.

- Play Track 29 again. This time, get pupils to point to the family member in the picture and repeat each sentence.
- The rhyme is very repetitious you might like to see if pupils can repeat it without Track 29. You could write family names on the board (starting with *mum* and *dad*) and add the new name just before pupils reach that point. Alternatively, you can say the lines with family names and get pupils to chorus *I love my family, and they love me*.

Activity Book

- Ask and write. 5 mins
- Ask some confident pupils How many brothers have you got?/How many sisters have you got? Do this for other family members too.
 Practise the question, substituting various family members, so that pupils are comfortable with the structure.
- Ask pupils to look at the top of *Activity Book* page 52. Read the rubric and the text in the speech bubble with the class. Explain that children are going to ask questions about how many brothers and sisters children in their group have. Organize children into small groups (four is a good number). Get pupils to write the names of the children in their group in the left-hand column (they can write the names in Arabic or they can just use the first letter of each name).

Pupils now ask one another *How many brothers/* sisters have you got? Show them how to write the numbers in the correct column.

• Give groups some time to ask and answer the questions and record their information. You can extend this activity by asking groups to think about other questions (you will need to explain the questions in Arabic first) such as:

Who has the most sisters/brothers in your group?

Who has more sisters than brothers in your group?

Who has more brothers than sisters in your group?

2 Read and match. 4 mins

- Say the numbers 1–5 and ask pupils to repeat and point to the numbers in their *Activity Book*.
- Explain that they have to draw a line to match the numbers to the words.

Answers

- 1 **–** one
- 2 two
- 3 three
- 4 four
- 5 five

3 Write. 4 mins

- Tell pupils to now look to the right on the page.
 Explain that pupils should write out the number words on the lines.
- Demonstrate with one. Get pupils to trace and write the number one. Let them continue writing for 2–5.
- Note: You might like to collect in pupils' books at the end of the next lesson to check that they are continuing to form these number words correctly.

4 Read and match. 3 mins

• Tell pupils to look at page 53 of the *Activity Book*. Read out the rubric (as a class or individually). Explain that pupils need to read the family names and draw lines to match them to the correct character.

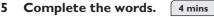
Answers

From left to right:

sister, grandpa, mum, dad, grandma, brother



Unit 3 At Home



Read out the rubric (as a class or individually).
 Demonstrate the first item with the whole class.
 Remind pupils to look back at *Pupil's Book* page 36 if they need help with the words for clothes.

Answers

scarf

trous<u>er</u>s

<u>sh</u>oes

skirt

c<u>ap</u>

shi<u>rt</u>

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- You can extend the survey activity by asking groups to turn the information from the survey into a bar chart. There is an example of a bar chart on *Activity Book* page 95. The charts pupils make can then be displayed on the wall.
- Once you have the bar charts on the wall, you can ask pupils to find out who in the class has the most/fewest brothers and sisters.
- If pupils find the survey difficult to do by themselves, let them do it in pairs.
 The more confident pupils can ask the questions and their partners can write down the numbers of brothers and sisters.

Unit 3 Lesson 2: My Bedroom

Aims: To listen and identify furniture

To listen to and sing a song

To use *is* and *are* in simple sentences
To use *There is/are*

To read and write words

for furniture

Materials: *Pupil's Book* pages 46–47

Activity Book pages 54-55

Tracks 30 and 31

Picture/word cards (wardrobe, lamp, chair, computer, table, mat, bed, shelf, bin, pillow, blanket)

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Hold up *Pupil's Book* page 46 and tell pupils they are going to start a lesson called 'My Bedroom'. Discuss some of the following points: Talk about whether pupils share a room. Talk about what pupils have in their bedroom. Talk about what activities pupils do in their room.

Talk about what pupils like about their bedroom.

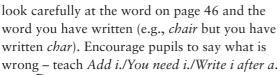
1 Listen, point and say.

8 mins

- Say Open your Pupil's Books on page 46. Ask pupils who they can see (Omar) and where he is (in his bedroom).
- Put pupils in pairs and give them a minute or two to name the things in Omar's bedroom (they should know many of the words here). Ask pupils to volunteer the words and write them up on the board. If necessary, use the picture cards to revise vocabulary. As you write the words on the board, make a mistake and see if pupils notice. If they do not notice, then get them to







 Play Track 30 and get pupils to listen and point to each object. Pause between each sentence and get pupils to repeat.

Track 30 My Bedroom.

There's a robot on the floor.

There's a computer on the table and there's a chair behind the table.

There's a lamp next to my bed.

There's a mat next to my bed. My trainers are on the mat.

There are some books on the shelf next to my bed.

The bin's next to the wardrobe. There's some paper in the bin.

There's a red and white blanket on my bed and a white pillow.

- Play Track 30 again for pupils to repeat, if necessary.
- Put pupils in pairs. One pupil makes a sentence with *There is/There are* and their partner listens and points to the item. Get pupils to change roles.

2 Listen and sing the song.

12 mins

- Quickly write the numbers 1–10 on the board.
 Get pupils to read them forwards and backwards.
- Get pupils to look at the picture at the top of page 47. Ask pupils what they can see. Encourage pupils to count the teddy bears (there are ten) and say what is happening (a teddy bear is falling out of bed).
- Play Track 31. While pupils listen, demonstrate some actions. For example, roll your forearms around each other for the words *roll over* and hold up ten fingers for the first verse, nine for the next, and so on.

Track 31

There are 10 bears in the bed

There are ten bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are nine bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are eight bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are seven bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are six bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are five bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are four bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are three bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are two bears in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There is one bear in the bed, And the little one says, 'Roll over, roll over'. So they all roll over, And one falls out.

There are no bears in the bed, And no one says, 'Roll over, roll over'.





Unit 3 At Home

Explain no one if necessary. Play the song again and get pupils to join in with the words and actions when they feel ready to do so.

3 Look, count and say.

- Ask pupils to look at the bottom of page 47. Say Who can you see? Explain that Ben and Omar are looking in Omar's cupboard and counting all the things there. Ask for volunteers to read out what Ben and Omar are saying. Ask for another volunteer to make another sentence about things in the cupboard.
- Make some sentences yourself but this time make mistakes using is instead of are and are instead of is. For example: There is five books. There are a computer. Encourage pupils to correct your mistakes and to say why they are mistakes.
- Put pupils in pairs and get them to make sentences about the things in the cupboard. Monitor and support as necessary.

Activity Book

- Write are or is. 4 mins
- Say Open your Activity Books on page 54. Explain that pupils should read the sentence and write are or is in the space. Monitor and support as necessary.

Answers

There are 3 balls. There is a net. There is a teddy bear. There are 2 cars.

Read and draw. 4 mins

- Tell pupils to look at the bottom of page 54. Explain that pupils should read the sentences and draw the items in the box.
- Read the sentences as a class. Say *There is a lamp* and get the pupils to repeat. Do the same for the remaining sentences. If any pupils finish quickly, they can colour the pictures.

Write the words. 4 mins

Say Look at on page 55. Working individually, pupils should write the words in the correct boxes. Ask pupils to check what they have written in pairs. If any pupils finish quickly, they can colour the pictures.

Answers

bed wardrobe lamp table chair computer shelf desk floor

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to name as many items as they can in the classroom using the target language There is/are ...
- If pupils are having problems remembering numbers 1–10, play 'What's the next number?' For example, you say three and the class responds with four. Do this a number of times. You can then play the game with numbers in reverse order. For example, you say six and the class responds with five.

Unit 3 Lesson 3: Happy Days

Aims: To name and read words for

party objects

To listen and identify assorted

objects (presents) Numbers 1-15

Materials: Pupil's Book pages 48–49

Activity Book pages 56–57

1 Tracks 32, 33 and 34 Picture/word cards (balloons,

lights, presents, cards)







- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- This lesson is called 'Happy Days'. Write the title on the board and see what pupils think the lesson is about. Discuss some of the following points with them:
 Talk about when pupils feel happy.

Talk about when pupils feel happy.

Talk about different celebrations such as birthdays, weddings, religious celebrations, etc.

Talk about what pupils do when they have a celebration.

• Find out if pupils ever give or receive cards.

1 Look, count and say.



- Say *Open your Pupil's Books on page 48*. Explain that Reem and Sally are getting ready for a celebration. Let pupils guess why they are having a celebration. See if pupils can name the objects in the picture. Ask *How many balloons/lights [etc.] are there?* Let pupils respond with *There are six./There are nine.*
- Put pupils into pairs. Get them to play 'How many ...?' One pupil asks the questions and the other answers. Encourage pupils to answer using *There are* ... Get pupils to change roles.

2 Play. 6 mins

- Write the numbers 1–15 on the board. As you write them, say the numbers and get the class to repeat. Point to the numbers 11–15 and practise saying them with the class. The 'teens' are particularly challenging for pupils and they will need plenty of practice. Make sure pupils put the stress on the -teen when they say thirteen, fourteen, fifteen.
- Ask pupils to look at the number beads on Pupil's Book page 48. Play Track 32 and get pupils to point to and repeat each number they hear.

Track 32

```
One ... two ... three ... four ... five ... six ... seven ... eight ... nine ... ten ... eleven ... twelve ... thirteen ... fourteen ... fifteen.
```

 Play Track 33 (on which the numbers are said in a random sequence) and get pupils to point to the correct beads.

Track 33

```
four ... fifteen ... three ... five ... one ... six ... nine ... eight ... eleven ... ten ... seven ... thirteen ... twelve ... fourteen ... two.
```

 Now put pupils in pairs. One pupil points to a number and their partner says it. Get pupils to change roles.

3 Listen and match.



- Tell the class to look at *Pupil's Book* page 49. Explain that each character has different presents. In pairs, let pupils name the different presents they can see.
- Play Track 34. Pupils listen and identify the correct picture. Pause after each description and get pupils to say the number.

Track 34 My Presents

There is a blue and white ball, a robot with red legs and a car. (3)
There is a green and yellow ball, a book and a red football shirt. (1)
There is a black car, a brown teddy hear a net

There is a black car, a brown teddy bear, a net and a red and white ball. (4)
There is a small ball, a big robot and an orange kite. (2)

- Put pupils in pairs. One pupil describes a picture saying *There is a* ... Their partner listens and says the number of the picture. Get pupils to change roles and continue playing the game.
- **Guessing game:** Put pupils into pairs or small groups and let them look at the wrapped presents next to each boy. Let pupils discuss what is in each present. Ask for ideas and get



Unit 3 At Home

other class members to put up their hands if they agree. You might like to take a vote on the various ideas pupils give and write the different guesses on the board. When all four presents have been discussed, you can give out the identities! See which pairs or groups were correct.

Answers

Wrapped presents:

- 1 It's a watch.
- 2 It's a yo-yo.
- 3 It's a school bag.
- 4 They are skates.

Activity Book

- 1 Write the numbers. 4 mins
- Say Open your Activity Books on page 56.
 Working individually, pupils should write in the numbers 1–15. If pupils need help, encourage them to look back at Pupil's Book page 48.
 Monitor and support as necessary.

Answers

3 6 8 11 12 13 14 15

- 2 Write and draw the word. 4 mins
- Read out the rubric. This activity is new to pupils. Explain that they need to think of the first letter for each picture and write it in the space. When they have all three letters they will see that it makes a new word. Then they can draw a picture for the new word in the box.
- **Note:** You might like to collect in pupils' books at the end of the next lesson to check that they are continuing to form these letters correctly.

Answers

net

leg

bed

- 3 Read, match and write. 4 mins
- Ask How many cards can you see? Explain that pupils should read the descriptions of the cards and then write the number in the box. Let pupils work in pairs and read all the descriptions.
 When they have done this, they can decide which number goes with which description.

Answers

- 1 2 hats, 1 cake, 2 balloons
- 2 2 hats, 2 cakes, 3 balloons
- 3 1 hat, 3 cakes, 2 balloons
- 4 1 hat, 2 cakes, 1 balloon

4 Read and match. 4 mins

- Say the numbers 6–10 and ask pupils to repeat and point to the numbers in their *Activity Book*.
- Explain that they have to draw a line to match the numbers to the words.

Answers

6 - six

7 – seven

8 – eight

9 – nine

10 - ten

- 5 Write. 4 mins
- Tell pupils to now look to the right on the page.
 Explain that pupils should write out the number words on the lines.
- Demonstrate with six. Get pupils to trace and write the number six. Let them continue writing for 7–10.
- Note: You might like to collect in pupils' books at the end of the next lesson to check that they are continuing to form these number words correctly.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils in small groups. Do a group 'Reading quiz'. Write the word *balloons* on the board. Give all groups time to read and agree on the word. Nominate a group to say the word to the class. If they are correct, award the group a point. Continue with different words that the pupils have learnt so far. Keep a record of points on the board. At the end of the quiz, add up the scores and congratulate the winning group.



- Alternatively, get pupils to play the 'Reading quiz' in pairs. One pupil flicks through Units 1 and 2 and writes a word on a piece of paper. Their partner must read the word. Get pupils to change roles.
- When doing the listening activity on *Pupil's Book* page 49, get pupils to work in pairs. Pause after each description and give pairs some time to agree on the picture.

Unit 3 Lesson 4: In My Room

Aims: To describe everyday actions and where they happen
To understand descriptions of daily actions
To practise adding numbers
To sing a song about daily actions

Materials: Pupil's Book pages 50–51

Activity Book pages 58–59 Tracks 35, 36 and 37

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play an action game: say *swim* and get the class to do the action. Call out other action words (see *Pupil's Book* page 26) and let pupils do the actions. Do an action yourself and get the class to name the action. You may wish to invite some confident pupils up to the front of the class to take the teacher's role.
- Organize pupils into pairs. One pupil does an action and their partner must say the action. Get them to change roles.

1 Listen and match.

• Tell the class to look at the pictures on *Pupil's Book* page 50. Ask *Who can you see?* Put pupils in pairs and let them read each of Omar's speech bubbles. Play Track 35 and tell pupils to listen and point to the correct picture. You can ask pupils to tell you the number for the description they hear.

Track 35 In My Room

I read in my room. (3)
I play in my room. (2)
I draw in my room. (1)
I sleep in my room. (5)
I listen to music in my room. (4)

- Play Track 35 again, pausing after each line so pupils can repeat the sentence.
- Put pupils in small groups. Say *Close your books*. Say a number, e.g., *two*. Give pupils a few seconds to say the sentence which matches the number to themselves. Nominate a group to say the sentence, for example *I play in my room*. Continue until each picture has been described.
- Ask a few pupils *What do you do in your room?* Help them give a personal response using the target language *I* ... *in my room*. Let pupils practise in pairs.

2 Look, listen and say. 8 mins

- Ask pupils to look at the pictures at the bottom of page 50. Let pupils read each caption. Tell the class they are going to listen to some of the characters talking about what they do in their room/at school/in the park.
- Play Track 36. Pause after each person and get pupils to say who they think is speaking.

Track 36

Ben: Hello. After school, I go to the park with my friends. In the park, I cycle on my bike or play football with my friends. My sister comes with me. She can play football too.



Unit 3 At Home

Reem:

Hello. At school, I do my lessons, but in the break I skip in the school playground with my friends. In my room, I do my homework and I also draw pictures and listen to music.

 Put pupils in pairs and let them compose a sentence each for one of the places (home, school or park). Ask for volunteers to say their sentence.

3 Listen and say the rhyme.

8 mins

- Get pupils to tell you if they have been on a bus. Get the class to look at the picture on *Pupil's Book* page 51. Ask some questions, for example: What colour is the bus? How many children are on the bus? Where are the children going? Who is wearing a hat? What are the children wearing? (school uniform) How many lights are there on the bus?
- Play Track 37. Encourage pupils to join in, especially with the words ... on the school bus. See if pupils can tell you what the children do on the bus. You can play Track 37 again and pause after each line to help pupils do this.

Track 37 On the School Bus

I go to school on the school bus.
I sit with my friends on the school bus.
I talk to my friends on the school bus.
I read my books on the school bus.
I play games on the school bus.
It's very good fun on the school bus!
Let's all go on the school bus!

Activity Book

- 1 Colour the numbers 1–15. 4 mins
- Put pupils in pairs. Say Open your Activity
 Books on page 58. Ask What can you see? Elicit
 Numbers. Confirm and say Yes, there are lots of
 numbers. Explain that pupils should find a path

from 1 to 15 so that Omar can get to the basket/ net. Pupils should first track the path with their fingers and then go back and colour the numbers. Monitor and support as necessary.

2 Ask and answer. 4 mins

- The second activity on page 58 makes a good pair activity, with pairs taking it in turns to ask and answer.
- First, get pupils to do the sum individually and write down the answer. Write 10 + 4 = ? on the board and demonstrate by saying *What's ten plus four?* Choose a confident pupil and see if they can answer with *It's* 14 or 14. Encourage pupils to make the full sentence, i.e., *It's* 14.
- **Note:** The symbol '+' is said as *plus*.

3 Now you try. 4 mins

 Put pupils in pairs and get them to ask and answer the questions. Monitor and support as necessary. Check the answers with the whole class.

Answers

$1 + 9 = \underline{10}$	$6 + 8 = \underline{14}$
$11 + 5 = \underline{16}$	$10 + 7 = \underline{17}$
7 + 6 = 13	9 + 9 = 18

4 Write the letters and read the words.

4 mins

- Tell pupils to look at page 59. Read out the rubric for the activity. Pupils did a similar activity in Lesson 3. Explain that they need to think of the first letter for each picture and write it in the space. When they have all three letters they will see that it makes a new word. This time the pictures for the new words are included as clues.
- **Note:** You might like to collect in pupils' books at the end of the next lesson to check that they are continuing to form these letters correctly.

Answers

- 1 bag
- 2 rat
- 3 pan
- 4 tap



- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils in pairs or small groups. Write the capital letters *A*–*I* on the board. Ask pupils to think of names of children in the class that start with these letters.
- When dealing with numbers, let children refer to a number line. This can be one you keep permanently displayed on the wall, or pupils can turn back to *Pupil's Book* page 48.

Unit 3 Lesson 5: My Day

Aims: To talk about daily

routines/ activities

To learn a rhyme

To understand descriptions of daily actions

To learn expressions of time

To write about your daily routine

Materials: Pupil's Book pages 52–53

Activity Book pages 60–61 Tracks 38 and 39

11acks 56 and .

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Get pupils to play 'How many?' in pairs. One pupil gives an instruction, for example, Six skips.
 Their partner must act out skipping six skips.
 Get pupils to take turns and to vary the numbers encourage them to use the larger numbers and the actions. Other possible actions include hopping, jumping, clapping and turning.

1 Listen and match.

10 mins

- Tell pupils that the topic of the lesson is 'My Day'. Discuss some of the following points with them:
 - Talk about things they do in the morning, in the afternoon and at night.
 - Talk about which activities they do every day. Talk about the different days of the week and the different things they do on school days and at the weekend.
- Get pupils to look at *Pupil's Book 52*. Explain that Omar is describing what he does every day.
 Get pupils to look at the different pictures and name some of the things Omar does.
- Get pupils to look at picture 1. Read the text with the class: *wake up*. Do the same with all of the pictures and get pupils to follow in their books.
- Play Track 38 and get pupils to listen and point to each picture.
- Note: Before pupils listen, show them that
 the number boxes are different colours and
 explain that green number boxes are for 'in the
 morning', red boxes are for 'in the afternoon'
 and blue is for 'at night'.

Track 38 My Day

In the morning, I wake up, I get dressed and I eat my breakfast.

Then I go to school. I finish school in the afternoon.

When I get home, I eat my lunch and watch TV or read a book.

At night, I go to sleep.

• Describe one of Omar's daily activities and get the class to respond with the corresponding picture. For example, say *get dressed* and let the class respond with *two*.

2 Listen and say the rhyme.

10 mins

Ask pupils to look at the pictures on page 53.
 Help pupils describe what Reem is doing in each picture and what time of day it is. Get pupils to



Unit 3 At Home

- think of different things they do in the morning, afternoon and at night.
- Play Track 39. While pupils listen, demonstrate some actions. For example, yawn and stretch for 'wake up', pull on a shirt for 'get dressed' and so on.

Track 39 Reem's Day

It's morning, morning, Wake up, get dressed, Eat breakfast, school bus.

It's afternoon, afternoon, Read books, say rhymes, Eat lunch, play games.

It's night-time, night-time, Brush teeth, wash face, Close eyes, go to sleep.

- Explain that breakfast is the meal we have in the morning and lunch is the meal we have in the early afternoon.
- Play the rhyme again and get pupils to join in and do the actions when they feel ready to do so.

Activity Book

- 1 Read and write. 8 mins
- Get pupils to look at *Activity Book* page 60. Ask them to tell you who they can see (*Reem*). Read the title together: *Reem's Morning*. Ask pupils if they think this is a school day or at the weekend.
- Play 'Find the word'. Ask pupils to find the words you call out. Start with easy words and move to words pupils will not be familiar with, for example: *I*, *a*, *my*, *book*, *read*, *get dressed*, *play*, *teeth*, *room*, *eat*, *tidy*, *brush*.
- Put pupils in pairs and ask them to read the six sentences, taking turns with one sentence each. After they have finished reading, get pupils to number the pictures 1–6, in the order in which they think they might go. Ask for suggestions for picture 1, with a volunteer reading out the first sentence.

 Note: There are a number of possible orders, but the first three pictures would probably be:

I get dressed. 1
I eat breakfast. 2
I brush my teeth. 3

• The remaining sentences could be numbered in any order.

2 Listen and read. 6 mins

- Say Look at page 61. Look at the pictures for morning (1), afternoon (2) and night (3). Say in the afternoon and ask pupils to point to the picture. Repeat for in the morning and at night. Point out: in the morning/afternoon, but at night. Say each phrase several times and ask pupils to repeat after you.
- Write about yourself. 6 mins
- Set the activity at the bottom of page 61. Read out the rubric (as a class or individually). Remind pupils that they are writing about themselves, not Reem or Omar. Ask for a volunteer to read out the first sentence and add the ending.

Possible answers

I brush my teeth in the morning. I wash my face at night. I play with my friends in the afternoon. I go to sleep at night.

Before next lesson

• Familiarize yourself with the procedure for making the book on *Pupil's Book* page 55, and make a book about your day to show to your pupils. For the next lesson, you will need to prepare pieces of paper (by cutting A4 paper in half) and some string for each child. Each child will need about six pieces of paper – you can decide how long the books should be. You will also need a hole punch and some coloured pens.







- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Put pupils in pairs or small groups. Write the capital letters *J*–*Z* on the board. Ask pupils to think of names of children in the class that start with these letters.
- Play 'I put on my ...'. Bring three or four confident pupils to the front and demonstrate the game. Say In the morning, I put on my shirt. (You can mime the action too.) Encourage the first pupil to say In the morning, I put on my cap and the next pupil to say In the morning, I put on my ..., etc. Then say At night, I take off my shirt. The first pupil says At night, I take off my cap, the next pupil says At night, I take off *my* ..., etc.
- Put pupils in groups of four or five and let them play the game. Monitor and support as necessary.
- Practise other counting activities (1–15) to help pupils remember the sequencing of the numbers. For example, count down from fifteen to ten or five. Say a number and get pupils to respond with the next in the series, for example, you say eleven, pupils say twelve. You can also count in twos: two, four, six, eight, ten, twelve, etc. A variety of counting activities will help pupils feel more confident with numbers.
- Do a group quiz. Get pupils to look at Pupil's Book page 52. Say a picture number, for example, four. Nominate a group to say the sentence *I* go to school. Award a point to the group if they say the sentence correctly. Continue until each picture has been described two or three times. Keep a record of points on the board and congratulate the winning group at the end of the activity.

Unit 3 Lesson 6: **Ben's Afternoon**

Aims: To talk about daily routines/

activities

To read about daily activities To make a book about

daily activities

To practise spelling words with sh To practise expressions of time

Materials: Pupil's Book pages 54–55 Activity Book pages 62-63

Track 40

A4 paper cut in half, lengths of string, a hole punch, coloured pens

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Get pupils to play a simple version of 'Salman says!' in their groups. All pupils should stand up. Remind pupils of the rules. Anyone who moves when the caller doesn't say Salman says is out and sits down. The game continues until there is only one pupil left.
- Nominate a 'caller' in each group. The caller should give instructions for pupils to mime, for example:

Salman says, 'Put on your hat.' Salman says, 'Put on your shoes.' Put on your shirt. Salman says, 'Take off your hat.'

Take off your scarf.

1 Listen, look and read.

- Organize children into groups. Say Open your Pupil's Books on page 54. Point to a picture and get a group to tell you what Ben is doing. Do this with all of the pictures.
- Play **?** Track 40. Ask pupils to listen and track the words with their fingers.





Unit 3 At Home

Track 40 Ben's Afternoon

I eat lunch.

I do my homework.

I help Dad.

I tidy my room.

I play games.

I draw pictures.

2 Listen, look and read.

8 mins

- Ask volunteers to say what they do before they go to bed. Elicit ideas: clean teeth, wash face, brush/comb hair, etc. Pupils may have other ideas, for example, they may have something to drink or eat, they may read a book, etc. Accept all ideas and help out with any vocabulary.
- Ask pupils to look at *Pupil's Book* page 55. Elicit the sentence *Reem is sleepy* and explain what it means. Put pupils in pairs and let them read the four sentences about Reem. Read out each sentence and ask pupils to follow and repeat.

3 Make a book.

10 mins

- Explain that pupils are going to make a book about activities they do every day. Show the class your book and read it to them.
- Point to each picture on page 55 and read the instructions with the class.
- Check that pupils are ready to write. Distribute the materials and let them follow the instructions and make a book. You may need to help them get the holes punched in a suitable place. Encourage children to use capital letters for the title of their book, 'My Day'. They can use coloured pens to make the cover look nice and add drawings, too. They should draw a picture and write a sentence on each page of their book. The sentences should start with a capital *I* and finish with a full stop. They can use *Pupil's Book* pages 52, 53 and 54 for ideas and for help with spelling.
- When they have finished, get children to take turns reading their books, or a favourite page, to their group.

Activity Book

1 Write the words. 4 mins

• Say Open your Activity Books on page 62. Read out the rubric (as a class or individually). Look at the two letters in the middle of the page (sh). Ask pupils what sound these letters make when they are written together. See if pupils can say each word. Once pupils have finished writing, go through the answers together on the board.

Answers

- 1 <u>sh</u>elf
- 2 shirt
- 3 fish
- 4 shoes
- 5 wash
- 6 <u>sh</u>op

2 Read the words. 5 mins

• Say *Look at page 63*. Read out the rubric (as a class or individually). Read out each phrase and ask pupils to follow and repeat. Tell the pupils that they will need these phrases for the next activity.

3 Write and say when. 5 mins

- Ask pupils to look at the three columns and ask for volunteers to read each heading (in the morning, in the afternoon, at night). Now read the phrases at the top of the page and ask pupils to find each one as you read it. Ask for volunteers to read each one again.
- Working individually, pupils should write what they do in the morning, afternoon and at night by copying the activities into the appropriate columns. If they do not do something (for example, *watch TV*), then they should leave it out of their table.





- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When making the book, get pupils to write when they do the activity. For example, *I wake up in the morning./I clean my room in the afternoon*.
- When making the book, let some pupils make a shorter book of only three or four pages.

Unit 3 Lesson 7: What's the time?

Aims: To tell the time

To say when you do daily activities To draw times on clock faces To recognize unspaced words and divide them to form sentences To learn to spell four high-frequency words (you, they, can, can't)

Materials: Pupil's Book pages 56–57

Activity Book page 64–65

Tracks 41 and 42

Optional: a wall clock

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a game of 'I spy'. Remind pupils of the rules. A pupil chooses a thing they can see in the classroom. The pupil says *I spy something*. *It begins with ['b']*. The other pupils have to guess what it is. Practise as a class saying *I spy something*. *It begins with ['b']*. Tell the pupils to put their hands up if they want to answer. For example:

Pupil 1: I spy something. It begins with 'b'.

Pupil 2: Book.

If book is not the correct word, Pupil 1 says

No, try again.

Pupil 3: Is it a bag?

Pupil 1: Yes, it is!

1 Look, listen, point and say.

10 mins

- Tell pupils they are going to look at 'telling the time' in this lesson. If you have a big wall clock, hold it up and move the hands. Discuss some of the following points:
- Talk about whether pupils wear a watch.
- Talk about how they wake up do their parents wake them up, or do they use an alarm clock?
- Talk about how they know when lessons start and finish. Is it because of a bell?
- Talk about the different ways time is shown on clocks, mobile phones, etc.
- Say *Open your Pupil's Books on page 56*. Read the rubric: *Look, listen, point and say*. Ask pupils what they can see on the page. Get pupils to look at the clock faces and find the small hands. Ask them to write down the numbers that the small hands are pointing to (6, 8, 12, 3, 7, 9). Check the answers with the class. Now ask where the big hand is in each picture. Elicit *On the number 12*. Explain that in English this is ... o'clock. Make sure you pronounce the o as the sound /ə/ (schwa).
- Play Track 41 and get pupils to point to the correct clock for each time they hear.

₩ Track 41

What's the time?

What's the time? It's three o'clock. What's the time? It's seven o'clock. What's the time? It's six o'clock. What's the time? It's twelve o'clock. What's the time? It's eight o'clock. What's the time? It's nine o'clock.

 Play Track 41 again and stop after each time for pupils to repeat.



Unit 3 At Home

2 Listen, look and write. 10 mins

- In this activity pupils will hear the characters saying at what time they do daily activities. Say *Look at 57*. Let pupils look at the table at the top of the page and read the daily activities. Ask for volunteers to read each one. Ask other volunteers to name the four children.
- Explain that pupils will hear the children talking about what time they do some of these daily activities. Tell pupils that they should just listen the first time and not write anything. Play
 Track 42.

Track 42

I wake up at six o'clock.

Hello, I'm Omar. I wake up early at six o'clock. I eat my breakfast at seven o'clock and go to school at eight o'clock. After school I come home and do my homework and then I play with my friends or watch TV. I go to bed at nine o'clock.

Hello, I'm Ben. I get up at six o'clock and eat my breakfast at seven o'clock like Omar. I go to school on the bus at eight o'clock. In the afternoon I play with my friends or draw pictures or play on my computer. I do my homework at seven o'clock and I go to bed at eight o'clock.

Hi, I'm Sally. I wake up very early at five o'clock. I eat my breakfast at six o'clock and go to school at seven o'clock. After school I come home and eat my lunch. Then I read books and play games with my friends. I do my homework at six o'clock. I go to bed at eight o'clock like my brother Ben.

Hello, I'm Reem. I wake up at seven o'clock. I eat my breakfast at eight o'clock and go to school at nine o'clock. After school I come home and do my homework and then I play with my friend Sally, help my mum or watch TV. I go to bed at nine o'clock.

• Play Track 42 again and ask pupils to write the times in the table. Stop after each character and ask *What time does Omar wake up?* Elicit

the answer *He wakes up at 6 o'clock* or *At 6 o'clock*. Continue like this until all the answers have been checked and pupils have drawn in the clock hands.

3 Ask and answer.

5 mins

As a class, practise saying I wake up at six
o'clock/I eat my breakfast at seven o'clock, etc.
Put pupils in small groups and let them tell their
group what time they do these things.

Activity Book

Read and draw the times. 5 mins

• Say Open your Activity Books on page 64. Ask How many clocks can you see? Elicit what pupils have to do – they have to read the sentences and draw in the times. Read the rubric with the class.

- Working individually, pupils should complete the four clocks. While they are doing this, draw four clock faces on the board. Put pupils in pairs to check their answers.
- Ask questions to elicit the times, for example
 What time do you wake up/go to school/watch
 TV/go to bed? Encourage pupils to respond with
 full sentences if they can. Draw the correct times
 on the clock faces on the board.

Answers







Read out the rubric (as a class or individually). Make sure pupils understand that words have spaces between them, and that they should be trying to find the right places for spaces between the words. You might want them to draw pencil lines between the words before they copy them. If pupils are not sure how much space they should leave, explain that they can use their little finger as a 'space guide'. You might like to practise the second example (Igotoschoolat8o'clock.) on the board, but pupils have already done a similar activity in Unit 2.

I wake up at 6 o'clock. I go to school at 8 o'clock. I watch TV at 5 o'clock.

Look, say, cover, write, check.

- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are you, they, can, can't. Lesson 1 of Unit 4 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of Activity Book page 65. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do - if necessary, copy the table onto the board and remind pupils that this time they will use the 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Pupils can do a group survey using a table. First, they will need to copy the table from Pupil's Book page 57 into their notebooks or onto a piece of paper. Put pupils into groups of four. Get pupils to write the names of the children in

their group in the left-hand column. (They can write the names in Arabic or they can just use the first letter of each name. However, they might know how to spell some names by now because of practising capital letters.)

Support pupils when they are doing the survey by letting them work with a more confident pupil. One pupil can ask the question and the other – the less confident pupil - can write down the number for the time.

Unit 3 Lesson 8: Ben's Messy Room

Aims: To listen to and read a story To reconstruct a story To practise asking questions To learn to spell four highfrequency words (you, they,

can, can't)

Materials: Pupil's Book pages 58–59 Activity Book pages 66-67

Track 43

Warmer

10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a counting game and extend numbers 1–15 to 1–20. Write the numbers 1–20 on the board. As you write them, say the numbers and get the class to repeat. Point to the numbers 11-20 and practise saying them with the class. The 'teens' are particularly challenging for pupils and they will need plenty of practice. Make sure pupils put the stress on the *-teen* when they say *fifteen*, sixteen, seventeen, eighteen, nineteen.
- Play a counting game starting at 11. Count round the class (11, 12, 13, etc.). When 20 is reached the next pupil goes back to 11. You might like to get pupils to accompany the





Unit 3 At Home

number by raising a linked number of fingers. For example, as a pupil says 11, they hold up one finger (two fingers for 12, six fingers for 16, etc.).

1 Listen, look and read.

20 mins

- Tell pupils they are going to read a story in this lesson called 'Ben's Messy Room'. Discuss some of the following points:
 Do pupils have their own bedroom? Or do they share? Who do they share with?
 What's in their bedroom?
 Who cleans the room?
 - Is their bedroom tidy or messy?
- Tell the class they are going to listen to the story. Get them to look at *Pupil's Book* pages 58 and 59. Give them some time to look at the pictures and guess what is happening. Ask them to name some of the things they can see in Ben's room.
- Read the title with the class and explain the word *messy* (it means *untidy*). Play Track 43 and encourage children to point and follow the pictures.

Track 43 Ben's Messy Room

Ben: *I can't find my toy snake*.

My room is too messy.

Is it under the bed?

No, it isn't!

Is it in the wardrobe?

No, it isn't!

Is it on the table?

No, it isn't!

Is it under the mat?

Yes, it is!

Mum: Ben! Where are you?

Ben: I'm in my bedroom. I found my

tov snake under the mat.

Mum: Good. Your bedroom is very

messy. After school you can

clean it!

Ben: OK, Mum.

 Play Track 43 again. This time pause after each of Ben's speech bubbles (underlined above) for pupils to repeat. Encourage pupils to mimic

- Ben's hopeful tone when he says *Is it [on] the ...?* and also his disappointed tone when he says *No*, *it isn't.*
- Ask children if they enjoyed the story and get them to tell you their favourite parts. Get children to tell you why Ben couldn't find his toy snake (his room is too messy).
- Use this opportunity to talk about reasons to keep rooms tidy. For example, we can find things more easily when rooms are tidy, and it is safer when things are not on the floor. Find out who tidies their room at home and talk about taking responsibility for keeping your own room tidy. You may want to extend this idea to keeping the classroom, school and wider environment tidy and clean.

Activity Book

- 1 Read and match. 8 mins
 - Say Open your Activity Books on pages 66 and 67.
- Look at the two pages and point to the numbered speech bubbles. Get pupils to count how many speech bubbles there are. Then get pupils to look at the sentences under the pictures on page 66. Again, ask *How many sentences are there?* Ask for volunteers to read out the six sentences to the class or put pupils in pairs/small groups to do this.
- Working individually, pupils should read and match the sentences to the speech bubbles and write the relevant numbers in the boxes. Let pupils check their answers in pairs.

Answers

- 1 Is it under the bed?
- 2 Is it in the wardrobe?
- 3 Is it on the table?
- 4 No, it isn't.
- 5 Is it under the mat?
- 6 Yes, it is!
- 2 Listen and check. 7 mins
- Then play Track 43 again for pupils to check their answers individually. Alternatively, you can check with the whole class by asking What does Ben say for number one? or What's number one?



Note: Direct pupils back to page 65 of the *Activity Book*. Explain that they should follow

the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' columns.

• **Note:** Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (*you*, *they*, *can*, *can't*).

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Working in pairs, get pupils to look at the pictures for the story 'Ben's Messy Room' (either those on *Pupil's Book* pages 58–59 or on *Activity Book* pages 66–67) and decide on two or three other places where the snake could be hiding. As pupils work together on this, move around the class and help out as necessary. Ask for volunteers to act out their new words to the story. One pupil can ask the questions (in a hopeful tone) and their partner can respond (in a disappointed tone).
- Review prepositions before listening to 'Ben's Messy Room'. You can make this a TPR activity by asking pupils to put various classroom objects (pens, pencils, rulers, rubbers, etc.) *in/on/under/between/next to* different places.



Unit 4

Revision

Aims

Listening

- Understand descriptions using prepositions in, on and under.
- Listen to descriptions of clothing and match to pictures.
- Identify and spell words with *ch*.
- Listen to and follow a story.

Speaking

- Use *big* and *small* to describe objects.
- Practise using he/she (He's/She's wearing ...).
- Act out a story.

Reading

- Learn dictionary skills.
- Recognize word groups/categories.
- Read and match descriptions of animals.

Writing

- Match descriptions to animals.
- Write letters *a*–*z* freehand and match letters to key words.
- Complete a spelling test.
- Practise spelling words with *ch*.





Key words

Lesson 1

under the bed — /ʌndə(r) ðə 'bed/
next to the table —
 /nekst tə ðə 'teɪbl/
under the chair —
 /ʌndə(r) ðə 'tʃeə(r)/
in the wardrobe —
 /ɪn ðə 'wɔ:(r)drəʊb/
on the mat — /ɒn ðə 'mæt/
in the bed — /ɪn ðə 'bed/
on the chair — /ɒn ðə 'tʃeə(r)/
between the table and the
wardrobe —
 /bɪtwi:n ðə teɪbl ənd ðə
 'wɔ:(r)drəʊb/

Lesson 2

He's wearing ... – /hiz weərɪŋ/
She's wearing ... – /ʃiz weərɪŋ/
It's her. – /ɪts 'hɜː(r)/
It's his grandma. –
/ɪts hiz 'grænmaː/

Lesson 3

What is it? - /wpt 'IZ It/

Lesson 4

He kicked it. – /hi 'kıkt ıt/ He spun it. – /hi 'spʌn ɪt/ He headed it. – /hi 'hedɪd ɪt/ He bounced it. – /hi 'baunst ɪt/

(





Unit 4 Revision

Unit 4 Lesson 1: **Is it?**

Aims: Review prepositions

Review letters *a*–*l* and letter–sound correspondence

Review the names of the letters of

the alphabet Spelling test

Materials: Pupil's Book page 62

Activity Book page 68

Track 44

Plain paper for 'Number

bingo' grids

Teaching note

- Units 4 and 8 are revision units. There is less material to cover in the four lessons that make up these units than in other lessons. The intention is to give teachers the opportunity, at these points in the school year, to:
 - catch up with unfinished work
 - review particular areas that pupils found difficult
 - do more of the additional **Extras** that follow each lesson
 - let pupils have time to do the more creative, project-based types of activity (for example, Unit 3, Lesson 1 extending the survey and making a bar chart to display the information)

Warmer 7 mins

Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.

• Play 'Number bingo'. Hand out pieces of plain paper and draw a grid on the board (4 squares x 4 squares). Working individually or in pairs, get pupils to copy the grid and write a number between 1 and 20 in each square. Fill in the grid on the board yourself. Remind pupils how to play the game 'Bingo', and demonstrate 'Number

bingo' using the grid on the board before starting the game.

'Number bingo' - instructions

- Pupils have their 4 x 4 number grids in front of them with a number between 1 and 20 written in each square.
- The teacher calls out a number between 1 and 20 at random. If a pupil has that number, they cross it out.
- **Note:** Keep a record of the numbers you call out in case you need to check them later.
- Continue calling out numbers 1–20, randomly selected.
- The first pupil to cross out all the numbers on their grid shouts *Bingo!* and wins the game.

Spelling test

8 mins

- Help pupils to find the spelling test grid on
 Activity Book page 124. Explain that you will
 say the four words they have been practising and
 that they should write down each word you say
 in the box for Unit 3.
- Check that pupils are ready to write. Say the first word: *you*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*they, can, can't*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the letters of each word back to you as you write them on the board. If you do this, pupils should swap books with a partner and mark each other's spellings.

1 Listen, look and play.

15 mins

- Ask pupils to look at *Pupil's Book* page 62. Tell pupils to look at picture 6. Ask *Is it in the cupboard?* Get pupils to respond with *No, it isn't*. Continue asking other questions about picture 6 using the prepositions *in/on/under/next to/between* until you say *Is it in the bed?* and pupils respond with *Yes, it is.*
- Demonstrate the game 'Five guesses'. Secretly choose a picture number, for example, 2. Give



the class five chances to guess the picture you have chosen. If the class manages to describe the picture in five questions, they win a point, but if they don't, you win a point. For example:

Class: Is it under the bed?

Teacher: No, it isn't.

Class: Is it in the wardrobe?

Teacher: No, it isn't.
Class: Is it on the chair?
Teacher: No, it isn't.

Class: *Is it next to the table?* Teacher: Yes, it is. You win!

• Organize the class into pairs and tell them to play 'Five guesses'. Make sure pupils take turns and keep a record of their points.

Activity Book

- 1 Write the letters. 15 mins
- Before you start this activity, you might like to review the names of the letters of the alphabet. If you have an alphabet poster on the wall, you can use this to help. Alternatively, you can write the letters on the board. Pupils will use the names of the letters in the pair activity below.
- Say *Open your Activity Books on page 68*. Put pupils in pairs and get them to name all the pictures they see on the page. Monitor and clear up any problems with words that pupils are unsure of. Now explain that Pupil 1 should take one word and say the initial letter, *a*, for example. Pupil 2 writes down the letter in the correct place (*a* next to *ant*). Pupil 1 checks that *a* has been written correctly and in the correct place, then writes *a* in their book. The pair swaps roles. Pupils continue in this way until all the letters have been covered.

Answers

a, b, c, d, e, f, g, h, i, j, k, l

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- You might like to make a 'Spell' poster

to put up on the classroom wall for the high-frequency words that are tested in Units 1–3 and 5–7. On completion of the test for each unit (completed in Lesson 1 of the subsequent unit), you can write the words for the unit on the 'Spell' poster. Let pupils write the words on the poster themselves; each pupil can take a turn, as the units progress, to write in one word. As mentioned earlier, many of the target words are not phonetically regular, and pupils need to learn them as whole units using their visual memory. The poster will become a useful classroom resource. You can encourage pupils to use it to check spellings for themselves when they are not sure.

 Play Track 44 to review the names of the alphabet. You might like to play this on a regular basis to help pupils become really familiar with the alphabet and its sequence of letters.

Track 44 Alphabet Song

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y and z.

Before next lesson

• To play 'Match the capital letter' in the next lesson, you will need to make one set of alphabet cards. To do this, write each lower case letter (*a*–*z*) on a piece of cardboard or paper. The cards should be big enough for pupils to read the letters from the back of your classroom.







Aims: To review names for

family members

To review colours

To review clothes

To practise using he/she (He's/

She's wearing ...)

To review letters *m*–*z* and letter–

sound correspondence

To review the names of the letters

of the alphabet

To learn dictionary skills

Materials: *Pupil's Book* page 63 *Activity Book* page 69

Track 45

Blank paper for 'Match the capital

letter' game

Lower case alphabet cards *a*–*z* (see 'Before next lesson' in Lesson 1)

Warmer

10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Line up' using either numbers 1–20 or letters *a*–*l*. Depending on the size of your class, you may need to do this two or three times. Quickly randomly allocate letters or numbers to pupils around the class. Tell pupils they must remember their letter or number and be ready to say it. Ask all the pupils who have a letter/ number to come to the front and put themselves in order. The rest of the class watch and help as necessary. Repeat for the next group and so on until everyone has had a turn.
- Note: You can also play this game by handing out the alphabet cards you have brought for this lesson. Pupils should then refer to what is on their card when putting themselves in order.

1 Listen and find.

10 mins

- Ask pupils to look at *Pupil's Book* page 63. Ask Whose family is it? Pupils should respond with *It's Omar's/Reem's* or *Omar's/Reem's*. **Note:** At this point, do not worry about teaching the possessive s, but say the possessive nevertheless. Possessive s is taught in *Primary 4*.
- Put pupils in pairs and let them count how many people they can see. Make this a race: the pair to get the correct answer first is the winner. There are 16 people in the picture. Continue the race by asking:

How many brothers has Reem got? (six) How many sisters has Omar got? (five) How many grandmas has Omar/Reem got? (two) How many grandpas has Omar/Reem got? (one)

• Explain the pupils will hear a description of what the people are wearing. They should identify the person and say what relation he/ she is to Omar/Reem (mum, dad, brother, sister, grandma or grandpa). Play Track 45.

Track 45 My Big Family

He's wearing a blue shirt, brown trousers and grey shoes. (grandpa)

She's wearing a pink shirt, pink shoes and an orange skirt. (mum)

He's wearing grey trousers, a green shirt and red and white trainers. (brother)

She's wearing a long green skirt and a blue shirt and pink shoes. (grandma)

She's wearing an orange shirt, a grey skirt and pink and white trainers. (sister)

He's tall. He's wearing blue trousers and he's holding my baby sister. And he's wearing a white shirt and grey shoes. (dad)

2 Ask and answer.

10 mins

• Show pupils the activity at the bottom of page 63. Explain that Adam is playing a game with his friend. Ask for volunteers to read the text in the speech bubbles. Ask When do we use 'he'?/ When do we use 'she'? (For boys./For girls.)



Put pupils into pairs. One pupil describes a
member of the family using the target language
He's/She's wearing ... Their partner must find
and point to the member of the family and say
the family relationship (brother, mum, grandma,
etc.) Get pupils to change roles.

Activity Book

- 1 Write the letters. 15 mins
- Before you start this activity, you might like to review the names of the letters of the alphabet again. If you have an alphabet poster on the wall, you can use this to help. Alternatively, you can write the letters on the board. Pupils will use the names of the letters in the pair activity below.
- Say *Open your Activity Books on page 69*. Put pupils in pairs and get them to name all of the pictures they can see on the page. Monitor and clear up any problems with words that pupils are unsure of. Now explain that Pupil 1 should take a word and say the initial letter, *m*, for example. Pupil 2 writes down the letter in the correct place (*m* next to *mat*). Pupil 1 checks that *m* has been written correctly and in the correct place, then writes *m* in their book. The pair swaps roles. Pupils continue in this way until all the letters have been covered.

Answers

m, n, o, p, q, r, s, t, u, v, w, x, y, z

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When doing any writing or spelling task, encourage pupils to use the Picture Dictionary pages at the end of the Pupil's Book. You can play 'Find' games to help pupils become familiar with the dictionary, for example:
- Alphabetical order find words beginning with *d*, *l*, *t*, etc. This will help pupils understand that the words in the

- dictionary are listed in the same way as the alphabet. They can be reminded of the alphabet sequence by singing the *Alphabet Song* (Track 44).
- Category games find three or four words for food, clothing, etc.
- Scanning activities which word comes before or after *chicken*, *rice*, etc.? This sort of activity encourages pupils to use their knowledge of the alphabet to locate these words and to concentrate on reading only to find the required information. This is a useful first step for pupils to learn on the way to becoming proficient readers.
- Play 'Match the capital letter'. This game is very similar to 'Bingo'. Hand out pieces of plain paper and draw a grid on the board (4 squares x 4 squares). Working individually or in pairs, get pupils to copy the grid and write a capital letter (*A*–*Z*) in each square. If pupils are unsure how to form any particular capital, tell them to look back at *Activity Book* pages 41, 44, 48 and 50. Have your lower case alphabet cards ready.

'Match the capital letter' – instructions

- Pupils have their 4 x 4 number grids in front of them with a capital letter written in each square.
- The teacher holds up an alphabet card.
 If a pupil has the matching capital letter, they cross it out. Note: Put the alphabet cards to one side in case you need to check them later.
- Continue, selecting letters at random to hold up.
- The first pupil to cross out all the letters on their grid shouts *Bingo!* and wins the game.





Unit 4 Revision

Unit 4 Lesson 3: What is it?

Aims: To review vocabulary

To review colours

To recognize word groups/

categories

To review adjectives of size

To learn dictionary skills

Materials: Pupil's Book page 64

Activity Book page 70

Blank paper for 'Word

groups' game

A picture card for one of the objects on *Pupil's Book* page 64 Game Circles and counters,

buttons or small pieces of

coloured paper

Warmer

10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Word groups'. On the board, draw three or four boxes. In each box, write several words that belong to different categories.
- Put pupils into pairs or small groups and get them to discuss and decide on categories to put each word in. Below are some example boxes with possible answers. You can make this activity easier or harder depending on your class. It will be easier for pupils if you give them the category headings or fewer categories. However, it is good practice for pupils to decide on the categories for the words, as it develops their critical thinking skills. Many words can go in more than one category. For example, cake and ice-cream are both 'Food' and 'Party/ Celebration' words.

apple dress hand cake presents

cap bread at night camel ice-cream in the morning next to arm

balloons frog lights in the afternoon

under

Examples:

trainers

Food Time/When Place/Where apple in the morning under cake in the afternoon next to

bread at night

Party/CelebrationParts of bodyClothingpresentshanddresslightsarmcapballoonstrainers

cake ice-cream

Animals

camel frog

Play and say.

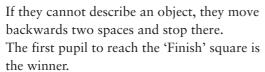
15 mins

- Hold up a suitable picture card for one of the objects shown on the 'game board' on page 64 ball, for example. Ask What is it? Elicit the answer. Tell pupils you want them to answer in complete sentences: It's a ball. Ask pupils to add some more description: It's a green and yellow ball. It has stripes. Encourage pupils to add as much detail as they can.
- Say Open your Pupil's Books on page 64. Tell pupils how to play the game:
 Each pupil has a counter. Pupils put their counters on the 'Start' square.

 Make sure all pupils can see a Game Circle (at the back of the Activity Book). Pupils take turns to close their eyes and select a number randomly by touching a number on the Game Circle. Pupils move their counter forward by the number they selected towards the 'Finish' square. When pupils land on a space, they must describe the object using complete sentences and in much detail as possible.

If they describe an object successfully, they move forwards two spaces and stop there.





• Put pupils into groups of four. Give each group four counters and access to a Game Circle and let them play the game.

Activity Book

1 Write and read. 10 mins

• Say *Open your Activity Books on page 70*. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Ask pupils to look at the two letters in the middle of the page (*ch*). Ask pupils what sound these letters make when they are written together. Allow pupils time to write. Then, ask volunteers to say what each word is.

Answers

- 1 chair
- 2 chicken
- 3 watch
- 4 cheese

2 Write the words. 10 mins

- Ask pupils to look at the bottom of *Activity* Book page 70. Read out the rubric (as a class or
 individually). Ask pupils to read the words in the
 boxes (*big*, *small*), and say them aloud to
 the class.
- Tell pupils to write the correct word next to each picture. Note: Explain that they can use each word more than once.

Answers

- 1 donkey big
- 2 frog small
- 3 mouse small
- 4 elephant big

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When doing any writing or spelling task, encourage pupils to use the **Picture Dictionary** pages at the back of the *Pupil's Book*. You can play 'Find' games to help pupils become familiar with the dictionary, for example:
- Alphabetical order find words beginning with *d*, *l*, *t*, etc. This will help pupils understand that the words in the dictionary are listed in the same way as the alphabet. They can be reminded of the alphabet sequence by singing the *Alphabet Song* (Track 44).
- Category games find three or four words for food, clothing, etc.
- Scanning activities which word comes before or after *chicken*, *rice*, etc.? This sort of activity encourages pupils to use their knowledge of the alphabet to locate these words and to concentrate on reading only to find the required information. This is a useful first step for pupils to learn on the way to becoming proficient readers.

Unit 4 Lesson 4: Can I play?

Aims: To listen to and follow a story

To review actions

To act out a story

To recognize word

groups/categories

To review adjectives of size

To practise spelling words with ch

To learn dictionary skills

Materials: Pupil's Book page 65

Activity Book page 71

Tracks 46 and 47





Unit 4 Revision

Warmer

12 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Word groups'. This activity has the same focus as in Lesson 3. This time, however, pupils themselves will decide on the word categories (they can reuse the categories from the previous lesson if they wish) and the mixed-up words to be grouped.
- Put pupils in small groups. Hand out a sheet of blank paper to each group. Pupils can choose a name for their group and write it at the top of their paper. On the board, draw three (or four) boxes. Pupils should copy the boxes onto the blank paper. Note: Make sure you tell pupils to make their boxes big enough to fit four or five words into.
- Working as groups, pupils should choose three (or four) categories. They should write their categories under the boxes. Pupils should then write words that belong to their chosen categories <u>randomly</u> in the three (or four) boxes.

[Pupils' mixed category words]

[Category 1]

[Pupils' mixed category words]

[Category 2]

[Pupils' mixed category words]

[Category 3]

[Pupils' mixed category words]

[Category 4]

• Each group should now swap its sheet of paper with another group. Ask groups to write the words from the circles under the category headings. You will need to monitor and support as pupils do this. When pupils have finished, they should hand back their answers to be marked. Let groups award one point for each word that has been written under the correct category. You may need to adjudicate! Each

group will end up with a score and the winners will be those with the highest score.

1 Listen and look.

13 mins

- Say *Open your Pupil's Books on page 65*. Ask pupils to look at the pictures and think about what is going on. Give pupils some time to look at the pictures quietly by themselves and think about what is happening.
- Elicit words that describe what is happening in the story. Write the words on the board. For example, pupils should be able to give you words such as: *friend(s)*, *ball*, *playing football*, etc. Ask a confident pupil to read the title.
- Tell the class they are going to listen to the story. Play Track 46 and encourage pupils to point to the pictures as they listen.

Track 46 Can I play?

Tim got a new ball.

He met Mo.

Mo: Can I play?

Tim: No!

He met Flo.

Flo: Can I play?

Tim: No!

He met Jo.

Jo: Can I play?

Tim: No!

Tim played with his new ball.

He kicked it.

He bounced it.

He headed it.

He spun it.

But it wasn't fun.

Tim met Mo, Flo and Jo.

Tim: Can I play?

Mo: Yes! Flo: Yes!

Jo: Yes!

Everyone had fun!

 Ask pupils if they enjoyed the story and get them to tell you their favourite parts. Get pupils to tell you why Tim wouldn't play with his friends at the beginning of the story (he didn't want to



- share his new ball) and why he wanted to play with them at the end of the story (he realized it was more fun sharing).
- Use this opportunity to talk about sharing. Ask pupils if they have ever had a new toy they didn't want to share. Find out if they share their things with other pupils and encourage them to explain the reasons why. You may want to link this to taking responsibility for other people's things.

2 Look, match and say.

10 mins

- Write the words kicked, bounced, headed and *spun* on the board. Play **?** Track 46 again. Pause at these words and let pupils repeat them. Point to the words on the board and get pupils to read as you point.
- Ask pupils to look at the activity at the bottom of page 65. Put pupils in pairs and ask them to decide which letter goes with each sentence. Do a class check.

Answers

- He kicked it.
- He bounced it.
- He headed it.
- He spun it.
- As a class, decide on mime actions for kicked, headed, spun, bounced. Get pupils to stand up and do the actions.
- **Note:** The verbs here are in the past simple. Do not worry about introducing the ~ed endings at this stage.

Activity Book

Listen, match and colour. 10 mins

- Say Open your Activity Books on page 71. Ask What can you see? Pupils respond with sentences using either I can see a ... or There's a ...
- Working individually, pupils should read each description and match it with the correct animal. Let pupils compare their answers in pairs. Do not confirm any answers at this stage because pupils are going to listen to check their own answers.
- Tell pupils to listen and check their answers. Pause the audio as indicated for pupils to name the animal. Play **?** Track 47.

Track 47 What am I?

I am very small. I am yellow and black. I can fly. What am I? [pause] I'm a bee! I am big and brown. I can run, but I can't climb. I eat meat. What am I? [pause] I'm a lion.

I am big. I am orange and black. I can run, but I can't fly. What am I? [pause] I'm a tiger. I am small and green. I can jump, but I can't fly. What am I? [pause] I'm a frog.

Answers

- bee
- 2 lion
- tiger
- 4 frog

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- When doing any writing or spelling task, encourage pupils to use the Picture Dictionary pages at the end of the *Pupil's* Book. You can play 'Find' games to help pupils become familiar with the dictionary, for example:
- Tell pupils they are going to act out or 'speak out' the story. Put pupils into groups of four and let them decide which characters they are going to be – see if they can remember the names of Tim, Mo, Jo and Flo.
- Give pupils time to prepare their story. They can look at the pictures, if they want, to help them remember the order. However, it is not necessary that pupils reproduce the story exactly - they can vary it as they wish.
- Ask for groups to volunteer to come to the front of the class and act out their story.
- Alphabetical order find words beginning with d, l, t, etc. This will help





pupils understand that the words in the dictionary are listed in the same way as the alphabet. They can be reminded of the alphabet sequence by singing the *Alphabet Song* (Track 44).

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- Category games find three or four words for food, clothing, etc.
- Scanning activities which word comes before or after *chicken*, *rice*, etc.? This sort of activity encourages pupils to use their knowledge of the alphabet to locate these words and to concentrate on reading only to find the required information. This is a useful first step for pupils to learn on the way to becoming proficient readers.







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Unit 5

Healthy Habits

Aims

Listening

- Learn a rhyme/song.
- Listen and identify rooms (bedroom, bathroom, kitchen, living room).
- Listen and locate characters.
- Listen to and understand descriptions of houses.
- Listen to a story.
- Listen to identify shapes.

Speaking

- Talk about healthy food and activities.
- Ask and answer *Do you ...?* questions about keeping healthy.
- Complete a conversation.
- Talk about favourite subjects.
- Practise counting.
- Describe furniture.
- Practise asking and answering *How many* ...? questions.

Reading

- Read words about health.
- Read and follow exercise plans.
- Identify spelling mistakes.
- Read an email.
- Read words with the vowel sound /ee/ and the digraph /th/.
- Read names for furniture and identify where items go.
- Solve a reading puzzle.

Writing

- Practise spelling words with *ee* and *th*.
- Write verbs related to health.
- Do a wordsearch puzzle.
- Put words into categories.
- Write a timetable.
- Write and add numbers 10–20.
- Write an email about your favourite subjects.
- Complete gaps in sentences about school subjects.
- Learn to spell four high-frequency words (do, don't, your, how).
- Spell days of the week.





Key words

Lesson 1

meat - /mit/
healthy food - /helθi 'fuːd/
sleep - /sliːp/
exercise - /'eksə(r)saɪz/
wash - /wɒʃ/
brush - /brʌʃ/
drink - /drɪŋk/
This is the way I wash my face. /ðɪs ɪz ðə weɪ aɪ wɒʃ maɪ 'feɪs/
brush my teeth - /brʌʃ maɪ 'tiːθ/
comb my hair /kəum maɪ 'heə(r)/
go to sleep - /gəu tə 'sliːp/

Lesson 2

Do you wash? - /du ju 'wvʃ/
go to bed early /gəu tə bed 'ɜː(r)li/
eat healthy food - /iːt helθi 'fuːd/
brush your teeth - /brʌʃ jə(r) 'tiːθ/
exercise - /'eksə(r)saɪz/
floor - /flɔː(r)/
drink water - /drɪŋk 'wɔːtə(r)/
Yes, I do. - /jes aɪ 'duː/
No, I don't. - /nəu aɪ 'dəunt/
twist - /twɪst/
bend - /bend/
hop - /hvp/
jump - /dʒʌmp/

Lesson 3

cakes - /keɪks/
bread - /bred/
eggs - /egz/
tomatoes - /təˈmaːtəʊz/
cheese - /tʃiːz/
apples - /ˈæplz/
chicken - /ˈtʃɪkɪn/
rice - /raɪs/
Do we have any rice? /dʊ wi hæv eni ˈraɪs/

Yes, we do. – /jes wi 'duː/
Do we have any chicken? –
/du wi hæv eni 'tʃɪkɪn/
No, we don't. – /nəu wi 'dəunt/

Lesson 4

Do you like English? —
/du ju laik 'inglif/
Yes, I do. —/jes ai 'du:/
What's your favourite lesson? —
/wnts jo:(r) feivərit 'lesn/
It's maths. —/its 'mæθs/
Do you like music? —
/du ju laik 'mju:zik/
No, I don't. —/nəu ai 'dəunt/
What about you? —
/wnt əbaut ju:/

Lesson 5

bedroom - /'bedruɪm, -rʊm/ blanket - /'blænkɪt/ lamp - /læmp/ beds - /bedz/ mat - /mæt/ bath - /baxθ/ shower - /'ʃaʊə(r)/ bathroom - /'baːθruːm, -rʊm/ wardrobe - /'wɔː(r)drəʊb/ cooker - /'kʊkə(r)/ fridge- - /frid3/ table - /'teɪbl/ kitchen - /'kɪtʃɪn/ sofa – /'səʊfə/ armchair - / ax(r)mtfea(r) /TV - /tir 'vir/living room - /'livin ruim, rum/ basin - /'beɪsn/ toilet - /'tɔɪlət/

garden - /'gaː(r)dn/

Lesson 6

Talk about your house. —

/tɔːk əbaʊt jɔː(r) 'haʊs/

My house has a living room

and a kitchen. —

/maɪ haʊs hæz ə lɪvɪŋ ruːm ənd
ə 'kɪtʃɪn/

It has a bathroom and three

bedrooms. —

/ɪt hæz ə baːθruːm ənd θriː
'bedruːmz/

Lesson 7

triangle - /'traiængl/
square - /skweə(r)/
circle - /'sɜː(r)kl/
rectangle - /'rektængl/
How many triangles are there? /hau meni 'traiænglz aː(r)
ðeə(r)/
There are 11. - /ðeər aːr ɪ'levn/
What is it? - /wɒt 'iz it/
It's a ... - /ɪts ə/

Lesson 8

unhealthy - /nn'hel@i/
friends - /frendz/
race - /reɪs/
runners - /'rʌnə(r)z/
help - /help/
exercise plan - /'eksə(r)saɪz plæn/
won - /wʌn/





Unit 5 Lesson 1: My Health

Aims: To learn and read words for

talking about health

To talk about healthy food

and activities

To learn a rhyme

To do a survey

To practise spelling words with th

Materials: Pupil's Book pages 68–69

Activity Book pages 72–73

? Tracks 48, 49 and 50

Notebooks or sheets of

blank paper

Warmer

8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Write two maths equations on the board one addition (e.g., 5 + 9 = 14) and one subtraction (e.g., 17 5 = 12). Say the equations as you write them. (Say '+' as *plus* or *add*, '-' as *minus* or *take away* and '=' as *equals*.) Get pupils to practise saying the problems as a whole class.
- Hand out blank paper or ask pupils to open their notebooks. Ask each pupil to write down four or five maths problems (additions and subtractions). Put pupils in pairs. Pupil 1 dictates a maths problem; Pupil 2 writes it down and then gives the answers. Then swap the roles. Pairs should continue in this way until all of their maths problems have been solved. Monitor and support as necessary.

1 Listen and match.

10 mins

• Tell pupils they are going to look at health in this lesson. Ask them to look at *Pupil's Book* page 68. Ask *Who can you see?* Let them look at the picture of Sally and guess the meaning of *health*. Talk about how we stay healthy by discussing some of the following points with them:

Talk about washing regularly and keeping clean. Talk about brushing our teeth.

Talk about which foods are healthy.

Talk about which drinks are healthy and about drinking enough.

Talk about being active and different kinds of exercise.

Talk about the importance of rest and sleep. Talk about the importance of playing with and being with friends.

 Tell pupils they are going to hear Sally talking about being healthy. As they listen, they should point to the pictures and the words. Play
 Track 48.

Track 48 My Health

Sally:

Hello. I am Sally and I'm eight. I like being healthy. Every day I get up and wash my face. Then I eat healthy food for breakfast. I always brush my teeth after breakfast and before I go to sleep. I drink lots of water. I do lots of exercise – I play games with my friends, and we skip and climb, run and hop and have lots of fun!

• Play **?** Track 48 again. This time ask pupils to put a hand up every time they hear the words on page 68. Now get pupils to listen to **?** Track 49 and practise saying the words.

Track 49 Listen and say.

eat healthy food [pause for pupils to repeat]
sleep [pause for pupils to repeat]
wash [pause for pupils to repeat]
drink [pause for pupils to repeat]
brush [pause for pupils to repeat]
exercise [pause for pupils to repeat]







- Tell the class to look at the pictures on *Pupil's Book* page 69. Get pupils to tell you what Reem
 is doing in each picture.
- Say brush my teeth and get the class to do the action. Do the same for wash my face, comb my hair and go to sleep, and do mimes for each action. Play Track 50. Get pupils to listen and do the actions.

₩ Track 50

This is the way ...

This is the way I brush my teeth, Brush my teeth, brush my teeth, This is the way I brush my teeth, Early in the morning.

This is the way I wash my face, Wash my face, wash my face, This is the way I wash my face, Early in the morning.

This is the way I comb my hair, Comb my hair, comb my hair, This is the way I comb my hair, Early in the morning.

This is the way I go to sleep, Go to sleep, go to sleep, This is the way I go to sleep, Early in the evening.

• Play • Track 50 again and encourage pupils to join in with the words as they do the actions.

Activity Book

1 Write the words. 4 mins

Ask pupils to open their *Activity Books* on page 72. Ask for volunteers to say which foods they can see. Elicit *apple, sweets, cake, fish*. Get pupils to read the word in the first box (*healthy*). Ask them to look at the word in the box underneath. Elicit ideas as to what it says. If necessary, sound out the first two letters as /u/ and /n/. Discuss the meaning of *unhealthy* and explain that it is the opposite of *healthy*. Look

at the four foods again and discuss which are healthy and which are unhealthy, and why. You might like to add that sweets and cakes are nice and good to eat. It is just eating too many that is unhealthy.

 Working individually, let pupils write the words in the blank boxes under the foods. Let pupils compare their answers with a partner. Do a class check – does everyone agree?

Answers

apple – healthy sweets – unhealthy cake – unhealthy fish – healthy

2 Ask and answer. 5 mins



- Ask some confident pupils:
 Do you wash every day?
 Do you exercise every day?
 Do you eat healthy food?
 Do you brush your teeth after eating?
- Elicit the answers *Yes*, *I do./No*, *I don't*. Practise these questions with the whole class. Practise with open pairs questioning and answering.
- Ask pupils to look at the bottom activity on page 72. Read the rubric and the text in the speech bubble with the class. Explain that pupils are going to ask each other questions about health. Organize pupils into small groups (four is a good number). Get pupils to write the names of two members of their group in the spaces in the top row. (They can write the names in Arabic, or they can just use the first letter of each name. By this stage, however, they might be able to write each name in full.) Pupils should now ask one another the *Do you* ...? questions. If the answer to a question is *Yes*, *I do*, pupils should put a tick () in the relevant place. If the answer is *No*, *I don't*, a cross () should be used.

Write and read. 4 mins

• Say *Look at page 73*. Read out the rubric (as a class or individually). Look at the two letters in the middle of the page (*th*). Ask pupils what sound these letters make when they are written together. See if pupils can say each word. Once pupils have finished writing, go through the answers together on the board.





Unit 5 Healthy Habits

Answers

- three
- teeth
- thumb
- bathroom

Read, match and say. 4 mins

Ask pupils to look at the bottom activity on page 73 of their Activity Books. Get pupils to look at the pictures and ask Who do you see? Elicit Sally. Point out that each picture has a number. Ask pupils to read the phrases and match them to each picture. Once pupils have finished writing, ask a volunteer to say the answer for number 1. Get the rest of the class to repeat eat healthy food. Continue eliciting answers for the rest of the activity.

Answers

- eat healthy food 1
- 2 brush
- exercise
- 4 wash

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Help the class to make up more verses to the rhyme 'This is the way ...'. For example, This is the way I do exercise, This is the way I eat an apple, This is the way I play with my friends.
- Play 'More or less?' to reinforce numbers 1-20. There is a full description of this game in the Unit 2, Lesson 1, Extras section.
- When doing the survey, let pupils work in pairs. The more confident pupil asks the questions, and their partner listens and makes the ticks and crosses in the relevant boxes.

Unit 5 Lesson 2: Are you healthy?

Aims: To ask and answer *Do you* ...? questions about keeping healthy

To talk about exercises

To read and write verbs related to

keeping healthy

To complete a conversation To do a wordsearch puzzle

Materials: *Pupil's Book* pages 70–71

Activity Book pages 74–75

Track 51

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Put pupils in groups of seven. Pupils should decide amongst themselves who is each of the characters on page 70 (i.e., Omar and the other six characters). Let pupils look at Pupil's Book page 70 and read as they wish: 'Omar' asks the questions and the others answer.
- Working in the same groups, let pupils think of some more Do you ...? questions to ask other groups. For example:

Do you clean your room?

Do you eat lunch?

Do you help your mum/dad?

Do you do your homework?

1 Listen and match.

10 mins

Ask the class to look at *Pupil's Book* page 70. Explain that Omar is collecting information about how healthy his friends are. Play Track 51 and ask pupils to listen and track the text with their finger. After each conversation, pause the recording and get pupils to tell you which picture it relates to.



Track 51 Are you healthy?

Omar: Do you wash? Child 1: Yes, I do. (picture 1) Omar: Do you go to bed early? Child 2: Yes, I do. (picture 2) Omar: Do you eat healthy food? Child 3: *No, I don't. (picture 3)* Omar: Do you brush your teeth? Child 4: No, I don't. (picture 4) Omar: Do you exercise? No, I don't. (picture 5) Child 5: Omar: Do you drink water? Ben: Yes, I do. (picture 6)

- Play Track 51 again. Stop after each of Omar's questions for pupils to repeat and after each answer again for pupils to repeat.
- Get children to tell you who was healthy and who was unhealthy.

2 Read and do. 8 mins

• Get children to look at *Pupil's Book* page 71. Read the rubric at the top of the page: *Read and do*. Get the whole class to read out each action word together. They should know *hop* and *jump*. Encourage pupils to 'sound out' the letters of the other two words. When all of the words have been read, ask pupils to stand up and do the actions as you say them. You can extend this activity by adding numbers to the actions, for example, *Do three hops*. *Do two jumps and three bends*.

3 Say and do. 6 mins

• Look at the bottom activity on page 71. Read one of the exercise plans, for example, *two bends, five twists, six hops*. Get children to say the number of the plan (*four*). Put pupils in pairs to read each exercise plan: one pupil reads out plan 1 and their partner does the actions. For plan 2, pupils should swap roles.

Activity Book

1 Read and match. 5 mins

• Ask pupils to open their *Activity Books* on page 74. Working individually, let pupils read the phrases in the boxes and decide which picture each phrase goes with. Let pupils compare their answers with a partner. Do a class check – does everyone agree?

Answers

- 1 brush my teeth
- 2 eat healthy food
- 3 exercise
- 4 sleep
- 5 wash my face

2 Find and write the sh words.

5 min

- Ask pupils to look at the bottom activity on page 74 of their *Activity Books*. Point to the pictures on the right and ask *What do you see?* (Elicit wash, shoe, shirt, fish, brush).
- Tell pupils that there are *sh* words hidden in the wordsearch. Go through the example, pointing to where *wash* has been circled and written next to the correct picture.
- Make sure pupils understand what they have to do. Monitor and support as necessary.

Answers

W	S	l	0	a
a	S	е	t	f
S	h	0	e	i
h	i	b	k	S
b	r	u	S	h
S	t	r	е	b

Unit 5 Healthy Habits

3 Read and match. Listen and check.

- 6 mins
- Say *Look at page 75*. Read the rubric (as a class or individually). You might like to read the six verbs at the bottom of page 75 with the whole class and then get suggestions as to which verb goes in the first gap.
- Once pupils have written their answers, play
 Track 51 again. Pause the track after each answer and get the class to listen and check their answers.

Answers

- 1. Do you wash? Yes I do.
- 2. Do you go to bed early? Yes, I do.
- 3. Do you eat healthy food? No, I don't.
- 4. Do you brush your teeth? Yes, I do.
- 5. Do you exercise? No, I don't.
- 6. Do you drink water? Yes, I do.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Sing or say 'This is the way ...' again (see page 69 of the *Pupil's Book*), but this time, substitute the verbs from page 71.

 Do actions as you sing. For example:

 This is the way I hop and bend,

 Hop and bend, hop and bend,

 Early in the morning.

 This is the way I twist and jump,

 Twist and jump, twist and jump,

 Early in the morning.
- You/pupils can make up different combinations using these verbs. Pupils can do this in pairs or small groups with one pupil saying the rhyme and the other(s) doing the actions.
- If pupils are shy about doing the actions, show them appropriate actions that they can do with their hands and fingers.
 They can then still be part of a TPR activity.

Unit 5 Lesson 3: Do we have any?

Aims: To learn question forms with the auxiliary verb *do (Do welyou*

have any ...?)

To answer Yes, well do and No,

we/I don't.

To play a shopping game
To write a shopping list
To identify spelling mistakes
To practise verb/object
correlations

Materials: Pupil's Book pages 72-73

Activity Book pages 76-77

Tracks 52 and 53

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a 'Chain game'. Start by saying the word *kitchen*. Choose a confident pupil and say *kitchen*. Encourage the pupil to follow on with another word connected with *kitchen* this could be a food or an item of furniture, for example. Ask another pupil to think of another word and go round the class asking for volunteers and ideas. If a pupil cannot think of a word, then prompt them. It does not matter if words are repeated. This is a 'quick think' game, so keep the pace moving quickly.

1 Listen, point and say.

8 mins

- Say Open your Pupil's Books on page 72. Give pupils a minute or two to name all the things they can see in the top activity.
- Play Track 52. Ask pupils to listen, point and say which number the food item is.







cakes [pause] chicken [pause] rice [pause] cheese [pause] tomatoes [pause] eggs [pause] apples [pause] bread [pause]

Play Track 52 again and ask pupils to repeat each word.

2 Listen, look and say.

- Look at the bottom half of page 72. Ask Who can you see? (A boy, a girl and their mum.) Ask Where are they? Elicit in the kitchen. Ask pupils to name things they can see in the picture (cheese, tomatoes, olives, etc.). Ask pupils what they think the family is doing. Establish that mum is writing a shopping list and the children are helping her by checking in the fridge and in the cupboards.
- Play Track 53 and ask pupils to track the words as they listen.

Track 53

Do we have any ...?

Do we have any rice? Mum:

Yes, we do. Boy:

Do we have any chicken? Mum:

Girl: No, we don't.

Play Track 53 again. Pause after each line for pupils to repeat.

3 Play the game. 10 mins

Hold up a suitable picture card for one of the objects shown on the 'game board' on page 73 - cake, for example. Ask What is it? Elicit the answer. Tell pupils you want them to answer in complete sentences - It's a cake. Ask pupils to add some more description – It's a pink cake

in a brown case. It has a red cherry on top. Encourage pupils to add as much detail as they can.

Say Look at page 73. Tell pupils how to play the game:

Each pupil has a counter. Pupils put their counters on the 'Start' square.

Make sure all pupils can see a Game Circle (at the back of the *Activity Book*). Pupils take turns to close their eyes and select a number randomly by touching a number on the Game Circle. Pupils move their counter forward by the number they selected towards the 'Finish' square. When pupils land on a space, they must describe the object using complete sentences and in as much detail as possible.

If they describe an object successfully, they move forwards two spaces and stop there. If they cannot describe an object, they move backwards two spaces and stop there. The first pupil to reach the 'Finish' square is the winner.

Put pupils into groups of four. Give each group four counters and access to a Game Circle and let them play the game.

Activity Book

Write the words. 4 mins

Ask pupils to open their Activity Books on page 76. Label each pupil either A or B. Working individually, pupils write the names of the items next to the correct picture in their A or B shopping list. Remind pupils that they can find some of the spellings in their Picture Dictionary or on Pupil's Book page 72. If they cannot find the word they need, remind them to ask you by saying How do you spell [milk]?

Answers

A	В
chicken	tomatoes
olives	eggs
oranges	cheese
rice	bread
lemons	bananas
milk	apples





Unit 5 Healthy Habits

2 Ask and answer. 4 mins

• When pupils have finished their lists, they should work in pairs to practise asking and answering for the food items shown. Look at the pictures of Reem and Ben at the bottom of the page. Ask for a volunteer to read the question *Do you have any* ...? Point out that here the question is with you not we. Elicit that the answer will be Yes, I do or No, I don't.

3 Write ✓ or X. Write the correct word.

4 mins

• Ask pupils to look at page 77. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). You might like to introduce the activity by asking a few *How do you spell ...?* questions. Lead on from this by writing the first word *slepe* on the board and asking *Is this OK?* Elicit that the spelling is wrong. If pupils cannot answer, get them to look back at *Pupil's Book* page 68 and give you the correct spelling.

Answers

slepe X − sleep drink ✓

exercise 🗸

shoes

mornin X – morning

sistr X – sister lihgts X – lights

brother 🗸

dres X – dress

4 Write the words.

ls. 4 mins

Ask pupils to look at the bottom activity on page 77. Working individually, let pupils read the words in the boxes and decide where each one goes. Let pupils compare their answers with a partner. Do a class check – does everyone agree?

Answers

I watch TV.

I play games.

I eat lunch.

I draw pictures.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'Shopping lists'. Hand out picture cards of various food items. Ask *Do we have any* ...? questions. Choose food items from the cards you have handed out and also other food items for which there are no cards. Elicit either *Yes*, *we do or No, we don't*.
- Put pupils in pairs and get them to practise asking and answering using the food items at the top of the *Pupil's Book* page 72 and looking in the kitchen at the bottom of the page for the answers. For example, *Do we have any cheese? Yes, we* do./Do we have any eggs? No, we don't.
- Monitor and support as necessary.
- Play a word association game. Start by saying an item of food (for example, bread). Encourage a confident pupil to follow on with another word that they associate with bread. This could be another food, but it might also be something else beginning with b. There are many possibilities. The next pupil follows on with another word. If a pupil cannot think of another word, then prompt them with a clue or an idea. It does not matter if words are repeated. This is a 'quick think' game, so keep the pace moving.
- When playing the word association game, let less confident pupils work in pairs: they can take turns to think of words. Working in partnership takes the pressure away.





Unit 5 Lesson 4: At My School

Aims: To learn names of school subjects

To talk about your favourite

subjects

To learn a song
To read an email

To make a timetable To practise counting

Materials: Pupil's Book pages 74–75

Activity Book pages 78-79

6 Tracks 54, 55 and 56

Warmer

4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Hold up *Pupil's Book* page 74 and tell pupils they are going to start a lesson called 'At My School'. Discuss some of the following points: Talk about what pupils like/dislike about school. Talk about how many subjects they study. Talk about how they know which subjects they have and on which days.

Talk about how many teachers they have. Talk about their favourite lessons.

1 Listen, look and say. 6 mins

- Say Look at the picture on Pupil's Book page 74. Ask Who can you see? Elicit Omar, Ben and a friend. Tell pupils that the friend is called Wissam. Get pupils to look at the timetable on the wall. Ask pupils if they have a timetable. Let them tell you in Arabic what subjects are on their timetable. Get them to count (in their heads) how many subjects they have each week. Elicit the answer in English. Let pupils give you the names of their school subjects in Arabic, and write the English equivalents on the board. Keep the words on the board for reference.
- **Note:** *RE* stands for *religious education* and *PE* stands for *physical education*.

• Let pupils look at the timetable on page 74. Read out the subjects or play **?** Track 54 and get pupils to find and point as they listen.

₩ Track 54

My school subjects

Arabic

Maths

English

Art

PE

RE

Science

Music

- Play **\text{ Track 54 again and let pupils repeat** each word.
- Tell pupils they are going to listen to Omar, Ben and their friend, Wissam, talking. Write three questions on the board and read them together as a class:

What's Omar's favourite lesson?

What's Ben's favourite lesson?

What's Wissam's favourite lesson?

• Play Track 55 and ask pupils to track the text with their finger as they listen.

🞧 Track 55

My favourite lesson

Omar: Ben, do you like English?

Ben: Yes, I do.

Omar: What's your favourite lesson,

Wissam?

Wissam: It's maths. What about you,

Omar?

Omar: My favourite lessons are PE and

science. What about you, Ben?

Ben: My favourite lesson is Arabic. Omar: I like learning Arabic too.

 Ask pupils if they are ready to answer. If not, let them listen again. Elicit the answers.

2 Ask and answer.

5 mins

Practise saying Do you like music? Yes, I do/No,
I don't and What's your favourite lesson? My
favourite lesson is .../My favourite lessons are ...



- Put pupils in groups of three. One pupil in each group will be Omar, one Ben and one Wissam. Let pupils decide who is who. Play Track 55 again, this time pausing after each line for pupils to repeat their lines.
- Get pupils to ask and answer about their own favourite lessons in their groups. They should look at the conversation bubbles on Pupil's Book page 74 to help them. Monitor and support as necessary.

3 Listen and sing the song.



- Before playing the song, put pupils in pairs and do a quiet reading activity. Give pupils a few minutes to read the words to the song on Pupil's Book page 75.
- Play Track 56 and let pupils listen and follow in their books.

Track 56

I like my lessons.

I like school. I like my lessons, too. I like school. What about you?

English, science, maths, PE. These are the lessons that we do. Arabic, music, art, RE. I like maths. What about you?

Play Track 56 again and encourage pupils to join in.

Read Reem's email.



- Ask pupils to look at Pupil's Book page 75 and read the email. Ask if any pupils send emails or text messages to their friends. Look at the email and ask who is writing the email (Reem) and who she is writing to (Sally). Working individually, let pupils read the email quietly.
- Write the following questions on the board and let pupils decide on the answers in pairs. What is Reem's favourite lesson? (maths) What lesson does Reem not like? (art)

Activity Book

Read, match and write. 5 mins

Say Open your Activity Books on page 78. Ask for volunteers to read the eight subjects; pupils should listen and repeat as each word is read out. Put pupils in pairs and ask them to match the words to the pictures. Check answers with the whole class: hold up the page, point to a picture, say what the picture shows and elicit the subject.

Answers

the RE book – RE (8) the microscope – science (2) the English book - English (1) the paints – art (7)the violin – music (6) the calculator – maths (3) the football – PE (4) the Arabic book - Arabic (6)

Write your timetable. 4 mins



Ask pupils to write their timetable for the first two lessons of each day in the grid provided on Activity Book page 78. If you want pupils to fill in a timetable with a different number of lessons or days, you can draw your own grid on the board and have pupils copy it onto blank paper before they write.

Ask and say. 4 mins

- Point to the pictures at the bottom of page 78. Say Do you like Maths? Elicit Yes, I do/No, *I don't* from the class. Then, demonstrate the second conversation. Ask What's your favourite lesson? Ask a confident pupil to read and say the answer It's science.
- Put pupils in pairs and get them to ask and answer questions using school subjects. They can look at the top of the page for help with subjects if they need to.

Read, trace and write. 4 mins

Say Look at page 79. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). This is a straightforward number writing practice but it will also require pupils to think about which

- numbers they need to use to fill the gaps. Explain that they can count the pictures to work out the numbers.
- Check that all children are managing to form their numbers correctly. If some pupils are having problems, you will need to provide some extra practice. Remember that using a 'writing friend/partner' can be a useful strategy for pupils who need more help.

Answers

 $10 + \underline{2} = 12$

10 + 3 = 13

10 + 4 = 14

10 + 5 = 15

10 + 6 = 16

 $10 + \underline{7} = \underline{17}$

10 + 8 = 18

10 + 9 = 19

10 + 10 = 20

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to ask a brother, sister or friend in another class/school about their timetable and the lessons they do. Get them to draw another grid similar to the one on *Activity Book* page 78 and write in the lessons. If there are unfamiliar names of subjects, they can write these in Arabic and ask you for the English in the next lesson.
- When writing in their timetables, let pupils work in pairs to select and order the subjects, to produce a shared timetable.

Unit 5 Lesson 5: My House

Aims: To listen and identify rooms

 $(bedroom,\,bathroom,\,kitchen,\,$

living room)

To listen and decide where

characters are

To listen to and sing a song

To follow numbers 10–20

To practise spelling words

with ee

Materials: *Pupil's Book* pages 76–77

Activity Book pages 80–81

Tracks 57 and 58

Plain paper for the

Extras activities

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Hold up page 76 of the *Pupil's Book* and tell pupils that the topic of the lesson is 'My House'. Discuss some of the following points with them: Talk about the different rooms in a house. Talk about what people do in different rooms. Talk about the different furniture in each room. Talk about different types of houses (e.g., houses, apartments, caravans, tents).

1 Listen, look and say.

8 mins

- Get pupils to look at the house on page 76. Write the word *bedroom* on the board and read it with the class. Ask pupils *How many bedrooms are there?* (There are three.) Get them to tell you what they can see in the bedrooms (e.g., *beds*, *a lamp*, *a table*, *a wardrobe*, *blankets*, *a mat*). Do the same for *kitchen*, *living room* and *bathroom*.
- Get pupils to act out being in the rooms. For example, write the word *kitchen* on the board and ask pupils to read it. Get pupils to act out being in the kitchen by washing up, cooking or eating. Continue with the words *bedroom*,







bathroom and *living room*, getting pupils to do actions for each word.

- Read out the names of items in the different rooms and get pupils to point to each label on the page. Now spell out each word – for example, *b-a-t-h* – and let pupils find the words and read them back to you.
- Play a game of 'What do you do in a bath?'
 Encourage pupils to use the vocabulary they know (from the section on daily activities in Unit 3, for example) to answer. For example, What do you do in a bath? You wash (in a bath). Other questions and answers could be:

What do you do in a bed? You sleep (in a bed). What do you do with a cooker? You cook (breakfast/lunch/dinner).

What do you do on a sofa? You sit on it (and read/watch TV).

What do you do on a table? You eat (food/breakfast/lunch/dinner)./You write./You do homework.

Tell the class to look at page 76 again. Explain that the characters are playing in the house. Play
 Track 57. Pause after each character speaks and let the class guess the room. Play the last line to check the answer in each case.

Track 57 Where are we?

1.

Sally: It's me. I am washing my face and

brushing my teeth. Where am I? She's in the bathroom.

_

Ben: Hello. I am sitting on something –

you spell it s-o-f-a! Where am I?

He's in the living room.

3.

Reem: I am at home. I'm looking for my

shoes. They're not under the bed. I think they're in the wardrobe.

Where am I?

She's in the bedroom.

4.

Omar: I'm hungry. I am eating a sandwich

for my lunch. Where am I?

He's in the kitchen.

5.

Adam: It's me, Adam. I am at home. I am sleeping, but I'm not sleeping in bed! I'm next to Reem. She's

watching TV. Where am I? He's in the living room on

the sofa.

 Organize pupils into pairs. One pupil should act out a room in the house and their partner should try to name the room. Get pupils to take turns.

2 Listen and sing the song.

10 mins

- Get the class to look at page 77. Read the title of the rhyme and find out if any pupils have a big garden. Ask pupils if they like the dark. Ask pupils if they like being in a garden or a park at night? If not, ask them why perhaps because things look different at night.
- Get pupils to look at the pictures on the left of the page. Elicit what they can see and what time of day it is. Ask them how the boy feels in the top picture (introduce the word *frightened*) and then how he feels in the bottom picture.
- Play **?** Track 58 and get pupils to track the words as they listen.

Track 58

There's a bear in my garden!

There's a bear in my garden!

It's looking at me.

There's a boat in my garden!

It's behind the tree.

There are frogs in my garden!

They're hopping you see.

It's a tree in my garden!

It isn't a bear.

It's a slide in my garden!

It isn't a boat.

There are balls in my garden!

There aren't any frogs.

 There is repetition and strong rhyme and rhythm here that will help pupils join in. Let pupils listen again; encourage them to tap out the rhythm as they listen.



Activity Book

Write the numbers on the doors. 5 mins

Write the numbers 10-20 on the board. As you do so, get pupils to read and say the numbers. Point to different numbers and get pupils to

read them.

Organize pupils into pairs. One pupil writes a number between 10 and 20 on their partner's back with their finger. Their partner must guess the number. Get pupils to change roles.

Get the class to look at the activity at the top of Activity Book page 80. Find out if pupils live in a house/apartment with a number. Check that pupils are ready to write and let them write the numbers 16–19 on the doors of the houses.

Answers

16, 17, 18, 19

Write. 6 mins

Write the letters ee on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the long vowel sound /ee/.

Ask pupils to look at the activity at the bottom of page 80. Check that pupils are ready to write and let them write ee to complete each word.

When they have finished writing, say a number and get pupils to say the word. For example, say four and elicit the response bee.

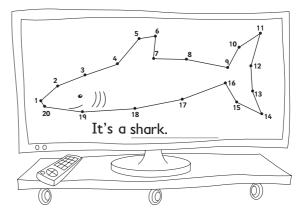
Answers

- 1 queen
- 2 teeth
- sl<u>ee</u>p 3
- 4 bee
- 5 tree
- sweets

Join the dots from 1-20. What is it? 5 mins

Get the class to look at page 81. Read out the rubric (as a class or individually). This activity is a straightforward counting practice. Tell pupils they should count out loud as they join the numbers because this will help them keep to the correct sequence.

Answer



Match and write.

6 mins

- Read out the rubric (as a class or individually). Advise pupils to start by following the 'Look, say, cover, write, check' strategy for the subject words in the left-hand column. When they feel they can spell the words, pupils should cover the left-hand column and try to complete the gaps in the words in the right-hand column. Pupils can then uncover the left-hand column and check their spellings.
- Get pupils to draw lines to match the words in each column.

Answers

- science b
- 2 maths
- 3 art h
- 4 RE
- 5 music
- English a 6
- PE

Arabic e

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to draw a simple outline picture. This could be a house, a chair, a table or an animal, for example encourage pupils to look back through the Activity Book to get an idea. Pupils should draw the outline faintly in pencil.



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Explain that they will need to press very lightly on the paper. When they have drawn the picture, they should mark 20 dots on the lines and then rub out the lines, leaving only the dots. They should then write small numbers 1–20, one number next to each dot. Once pupils have finished, they should swap with a partner and complete each other's puzzles.

- Play 'Number bingo'. Tell pupils to draw a grid of four squares. Ask them to individually choose four numbers between 10 and 20 and to write one number in each square. Different pupils will have different numbers on their grids. Call out the numbers 10–20 in a random sequence. If a pupil has one of the numbers you call out, they should cross it out. The first pupil to cross out all four numbers on their grid shouts Bingo! and wins the game.
- **Note:** Pupils can run their own game of 'Bingo' in small groups. One pupil at a time takes the role of the teacher.

Unit 5 Lesson 6: How many rooms?

Aims: To listen to and understand descriptions of houses
To read names for furniture and identify where items go
To describe furniture
To write an email about your favourite subjects

To complete gaps in sentences about school subjects

Materials: Pupil's Book pages 78–79
Activity Book pages 82–83

↑ Track 59

coloured paper

Picture cards (sofa, television, fridge, cooker, bath, toilet)
Plain paper
Game Circles and counters,
buttons or small pieces of

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a game of 'What do you do in a bath?'
 Again, encourage pupils to use the vocabulary they know (from the section on daily activities in Unit 3, for example) to answer. For example, What do you do in a bath? You wash (in a bath). Other questions and answers could be:
 What do you do in a bed? You sleep (in a bed).
 What do you do with a cooker? You cook (breakfast/lunch/dinner).

What do you do on a sofa? You sit on it (and read/watch TV).

What do you do on a table? You eat (food/breakfast/lunch/dinner)./You write./You do homework.

1 Listen and find the house.

8 mins

- Get pupils to say the four different rooms in a house they have learnt (*kitchen*, *living room*, *bedroom*, *bathroom*). As they say them, write the words on the board.
- Play 'What is it?' with the four words. Get pupils to close their eyes. Rub out a word and get pupils to open their eyes. Point to the blank space and ask What is it? Let pupils call out the missing room.
- Say *Open your Pupil's Books on page 78*. Let pupils look at the houses and read the names of the rooms with a partner. Play **?** Track *59*. Pause after each description and let pupils find the house and call out the number.

Track 59 My House

My house has three bedrooms, a bathroom next to the bedroom, and a kitchen and a living room. (3)

My house has one living room. The kitchen is next to the living room. There are two bedrooms. (2)

My house is a big house. It has two living rooms and two kitchens. (1)

My house has two bedrooms, a kitchen, a living room and a bathroom. (2)

My house has two bathrooms and two kitchens. There are two bedrooms - one next to the top living room and one next to the bathroom. That's my bedroom! (1)

When you are happy that pupils know what to do, organize the class into pairs, make sure everyone has access to a Game Circle and has a counter, and let them play the game.

2 Talk about your house.

6 mins

- Get pupils to look at the picture of Sally and Reem at the bottom of page 78. Explain that Reem is describing her house. Read the description in the speech bubble with the class and get pupils to guess which house she lives in (3). Remind pupils that we use *a* to mean *one*.
- Tell pupils about your own house. Hand out sheets of plain paper and ask pupils to draw an outline of their house or apartment and write in the names of the rooms. Put pupils in pairs or small groups to describe the rooms in their own house using their drawings.

3 Play and say.



- Hold up the sofa picture card and ask What is it? Help the class to respond with a sentence: It's a [blue] sofa. Do the same with the remaining five picture cards. When they get to the toilet picture card, remind pupils of the colour purple. You might like to go through all the colours at this point, in case pupils have forgotten any.
 - Ask pupils to look at page 79. Explain the rules of the 'What is it?' game. Players put their counters on 'Start'. Make sure all pupils can see a Game Circle (at the back of the Activity Book). Pupils take turns to close their eyes and select a number randomly by touching a number on the Game Circle. Pupils move their counter forward by the number they selected towards the 'Finish' square. When pupils land on a space, they must describe the furniture and say what room it is in, for example, It's a red sofa. It's in the living room. If they describe the furniture successfully, they move forwards two spaces and stop there. If they cannot describe the furniture, they move backwards two spaces (and stop there). The first pupil to reach 'Finish' is the winner.

Activity Book

Read and write. 5 mins

- Get pupils to remember and name some items they can find in rooms in a house. Elicit as many items as possible and write them on the board. Words might include chair, table, bed, lamp, wardrobe, fridge, sofa, mat, cooker, basin, toilet, bath.
- Now write the words kitchen, living room, bedroom and bathroom on the board. Put pupils in pairs and let them decide in which room each item belongs. Check with the class by asking Where do you find a chair? (In the kitchen/living room/bedroom.)
- Ask pupils to open their Activity Books on page 82 and do the activity at the top of the page. Monitor and support as necessary.

Answers

kitchen living room bathroom cooker sofa bath fridge television toilet

Write the missing words. 5 mins

- Ask pupils to look at the bottom activity on page 82. Ask What is it? Elicit An email. Remind pupils that when words begin with a, e, i, o and u, we say an, not a. Ask pupils Who is writing the email? They may try to reply with the name of one of the characters, but say No. Tell them You are writing the email to a friend.
- Working individually, each pupil should complete the email so that it is about herself. Remind pupils that they can look back at *Pupil's* Book pages 74 and 75 if they need help with ideas or with the spellings of school subjects. Monitor and support as necessary. You may need to help pupils spell the names of the friends they are writing to.
- Put pupils in pairs or small groups and let them read out their emails to each other.



Unit 5 Healthy Habits

- Read and write ✓ or X 4 mins
- Ask pupils to look at the activity at the top of *Activity Book* page 83. Ask the class to read out the rubric together introduce *tick* and *cross*. Ask pupils what they can see and elicit *A timetable*. Get them to work in pairs and read the subjects listed in the timetable.
- Ask pupils to work in their pairs to read the sentences, look at the timetable and decide if the sentences are correct or not. Then read out the sentences to the whole class and check that everyone agrees.

Answers

- 1 On Sunday I have English in Lesson 1. X
- 2 On Monday I have RE and English. ✓
- 3 Lesson 2 on Wednesday is my favourite. It's science. **X**
- 4 I have Arabic and science on Thursday. ✓
- 4 Listen, read and write. 4 mins

• Ask pupils to look at the bottom activity on *Activity Book* page 83. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). You might like to read out the questions together in class. Point out that the questions *How many maths lessons do you have?* and *How many English lessons do you have?* refer to the number of lessons in one week.

Extras

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- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get groups to make a 'Sounds poster'. Give each group a sound, for example, /o/, /oo/, /ee/, /sh/, /ch/ or /th/. Get each group to list as many words as possible on their piece of paper and to illustrate their words with pictures when they can. You can combine all of the posters to form a class poster with all the sounds that pupils have covered. You can add new sounds, too, when pupils cover them later in the course.

 When pupils are listening to the descriptions of houses on *Pupil's Book* page 78, organize them into pairs so that they can support each other.

Unit 5 Lesson 7: I Like Maths

Aims: To learn words for shapes

To practise counting shapes To work with numbers 1–20 To solve a reading puzzle

To create a picture puzzle

Materials: Pupil's Book pages 80–81

Activity Book pages 84–85 Track 60

Notebooks or plain paper

Warmer (

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a game of 'Pictionary'. Demonstrate the game by starting to draw an object, a little at a time. (Use a known object that is reasonably easy to draw.) As you draw, encourage pupils to guess what the object is. The first pupil or group to guess gets a point. Demonstrate the game on the board once or twice and then put pupils into small groups and let them play by themselves on blank sheets of paper. You will need to monitor groups and sort out any problems. **Note:** You can make the points awarded vary according to how quickly the object is guessed, by using a sliding scale of points from five to one, for example.

1 Listen and count.

8 mins

 Say Open your Pupil's Books on page 80. Let pupils look at the picture and ask them what it reminds them of. They might say a house or



houses. Write the four shape words (triangle, circle, square, rectangle) on the board. Ask pupils to point to the words in their books as you write. Point to and say each word and get pupils to repeat after you. Then say each word and ask pupils to point to the labelled shape. **Note:** You might need to point out the difference between a square, which has four equal sides, and a rectangle, which has two equal short sides and two equal longer sides.

Answers

Triangles = 11Circles = 10Squares = 7Rectangles = 8

Note: When counting the number of shapes, the large triangle, square, circle and rectangle in the centre of the picture are each counted only as one and not as two shapes. The idea is that the outer red lines with coloured centres are borders/frames.

2 Ask and answer.

7 mins

Look at the speech bubbles at the bottom of page 80. Ask for volunteers to read out what they say. Put pupils in pairs. Pupils should ask and answer about the number of different shapes.

3 Look, say and write.

8 mins

Get pupils to look at page 81. Ask them to name the four things they can see. Pupils should respond with a house, a car, a bike/bicycle, a computer. Explain that these are the correct words but that they are now going to hear the objects described as shapes. Pupils should listen and decide which object they hear each time. Play Track 60. Pause and let them answer the question each time. Explain that they can write the names after they have finished listening.

Track 60 What is it?

I have six circles, eight rectangles and one triangle. You can ride me! What am I? (a bike) I have four rectangles and seventeen circles! You can write emails using me. What am I? (a computer)

I have six circles, a square, two rectangles and a triangle. I have rooms. You can live inside me! What am I? (a house)

I have two squares, four circles and seven rectangles. You can drive me! What am I? (a car)

Let pupils write in the names of the objects. If they have a problem spelling, get them to ask you by saying How do you spell ...? or show them that the names of the objects are written in the grid at the bottom of the page.

4 Count and write how many.

Put pupils in pairs and get them to count the shapes in each object and write the number in the grid. While they are doing this, copy the grid onto the board for checking the answers. Ask the class How many squares/circles/rectangles are there in the computer? Agree on the answers to each question and write them into the grid on the board.

Activity Book

Look and draw the shape. 6 mins

Ask pupils to look at the activity on page 84 of the Activity Book. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Explain that each group of numbers (1-5, for example) has a shape. For 1-5, the shape is a square. So pupils should find these numbers and draw a square around each one. Remind pupils that they will need to be very careful not to make their shapes too large – otherwise their picture will become too crowded.

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Unit 5 Healthy Habits

Read and write. What is it? 6 mins

- Ask pupils to look at page 85. Read the rubric. Ask pupils to count how many sentences they can see. If they do not remember the word sentence, remind them that a sentence starts with a capital letter and ends with a full stop.
- Explain that pupils should read the sentences quietly to themselves, decide which object each description refers to and write the names of the objects on the lines provided. Pupils should then check their answers with their partner. Read out each description and let pupils tell you which object matches it.

Answers

- 1. It's a circle. It's hot. the sun
- 2. It has 6 squares. It's cold. ice
- 3. It has 16 triangles. It's a toy. kite
- 4. It's a rectangle. You watch it. TV/television

- they can decide on the sentences with their partner or group. When all pairs/ groups have finished, each pupil should swap their notebook or piece of paper with a pupil from another pair/group, without revealing the picture. Each pupil then reads the sentences to see if they can guess the object. They should discuss their ideas. When they have guessed, pupils can turn over, look at the drawing and see if they are correct.
- Differentiate the activity at the bottom of *Pupil's Book* page 81 by letting pupils count the number of shapes for two of the objects rather than all four. However, if pupils finish writing in the numbers, then tell them to continue for the other two objects.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Pupils can make sentence puzzle descriptions for objects of their choice. You can display these on the wall. Then let pupils walk around in the next lesson (or whenever convenient), read each puzzle sentence, guess the object and turn over the piece of paper to see the drawing and to check whether or not they were correct. You might like to give prizes for the best examples.
- Put pupils in pairs or small groups and hand out blank paper or notebooks. (Each pupil needs one piece of paper.) Explain that each pair/group should think of an object that has some squares, circles, triangles and/or rectangles in it. Each pupil should draw the object on their piece of paper. Then, on the other side of the same piece of paper, each pupil should write two sentences describing their object, following the pattern on Pupil's Book page 81 - again,

Unit 5 Lesson 8: Roland's Race

Aims: To listen to and read a story

To reconstruct a story To review days of the week To spell days of the week To practise asking and answering How many? questions To learn to spell four highfrequency words (do, don't, your, how)

Materials: Pupil's Book pages 82–83 Activity Book pages 86–87

Tracks 15, 61 and 62

Warmer

8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Sing the '7 days song' (from *Primary 2*) and encourage pupils to sing along.



Unit 5 Healthy Habits



Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday, too, 1, 2, 3, 4, 5, 6, 7 days.

I like Fridays. How about you?

1 Listen, look and read.

15 mins

- Write the words *healthy* and *unhealthy* on the board and read them with the class. See if pupils can name some healthy and unhealthy foods. Talk about other things that are healthy elicit ideas that pupils came across in Lesson 1 of this unit. See if pupils can remember the new words and phrases they learnt, for example, *taking exercise*, *eating healthy food*, *going to bed early*, *drinking water*, *washing* and *brushing your teeth*.
- Tell the class they are going to listen to a story.
 Get them to look at *Pupil's Book* pages 82 and 83. Give them some time to look at the pictures and guess what is happening.
- Read the title of the story with the class and remind them of the word *race*. Play Track 61 and encourage pupils to point and follow the pictures.

Track 61 Roland's Race

Roland was an unhealthy rabbit.

He played computer games all day and ate lots of sweets and cake.

One day, Roland saw his friends looking at something on a wall near their school.

It was a poster.

It said, 'Rabbit Race! Thursday. All runners welcome.'

His friends were going to run in the race. They were very excited.

Roland wanted to run in the race too, but he was sad because he was unhealthy.

His friends said they would help him. Now Roland was happy.

His friends wrote an exercise plan for Roland. Roland decided to follow the plan.

On Saturday, he did 5 jumps.

On Sunday, he did 7 hops and 5 jumps.

On Monday, he did 9 skips, 7 hops and 5 jumps. On Tuesday, he did 11 twists, 9 skips, 7 hops and 5 jumps.

On Wednesday, he did 13 bends, 11 twists, 9 skips, 7 hops and 5 jumps.

On Thursday, Roland lined up for the race with his friends.

He ran and ran. He ran as fast as he could. Roland won the race!

Roland was a happy, healthy rabbit! His friends all cheered and said 'Well done!'

- Ask pupils if they enjoyed the story. Get them to tell you their favourite parts.
- Find out if any pupils have run in a race. Get pupils to tell you why Roland was unhealthy. (It was because he didn't do any exercise and ate lots of sweets and cake.) Use this opportunity to talk about keeping fit and doing exercise. Explain that all exercise is good, whether it's walking or playing football.
- Play Track 61 again. Encourage pupils to join in with the repetitive parts of the story when Roland follows his exercise plan.

Activity Book

1 Listen, say and match.

7 mins

- Ask pupils to look at the activity at the top of *Activity Book* page 86. Say *What words can you see?* Elicit *Days/Days of the week*.
- Look at the letters in the left-hand column. Point out that all the first letters are capital letters.
 Ask Why are they capital letters? See if pupils remember that names have capital letters and that the days of the week are names.
- Play Track 62 and get pupils to repeat each day of the week in the pause.

Track 62

Days of the week

Sunday [pause]

Monday [pause]

Tuesday [pause]

Wednesday [pause]

Thursday [pause]

Friday [pause]

Saturday [pause]

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Healthy Habits

Put pupils in pairs and ask them to match the first letter of each day with the rest of the word. While they are doing this, copy the activity onto the board. When pupils are ready, ask Which is the first day? and elicit the answer. Say How do you spell Sunday? Elicit the answer and join the capital to the rest of the word on the board, so that pupils can check their answers. Repeat for the other days of the week.

Answers

S - unday

M - onday

T – uesday

W - ednesday

T – hursday

F - riday

S – aturday

- For the second activity, in the right-hand column, advise pupils to use the 'Look, say, cover, write, check' strategy. They should look and say using the matched words in the left-hand column. When they feel they can spell the words, pupils can cover the matched words and try to fill in the gaps in the right-hand column without looking. Pupils should then uncover the lefthand column and check their spellings.
- 2 Look, say, cover, write, check. 7 mins
- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are do, don't, your, how. Lesson 1 of Unit 6 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 86. Write the rubric Look, say, cover, write, check on the board and read it with the class. Elicit what pupils have to do. If necessary, copy the table onto the board.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1', 'Write 2' and 'Write 3' columns.

Look at the story about Roland. 8 mins

- Ask pupils to look at page 87. Ask pupils to look at the five pictures. Say the five verbs (jump, hop, skip, twist, bend) and get pupils to point to the correct picture.
- Get pupils to look back at the story, find out how many hops, jumps, etc. Roland did on each day and write the numbers in the table. Pupils can do this activity working individually or in pairs. Elicit answers from the class by asking How many jumps did Roland do on Saturday?
- Finish by playing a TPR game. In small groups, let pupils see how many of the actions they can do. It will probably not be possible to do the skips in the classroom, but it may be possible for the class go out into the playground to do this part of the activity.
- Round off by asking pupils to read the questions at the bottom of page 87 and write in their answers.

Answers

	hops	jumps	bends	twists	skips
Saturday	0	5	0	0	0
Sunday	7	5	0	0	0
Monday	7	5	0	0	9
Tuesday	7	5	0	11	9
Wednesday	7	5	13	11	9

Test preparation: Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (do, don't, your, how).







• Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

- Round off the lesson in the usual way.
- Get pupils to write their own exercise plans. You might like to give out plain paper for this the plans can be put up on the wall after the activity. The plans can be similar to those on *Pupil's Book* page 71, but ideally pupils should write them without looking at that page.
- When the plans are completed, pupils can swap them with other class members who should read and try to do the correct number of exercises.
- Get pupils to make a list of healthy and unhealthy foods. Pupils can look back at Unit 2 to remind themselves of the food words there; they can also think back to (or look back at) their *Primary 2* books for more food items.



Unit 6

Around Town

Aims

Listening

- Listen and identify location.
- Listen to and follow directions.
- Listen to and say a rhyme.
- Listen to and follow a story.
- Listen to and read a story.

Speaking

- Identify and name places and buildings.
- Use *opposite* and *next to* for location.
- Talk about road safety.
- Look at the differences between the town and country.
- Describe where places are.
- Practise using *right* and *left*.
- Give directions.
- Say how you go to school.
- Practise numbers 20–100.
- Talk about keeping things clean.
- Talk about processes.
- Act out a story.

Reading

- Read and understand directions.
- Learn words for means of transport.
- Read words (places and vehicles).
- Interpret information presented in visual form.
- Identify and name growing words.
- Learn words for keeping things clean.
- Practise reading consonant blends (bl, sp, pl, etc.).

Writing

- Practise using capitals and lower case letters.
- Do a survey.
- Solve and make a puzzle.
- Answer questions on a story.
- Turn written information into a visual display.
- Describe a process (growth).
- Learn sequencing words (*first*, *then*, *next*, etc.).
- Practise using prepositions of place.
- Label a drawing.
- Practise spelling words with /ck/.
- Learn to spell four high-frequency words (by, then, next, who).
- Reorder words to make sentences.







Key words

Lesson 1

school – /sku:I/
park – /pa:(r)k/
hospital – /'høspitl/
supermarket –
/'su:pə(r)ma:(r)kit/
bakery – /'beikəri/
library – /'laibrəri, -bri/
Look left. – /luk 'left/
Look right. – /luk 'rait/
safe – /seif/
cross – /krøs/

Lesson 2

This is my town. —

/ðɪs ɪz maɪ 'taun/

There is a supermarket and a
bakery, but there isn't a library. —

/ðeər ɪz ə 'suːpə(r)maː(r)kɪt
ənd ə 'beɪkəri bʌt ðeər 'ɪznt
ə 'laɪbrəri/

turn left — /tɜːn lɛft/
turn right — /tɜːn raɪt/

Where is the ...? — /weər ɪz ðə/

Lesson 3

truck - /trak/
motorbike - /'məutə(r)baik/
boat - /bəut/
car - /ka:(r)/
plane - /plein/
bike - /baik/
train - /trein/
bus - /bas/
I go to school by car. /ai gəu tə sku:l bai 'ka:(r)/
I go to school on foot. /ai gəu tə sku:l pn 'fut/

Lesson 4

How tall is the rabbit? –
/hau to:l iz δə 'ræbit/

It's 38 cm. –
/its θɜ:(r)ti eit 'sentimi:tə(r)z/
garden pond – /ga:(r)dn 'pɒnd/
hungry – /'hʌŋgri/
ate – /eit/

Lesson 5

light - /lart/
flower - /'flauə(r)/
plant - /pla:nt/
seed - /si:d/
seeds - /si:dz/
watering can - /'wɔ:tərɪŋ kæn/
soil - /sɔɪl/
water - /'wɔ:tə(r)/
ground - /graund/
round - /raund/
rain - /reɪn/
shower - /'ʃauə(r)/

Lesson 6

First, the seed grows a root. –

/f3:(r)st ðə si:d grəuz ə 'ru:t/

Then it grows a shoot. –

/ðen it grəuz ə 'ʃu:t/

Next, it grows some leaves. –

/nekst it grəuz səm 'li:vz/

After that, it grows a stem. –

/a:ftə(r) ðæt it grəuz ə 'stem/

Then it grows a bud. –

/ðen it grəuz ə 'bʌd/

Finally, it grows a flower. –

/faɪnəli it grəuz ə 'flauə(r)/

farmer – /'faː(r)mə(r)/

Who is behind the farmer? –

/huː iz bihaind ðə 'faː(r)mə(r)/

The boy! - /ðə 'bɔɪ/
Who is in front of the cat? /huː ɪz ɪn frʌnt əv ðə 'kæt/
The dog. - /ðə 'dɒg/

Lesson 7

clean up the park —

/kli:n np ðə 'pa:(r)k/

pick up the litter —

/pik np ðə 'litə(r)/

empty the bins — /empti ðə 'binz/

cut the grass — /knt ðə 'gra:s/

sweep up the glass bottles —

/swi:p 'np ðə gla:s 'bɒtlz/

water the flowers —

/wɔ:tə(r) ðə 'flauə(r)z/

Lesson 8





Unit 6 Lesson 1: My Town

Aims: To identify and name places

and buildings

To listen and identify location To use *opposite* and *next to*

for location

To listen to and say a rhyme To talk about road safety To look at the differences between

the town and the country

Materials: Pupil's Book pages 86–87

Activity Book pages 88–89 Tracks 63, 64 and 65 Picture/word cards (hospital, bakery, school, park, supermarket, library)

Sheet of plain paper

Spelling test

mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Help pupils to find the spelling test grid on
 Activity Book page 124. Explain that you will
 say the four words they have been practising and
 they should write down each word you say in
 the box for Unit 5.
- Check that pupils are ready to write. Say the first word (*do*). Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*don't*, your, how).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 5 mins

• Say *Open your Pupil's Books on page 86*. Tell pupils they are going to look at a lesson called 'My Town'. Discuss some of the following points:

Talk about the difference between a town/city and a village.

Talk about and name the nearest towns.

Talk about the different places and buildings in a town (for example, *hotels*, *restaurants*, *cafés*, *bakeries*, *bus stops*, *malls*, *banks*).

Talk about the different kinds of shore (for

Talk about the different kinds of shops (for example, *clothes shops*, *toy shops*, *food shops*/ *supermarkets*, *bookshops*, *libraries*).

Talk about what people do in towns.

Talk about the advantages and disadvantages of living in a town.

1 Listen, point and say.

8 mins

- Tell pupils to look at the town on page 86. Ask them what they can see, for example, *cars*, *people*, *shops*, *a road*, *a park*, *hills*. Get them to tell you what other places and buildings they can find in a town.
- Play Track 63 and let pupils listen and point to the places they hear.

Track 63 My Town

Omar:

I like my town. There are lots of shops and places to go. In the picture you can see my school. Opposite the school is a big hospital, and there's a bakery. I sometimes go there with Reem to buy some cakes. Next to the bakery there's a library. Opposite the library and bakery there is a supermarket. We buy our food here. Behind my school there is a great park. There are lots of other places in my town and lots of shops, but you can't see them in the picture.

 Play 'What is it?' Name the picture cards with the pupils and stick them on the board. Get pupils to close their eyes. Turn one card over and get pupils to open their eyes. Point to the turnedover card and ask What is it? Let pupils call out the missing object. Do this several times with different picture cards.



Hold up a word card, say the name, and get pupils to repeat. Put the word card below its corresponding picture card. Do this for all of the

word cards.

- Point to the picture cards and read the words with the class. Take the picture cards and word cards off the board and distribute them to groups around the class. Say a word and get the groups with that word card or picture card to stand up, holding the card. Get the rest of the class to check that the two cards match. Do this several times with each classroom object.
- Organize pupils into pairs. Get one pupil to act out being in one of the places or buildings. For example, a pupil might act out pushing a shopping cart and putting items into it. Their partner must watch and name the place or building (supermarket). Get them to change roles and continue the activity.

2 Listen and say the rhyme.

8 mins

- Get pupils to tell you some of the dangers of living in a town. Talk about crossing the road safely.
- Ask pupils to look at the picture on page 87 and tell you what is happening (Reem and Sally are crossing the road). Read the title and the rubric with pupils. Play **?** Track 64. Get pupils to listen and track the words with their finger.

Track 64 Cross the Road

Look left, look right, Look left again. *If the road is safe,* Cross with a friend.

- Turn your back to the class and hold out your right arm. Say right. Get pupils to hold out their right arm and repeat the word. Do the same for left. Say look right and look left and get pupils to do the actions.
- Play Track 64 again. This time get pupils to walk on the spot and act out crossing the road safely. Encourage them to join in with the words of the rhyme.

Activity Book

Listen and write. 8 mins

- Get two pupils to join you at the front of the class. Get the pupils to stand facing each other, and say [Mahmoud] is opposite [Adel]. Write opposite on the board and get the class to repeat the word several times.
- Get two other pupils to come to the front of the class and stand side by side, and say [Nour] is next to [Leila]. Write next to on the board and get the class to repeat it several times.
- Organize pupils into pairs. Say next to or opposite and get pupils to move into the corresponding positions.
- Tell the class to look at the top of *Activity* Book page 88. Explain that the drawing is a map of a town. Hold up the page, point to the rectangles on the map, and explain that they are buildings in a town. Tell pupils to listen and help the mouse finish writing the names on the buildings.
- Play Track 65. Pause after each description to let pupils label the buildings.

Track 65

In this Town

The park is opposite the school. The hospital is next to the school, between the supermarket and the school. The bakery is opposite the supermarket.

Help pupils check their work. Draw the map on the board. Ask What's opposite the school? Let pupils read their map and respond with park. Write the word on the board. When the map is complete, get pupils to check their own map and make any necessary corrections.

2 Write sentences. 5 mins

Get the class to look at the bottom of page 88. Write the first sentence on the board and read it with the class. Get pupils to look at the map and help you to complete the sentence with the word opposite. Remind the class that sentences start with a capital letter and end with a full stop. Check that pupils are ready to write and let them complete the remaining sentences.







 When they have finished, get pupils to read out their sentences and write them on the board.
 Accept all sentences that are true for the town on the map.

Write the words. Help Omar sort the photos.

• Get the class to look at page 89 of the *Activity Book*. Read out the rubric (as a class or individually). Make sure pupils understand what they have to do. Explain that Omar is sorting his photographs into two albums – one about the town and one about the country. Tell the class to help Omar and write the words for him.

 Get pupils to suggest more things, places or buildings they can find in the town and the country. Add them to the lists on the board.

Answers

Town Country school frog supermarket donkey bakery goat car tree

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to think of more things, places or buildings they can find in the town and the country. Pupils can draw their own photos and 'town/country' albums on sheets of plain paper.
- Put these on the board and let the class walk around and read each one. Pupils can choose whose town or country village they would like to live in!
- Organize pupils into groups of three.
 One pupil gives an instruction, such as *opposite*. The other two pupils in the group must stand opposite each other. Get pupils to take turns giving instructions using *opposite* and *next to*.

Unit 6 Lesson 2: Where is the bakery?

Aims: To describe where places are

To practise using right and left

To give directions

To read and understand directions

To practise using capitals and

lower case letters

To learn numbers 30–100

Materials: Pupil's Book pages 88–89

Activity Book pages 90-91

6 Tracks 64, 66, 67, 68

and 69

Warmer

8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play Track 64 again and encourage pupils to join in.

Track 64 Cross the Road

Look left, look right, Look left again. If the road is safe, Cross with a friend.

- Get pupils to do the actions for *look left* and *look right*. Now demonstrate *turn right* and *turn left* by walking along in a straight line and then making a sharp turn right/left.
- Play the 'Train game'. Get pupils up and into groups of five or six. You may have to do this with a few groups at a time. Get pupils to stand one behind the other. Each pupil, except the first, should put a hand on the shoulder of the pupil in front of them. Explain that you will give instructions to their 'trains' and they should listen carefully and follow what you say. For example: Walk 10 steps. Stop. Look left, look right. It's safe, so cross the road in 7 steps. Turn right. Stop. Walk 3 steps. Stop. Turn left.





1 Listen, look and read.

10 mins

- Get pupils to close their eyes and imagine Ben's town. Encourage them to guess some of the buildings in his town. Ask the class to look at *Pupil's Book* page 88. Get them to tell you what they can see in Ben's town. Practise the language *There's a* ... Ask questions about other places, for example *Is there a shoe shop? No, there isn't.* Is there a pharmacy? No, there isn't. Practise the language *There isn't a* ...
- Point to the picture of Ben and explain that he is describing his town. Play Track 66. Get pupils to listen and point to the places they hear.

Track 66 Where is the bakery?

Ben:

This is my town. It's a very small town with only two shops. Here you can see the main street.
There's a bakery between the hospital and the supermarket. The bakery is next to the supermarket. My school is opposite the bakery. There's a hospital opposite my school too. Behind my school there is a basketball court. I like my town, but there isn't a park.

- Play the recording a second time. Pause after each sentence and get the class to repeat.
- Play Track 67. Tell pupils they will hear five different people describing Ben's town.
 They have to look at the picture and see if the descriptions are true or false. Pause after each description and get the class to say *true* or *false*.

Track 67 True or False?

This is my town. There's a bakery and a hospital. [true]

This is my town. There's a supermarket and a shoe shop. [false]

This is my town. There's a hospital, but there isn't a school. [false]

This is my town. There's a bakery and a hospital, but there isn't a park. [true] This is my town. There's a bakery and a school, but there isn't a shoe shop. [true]

• Organize pupils into pairs and get them to play 'True or false?' One pupil makes a statement about Ben's town, for example *There's a school*. Their partner responds by saying *true* or *false*. Encourage some pupils to give longer descriptions, such as *There's a park*, but there isn't a school.

2 Listen, look and play.

6 mins

- Get pupils to stand up and to walk on the spot. Say *Turn left* and get them to turn 90 degrees to the left and continue walking on the spot. Say *Turn right* and get them to return to their original position while walking on the spot.
- Ask pupils to look at the map on *Pupil's Book* page 89. Get pupils to read the places on the map. Show the class the picture of Ben at the bottom of the map. Tell pupils to pretend to be Ben. Give the class some instructions. For example, *Turn left, turn left*. Ask *Where is Ben?/Where are you?* Help pupils to make two left turns on the map to find the hospital. Let pupils turn their books if it helps them. Tell pupils to go back to the starting position. Give more directions and challenge the class to tell you where Ben goes.
- Put pupils in pairs or small groups. Make sure they start at the starting point (marked '* here').
 Pupils should use Turn left/Turn right and ask Where are you?

3 Read and write Yes or No.

7 mins

- Ask pupils to look at the bottom of page 89. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). You might like to read out the directions and do the activity with the whole class.
- Explain that pupils need to read the directions, look at the map and decide if the directions are correct. (The directions to the park are correct; the directions to the school are wrong.)





Activity Book

1 Tick (✓) the true sentences. 6 mins

- Get pupils to look at the top of *Activity Book* page 90. Show pupils the map. Make statements about the location of the buildings and get pupils to say *true* or *false*. For example:

 The bakery is next to the library. (true)

 The park is opposite the supermarket. (false)

 The supermarket is opposite the hospital. (true)
- Get them to read each sentence and put a tick () in the box if it is true and a cross () if it is false. When they have finished, write the numbers 1–4 on the board. Read the first sentence and get pupils to say *true* or *false*. When they say *true*, put a tick next to number 1 on the board. Repeat the procedure for all of the sentences. Get pupils to look at the board and check their answers.

Answers

The school is opposite the library. (🗸)
The park is opposite the hospital. (X)
The supermarket is next to the school. (X)
The bakery is next to the library. (🗸)

2 Write the words correctly. 4 mins

- This activity reviews capital letters. Read out the rubric (as a class or individually). Explain that pupils should write the words correctly, paying attention to their capital letters.
- Once pupils have finished writing, go through the answers, inviting confident pupils to write the correct answers on the board.

Answers

Wednesday English school PE Monday

3 Listen, point and say. 4 mins

- Review numbers 1–20. You can choose a few counting games to refresh pupils' memories about these numbers counting in sequence, counting up from a given number, counting down from a given number, counting in twos, in threes, etc.
- Ask pupils to look at *Activity Book* page 91. Ask *What can you see?* Elicit *dinosaurs*. Say a variety

- of numbers (for example, 4, 16, 9, 11) and ask pupils to find and point.
- Now look at the front dinosaur, and write the numbers 30, 40, 50, 60, 70, 80, 90, 100 on the board. Say these numbers, pointing to each one you say. Get pupils to point to the same number in their books. Say each number again and ask pupils to repeat. Play Track 68.
- **Note:** 1. Make sure pupils get the word stress correct from the beginning. ~teen numbers are stressed on the second syllable, whereas ~ty numbers are stressed on the first syllable (<u>thirty</u>, <u>forty</u>, etc.). Use your hand to mark the stressed syllable. 2. It is correct to say either a hundred or one hundred.

Track 68

Dinosaur numbers

20 [pause], 30 [pause], 40 [pause], 50 [pause], 60 [pause], 70 [pause], 80 [pause], 90 [pause], 100 [pause]

- Let pupils repeat once or twice more, or until they feel comfortable with these numbers.
- Put pupils in pairs or small groups and let them play 'Find the number' using all three dinosaurs.

Extras

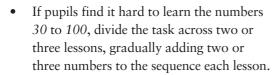
- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Demonstrate counting from 30 to 40 or play Track 69. Let pupils listen and then practise counting. Put pupils in pairs or small groups; one pupil counts from 40 to 50, the next from 50 to 60 and so on. Their partner or group members monitor and help out.

₩ Track 69

Dinosaur numbers

30 [pause], 31 [pause], 32 [pause], 33 [pause], 34 [pause], 35 [pause], 36 [pause], 37 [pause], 38 [pause], 39 [pause], 40 [pause]





Unit 6 Lesson 3: Let's go!

Aims: To learn words for means of transport

To talk about ways of travelling (by car, by motorbike, on foot) To say how you go to school To do a survey To practise numbers 30–100 To solve a puzzle and make a puzzle

Materials: *Pupil's Book* pages 90–91 Activity Book pages 92–93

Track 70

Picture/words cards (plane, truck, train, car, bus, bike, boat, motorbike)

Plain paper for 'Number bingo'

Warmer

7 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Number bingo'. Hand out pieces of plain paper and draw a grid on the board (4 squares x 4 squares). Working individually or in pairs, pupils copy the grid and write a number between 10 and 100 in each square. Fill in the grid on the board yourself. Remind pupils how to play the game 'Bingo', and if necessary, demonstrate 'Number bingo' using the grid on the board before starting the game.

'Number bingo' - instructions

- Pupils have their 4 x 4 number grids in front of them with a number between 10 and 100 written in each square. **Note:** You can change the range of numbers you use to suit the class.
- The teacher calls out a number between 10 and 100 at random. If a pupil has that number, they cross it out.
- **Note:** Keep a record of the numbers you call out in case you need to check them later.
- Continue calling out numbers 10–100, randomly selected.
- The first pupil to cross out all the numbers on their grid shouts *Bingo!* and wins the game.
- Pupils can play the game themselves in small groups with one pupil acting as the caller.

Listen, point and say.

8 mins

- Hold up *Pupil's Book* page 90 and tell pupils they are going to start a lesson called 'Let's go!'. Discuss some of the following points with them: Talk about different vehicles.
 - Talk about why we need different means of transport.
 - Talk about their favourite means of transport. Talk about how they get to school.
- Tell pupils to look at *Pupil's Book* page 90. Get pupils to tell you what they can see. Explain that Omar is playing with some of his toy vehicles. Find out if pupils have any toy vehicles and which ones they have.
- Hold up the picture cards one at a time and get pupils to name them. Get the class to repeat the word and put the picture card on the board.
- Play 'Traffic jam'. Draw a traffic light on the right-hand side of the board. Colour the top light red. Point to the red light and get pupils to tell you that it means Stop. Put the car picture card next to the traffic light. Ask the class What's in *the traffic jam?* Help the class respond with *A car*. Put the *truck* picture card behind the car. Ask the question again and get pupils to reply with A car and a truck. Add the bike behind the truck and get pupils to say A car, a truck and a bike. Continue until all of the picture cards are in the traffic jam and the class can say all the vehicles. Finally, get







the class to close their eyes and see if they can remember and say the traffic jam. Redistribute the picture cards and repeat the activity by naming the vehicles in a different order.

2 Listen, look and say. 8 mins

- Get pupils to look at the pictures on *Pupil's* Book page 91. Explain that the characters are all going to school.
- Play Track 70. Get pupils to listen and find the picture. Pause after each answer and let pupils call out the name of the character.

Track 70

How do you go to school?

- 1. How do you go to school?

 I go to school by bike. (Ben)
- 2. How do you go to school?

 I go to school on foot. (Rania)
- 3. How do you go to school?

 I go to school by car. (Omar)
- 4. How do you go to school?

 I go to school by bus. (Reem)
- 5. How do you go to school?

 I go to school by plane. (Ahmed)
- 6. How do you go to school?

 I go to school by train. (Sally)
- Ask a few pupils How do you go to school? Help them give a personal response. Invite a confident pupil to ask you the question and tell them how you travel to school.

Activity Book

- 1 Say and draw. 5 mins
- Write the following numbers on the board and elicit which numbers are missing:
 10 __ 12 __ 14 __ 16 __ 18 __ 20
- Say *Open your Activity Books on page 92*. Ask pupils to look at the activity at the top of the page. Explain that as with the numbers on the board, they should draw the missing vehicles. Let pupils work individually and then check their answers with a partner. Ask for volunteers to read out the four sequences (for example, *bike*, *car*, *bike*, *car*, *bike*, *car*).

Answers

Pupils should draw:

car

bus

truck

bike

Make your own shapes puzzle. 5 mins

- Get pupils to look at the bottom of page 92. Explain that pupils should make a 'shape sequence puzzle' like the one above, but using shapes, not vehicles. Ask for volunteers to read out their shape puzzle sequence to the class.
- 3 Ask, answer, and tick (√). 4 mins
- Ask pupils to look at the top of page 93. Read the rubric with the class. Put pupils in small groups of four to six. Get them to write the names of four children in their group in the first column (or use initial first letters or numbers, or get pupils to ask you how to spell the names they are not sure of). Let them ask the question *How do you go to school?* to the other pupils. They should listen to the answers and tick the appropriate columns.
- When they have finished, get pupils to read their charts and explain how their friends go to school. For example, ask *How does [Mahmoud] go to school?* Encourage pupils to reply in full sentences (you can model a typical sentence on the board to help), for example, *He goes to school by bus*.
- 4 Write. 4 mins
- Review numbers 30–100. Say 30 and get pupils to repeat. Continue until you reach 100. Tell pupils to practise writing numbers by tracing the numbers on the left.
- 5 Write the answer. 4 mins
- Go through the first example (10 + 8 + 12 =) on the board. Say the equation as you write. (Say '+' as *plus* or *add* and '=' as *equals*.) Get pupils to practise saying the problem as a whole class. Elicit the answer 30 and write it on the board.
- Ask pupils to write the answers for the other maths problems.





10 + 8 + 12 = 30 18 + 20 + 22 = 60 26 + 4 + 10 = 40 10 + 50 + 10 = 70 70 + 9 + 1 = 80 15 + 30 + 5 = 50

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Review numbers 20–100. You can choose a few counting games to refresh pupils' memories about these numbers counting in sequence, counting up from a given number, counting down from a given number, counting in fives, in tens, etc.
- When doing the survey, let pupils work in pairs. The more confident pupil asks the questions and their partner listens and puts the ticks and crosses in the relevant boxes.

Unit 6 Lesson 4: How tall?

Aims: To practise understanding numbers 1–100

To practise saying numbers 1–100

To talk about height

To practise using numbers 1–100

To listen to and read a number story

To interpret information presented in visual form

To turn written information into a

visual display **Materials:** *Pupil's Book* pages 92–93

Activity Book pages 94-95

Tracks 71 and 72

Rulers

Sheets of blank paper

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Traffic jam' using pupils as vehicles. Draw a big red circle on a piece of paper to represent a red traffic light. Point to the red light and get pupils to tell you that it means *Stop*.
- Hand out pieces of blank paper and get pupils to write a vehicle word (from *Pupil's Book* page 90) on the paper. Encourage pupils to spell the word without looking and then use page 90 to check the spelling.
- Call out the name of a vehicle, for example *train*. Pupils with the word *train* on their sheet of paper should stand up. Call out another vehicle, for example *bus*. Pupils with *bus* get up and stand behind one of the 'trains'. Continue until you have used all eight words. Let each line of pupils (*train*, *bus*, etc.) say what vehicle they are.

1 Listen and say.

10 mins

- Say *Open your Pupil's Books on page 92*. Give pupils a minute or two to look at the top activity. Elicit ideas about what they can see. There are the faces of six animals (*dog, cat, rabbit, frog, mouse, bee*) and a chart showing height.
- Use a ruler and ask pupils to get out theirs if they have them. Look at the numbers on the ruler and discuss what system the measurements are shown in *centimetres*. Write the word on the board and the abbreviation *cm*. Get pupils to repeat the word.
- Ask for a volunteer to come to the front of the class. Get the volunteer to stand with their back to the wall, and mark their height with a pencil on the wall. Use your ruler (or tape measure) to measure the pupil's height. Say *How tall is* [Mahmoud]? Let the pupils guess his/her height. Tell them your measurement: [Mahmoud] is 120 cm tall. You can write this on the board too. Ask for pupils to tell you how tall they are.
- If there is time, it is a fun and motivating activity to let pupils measure one another. You could make this into a class project, and pupils can note their findings in a height-chart poster.







• Play Track 71. Ask pupils to listen and point and say which animal it is.

Track 71 How tall?

Rabbit: I'm 38 cm tall.

Mouse: I'm only 15 cm tall.

Frog: I'm taller. I'm 21 cm tall.

Bee: Well, I'm only 2 cm tall.

Cat: I'm tall. I'm 47 cm.

Dog: Well, I win! I'm 75 cm tall!

Ask questions with How tall is the [cat]? Play
the tape again if pupils need a model for saying
the numbers.

2 Ask and answer.

7 mins

- Ask pupils to look at the activity at the bottom of *Pupil's Book* page 92. Put pupils in pairs and let them ask and answer questions about the animals.
- Again, you can extend this activity and let pupils measure other things in the class. You will need to teach How long is [the pen]?

3 Listen, look and say.

10 mins

- Ask pupils to look at *Pupil's Book* page 93. Get them to look at the picture at the top of the page and describe what they can see. (A black and white cat is looking at the fish and smiling!) Ask if anyone has a cat at home and what it likes to eat. Talk about how cats are very good at catching things like fish and mice.
- Play the first part of **\(\)** Track 72 up to the line *First, she ate 8 fish!*
- Ask pupils How many fish are in the pond now?
 (92). Let pupils write 92 over the tracked numbers.
- Let pupils read about how many fish Suki the cat ate on the other days of the week, do the subtractions and write in the numbers.
- Play the rest of Track 72 and pause after each question for pupils to tell you how many fish there are.

• **Note:** This story and others in *Primary 3* use the past simple. Pupils will come across verb forms such as *ate*, *had*, *bought* and *saw*. You can explain to pupils that these words have the same meaning as *eat*, *have/has*, *buy* and *see*, but that they have different spellings because they are talking about the *past/yesterday/last week*, etc.

₩ Track 72

Mr Brown's Pond

Mr Brown has 100 fish in his garden pond. On Sunday, Suki, a large black and white cat, saw the pond and saw the fish too. Suki was hungry. First, she ate 8 fish! How many fish are in the pond now? On Monday, Suki ate 11 fish. [pause] How many fish are in the pond now? (81) On Tuesday, Suki ate 9 fish. [pause] How many fish are in the pond now? (72) On Wednesday, Suki ate 4 fish. [pause] How many fish are in the pond now? (68) On Thursday, Suki ate 15 fish. [pause] How many fish are in the pond now? (53) On Friday, Suki ate 13 fish. [pause] How many fish are in the pond now? (40) On Saturday, Suki ate 6 fish. [pause] How many fish are in the pond now? (34) It's Sunday again. Now Mr Brown has a big dog. There are still 34 fish in the pond!

Activity Book

1 Read the words, choose and write.

6 mins

- Say *Open your Activity Books on page 94*. Read out the rubric (as a class or individually) for the activity. You might like to demonstrate the first example on the board. Copy the sentence (*This is a* _______.) and the two choices *car/cat* onto the board. Get pupils to look at page 94 and tell you which word is correct. Write the word into the gap.
- Get pupils to read the sentences back to you while you write them on the board. Pupils can then swap books and check their partner's sentences.

Answers

This is a <u>car</u>.
This is <u>a truck</u>.







This is a school.

This is a house.

This is a plane.

This is a circle.

2 Look and write. 7 mins

- Remind pupils of the question *How do you go to school?* Ask two or three pupils and elicit *I go to school by bus/on foot.*
- Ask pupils to look at the top of page 95. Read the rubric and the question with the class. You might find it best to draw the bar chart on the board. Look at the words on the horizontal axis (by bus, by car, on foot, by bike), and ask confident pupils to read each phrase. Repeat for the words on the vertical axis. Now ask pupils How many children go to school by car? Give pupils time to look at the bar chart and work out the answer. See if anyone can volunteer the answer (three). If not, use the chart on the board and count each block. Repeat for on foot.
- Working individually, pupils complete the five sentences under the bar chart. Monitor and support as necessary. Let pupils compare their answers with a partner. Ask for a volunteer to read out each sentence, and write it on the board for pupils to compare and check.

Answers

5 children go to school by <u>bike</u>. 9 children go to school by bus. 3 <u>children go to school by car</u>. 7 children go to school on foot.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.

Turning written information into a visual display

Pupils can use the information they collected from the survey on *Activity* Book page 93 and draw a bar chart like the one on page 95. This is a group (10 pupils is a suitable number) or small-class

- activity. Ask pupils to look back at the information they collected on page 93 about how their classmates go to school. In their groups, pupils count how many go to school by bus, by car, by bike and on foot.
- Hand out sheets of blank paper and get pupils to draw the bar chart. This can be done as a group or individually. First, they need to use a ruler to draw the vertical and horizontal axes. Then they should write in the words. Finally they can draw the blocks each block is one pupil. Pupils can colour the blocks. Put the finished bar charts on the wall and let pupils look at the results. You might like to give a prize for the one everyone thinks is best.
- For activity 2 in the *Activity Book*, let pupils work in pairs to decide how to complete the sentences.

Unit 6 Lesson 5: Growing a Plant

Aims: To identify and name

growing words
To listen and say a rhyme
To dictate and write numbers

Materials: Pupil's Book pages 94–95
Activity Book pages 96–97
Tracks 73 and 74
Picture/word cards (light, flower, plant, seed, water, soil)
Optional: some seeds and a

Sheets of blank paper

Warmer

5 mins

small plant

• Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.



• Play a word association 'Chain game'. Start by saying an animal from a previous lesson (for example, *rabbit*). Choose a confident pupil and say *rabbit*. Encourage the pupil to follow on with another word. This can be any word that has a link. For example, to follow *rabbit*, the word could be a colour (*grey*), another animal, *grass*, or *hop*. The idea is not to be too strict about the choice of associated word. Then move to another pupil to add another, and so on. If a pupil cannot think of anything, then prompt them. It does not matter if items are repeated. This is a 'quick think' game, so keep the pace moving.

1 Look, point and say.

10 mins

• Hold up *Pupil's Book* page 94 and tell pupils they are going to start a lesson called 'Growing a Plant'. Discuss some of the following points with them:

Talk about what growing is.

Talk about how they have grown from being a baby to their present height and size.

Talk about different things that grow, for example, animals and plants.

Talk about how things change as they grow, for example, they get bigger, taller, older, stronger. Talk about why some things start small and grow bigger.

- Find out if any pupils have a garden at home and if they have grown seeds or plants.
- Ask pupils to look at *Pupil's Book* page 94. Get them to tell you what they can see. Explain that Sally and Reem are gardening. If you have brought seeds or plants with you, show them to the class. You can use them to demonstrate as pupils listen to Track 73.
- Hold up the picture card of a seed and name it. Get the class to repeat the word, and put the picture card on the board. Point to the picture card and get pupils to name it. Repeat the procedure with the remaining picture cards. Explain that if we give the seed water, light and soil, it will grow bigger and bigger and become a plant. Point to the appropriate picture cards as you explain.

• Play **?** Track 73. Ask pupils to listen and point.

Track 73

Growing a Plant

light

a flower

a plant

a seed

water

soil

- Listen again and ask pupils to repeat.
- Point to the picture cards in random order and get pupils to name them. Play a game of 'What is it?' with the class. Get pupils to close their eyes. Turn over a picture card. Get pupils to open their eyes and guess the missing card. Repeat if necessary.

2 Listen and say the rhyme.

10 mins

- Get the class to look at the picture on page 95 of the *Pupil's Book*. Read the rubric and title with pupils. Ask pupils to try to name the pictures around the rhyme.
- Play Track 74. Demonstrate the actions while pupils listen.

₩ Track 74

Here is a seed.

Here is a seed, [Hold out your hand as though there is a seed on it.]

Put it in the ground. [Pretend to push the seed onto the ground.]

Here comes the sun, [Point to the sky.]

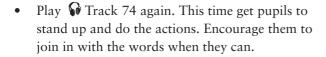
Big and round. [Make a circular motion with your hands.]

Down comes the rain, [Wiggle your fingers in a downwards motion.]

In a shower. [Repeat wiggling fingers.]

Up comes the plant, [Curl up in a squatting position and slowly uncurl.]

And here's the flower. [Unfold and stretch out your arms above your head.]



Activity Book

- 1 Tick (√). 5 mins
- Say *Open your Activity Books on page 96*. Point to the activity at the top of the page. In pairs, ask pupils to look at the pictures and read the words. Write the words on the board. Point to a word and ask for a volunteer to read it out. Pupils will not have seen the word *paper* before; help them to sound out the word. Read out the question *What does a plant need to grow?* Put pupils in pairs and let them decide which of the things shown here a plant needs. Ask for answers. Encourage pupils to give full-sentence answers: *A plant needs water/soil/light*. Tick the words on the board.

Answers

The following should be ticked: light, soil, water

- 2 Look and find the words. 6 mins
- Ask students to look at the bottom activity on page 96. Read out the rubric (as a class or individually). Show pupils that one word has been circled and the same word (*seed*) has been crossed out in the box.

Answers

V	b	i	(l)	z	S	е	е	d
w	а	t	е	r	S	f	t	х
d	f	m	a	р	l	а	n	t
b	y	х	f	u	d	h	l	р
k	j	S	х	z	n	х	m	k
f	l	0	W	е	r	V	f	q
j	k	i	y	l	d	q	W	V
m	u	U	С	l	i	g	h	t

3 Listen, point and say. 5 mins

- Ask pupils to look at page 97. Read the rubric at the top of the page. Get pupils to find the beginning of the number line. Ask them what the first number is (0) and teach *zero*.
- Read out the numbers, or ask for volunteers to read out the numbers, and ask the rest of the class to repeat.

4 Write and say your numbers. 4 mins

- Ask pupils to look at the bottom of the page. Show them that there are two columns, *A* and *B*. Explain that Pupil A will read out their numbers and Pupil B will listen and write them down. Pupils will then swap. Monitor and support as necessary.
- Give each pupil a letter, A or B. Teach them Can you say that again, please? so that they can ask their partner to repeat a number if necessary.
- Pupils ask and answer and write down the numbers they hear. Pupils can then check to see if they have written the numbers down correctly.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Hand out a sheet of blank paper to each pupil. Pupils should draw a grid of nine squares on each side of the sheet of paper. In one grid, pupils should write a number between 20–100 in each square. The other grid should be left blank.
- Pupils work in pairs. Pupil A reads out their numbers and Pupil B listens and writes them down. Pupils swap. When both pupils have dictated their numbers to their partner, pupils can compare the original numbers to the dictated numbers and add up each other's scores.
- Organize pupils into groups of three. Write *in front of, behind, next to, opposite* on the board. One pupil gives an instruction, for example *in front of*. The other two pupils in the group must stand one in front of the other. Get pupils to take turns giving instructions using the other words.





Unit 6 Lesson 6: A Little Seed

Aims: To describe a process (growth)

To learn sequencing words (first, then, next, after that, finally)
To practise using prepositions

of place

To label a drawing

Materials: Pupil's Book pages 96–97

Activity Book pages 98–99

Tracks 75 and 76

Warmer

4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play an 'I am a plant' TPR game: ask pupils to stand up. Explain that they are going to pretend to be a plant growing. Ask What do plants need to grow? Elicit light, water, soil. Ask How does a plant start? Elicit As a seed. Get pupils to act being a 'seed'. Say Then the seed starts to grow. Get pupils to act 'growing'. Say Next the plant grows a leaf. Get pupils to act 'growing a leaf'. Say After that it grows a flower. Get pupils to act 'growing a flower'.

1 Listen, look and read.

8 mins

• Ask pupils to look at the pictures on *Pupil's Book* page 96. Get them to say what the pictures show – *a seed growing*. Play • Track 75 and get pupils to follow the words with their fingers as they listen and read.

Track 75 A Little Seed

First, the seed grows a root. Then it grows a shoot. Next, it grows some leaves. After that, it grows a stem. Then it grows a bud. Finally, it grows a flower.

- Divide the class in half. Play Track 75 again, pausing after each sentence to let the different halves of the class repeat alternate lines. Change roles and repeat the activity.
- Ask pupils to close their books. Write the sequencing words on the board in random order: *after that, next, finally, first, then.* Ask pupils to put them in the order they heard them in Track 75. Elicit answers and rewrite the words in the order pupils suggest. Get pupils to open their books and check.
- **Note:** The words *next*, *after that* and *then* can be used in any arrangement in the middle of a sequence.

2 Listen, find and say.

6 mins

- Write *in front of* and *behind* on the board. Give the class some TPR instructions using *in front of* and *behind*. For example, say *Stand behind your chair./Stand in front of the table*.
- Get four or five pupils to stand one behind the other at the front of the class. Ask questions and get the class to describe the location. For example, ask *Where's [Leila]?* Let pupils respond with *Behind [Fatima]* or *In front of [Noor]*.
- See if pupils can remember the 'The Big Carrot' story from *Primary 2*. Elicit what pupils can remember. Ask the class to look at the activity on *Pupil's Book* page 97. Get pupils to name everybody/everything they can see in the picture from the *potato* to the *bee*.
- Play Track 76, pausing after each description to allow pupils to call out the character.

Track 76 Who is it?

Who is in front of the dog? (girl)

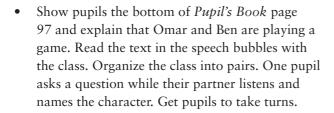
Who is behind the cat? (rabbit)

Who is in front of the boy and behind the potato? (farmer)

Who is in front of the rabbit and behind the dog? (cat)

Who is behind the frog and in front of the bee? (mouse)

Who is at the end, behind the mouse? (bee)



Activity Book

- 1 Read. 3 mins
- Hold up *Activity Book* page 98 and point to the picture at the top. Point and say *flower*.
 Get pupils to point and repeat. Say *leaf* and get pupils to point and repeat. Continue for all the parts of the plant.

2 Draw and label your own plant. 5 mins

Now get pupils to look at the activity below.
Read out the rubric (as a class or individually).
Explain that they should draw and label their
own plant in the box. Get them to be creative,
using different shapes, sizes and colours for
their plants.

3 Write about your plant. 5 mins

• Get pupils to look at the bottom of page 98. Ask them to write two or three sentences about the plant they drew in the previous activity, e.g., *My plant has a yellow flower*. Ask confident volunteers to read out the descriptions of their plant.

Sample answer

My plant has a big yellow flower. It has a long green stem and three leaves. It has brown roots.

4 Look and put in order. 4 mins

• Ask the class to look at page 99. Get pupils to look at the activity at the top of the page. Ask *Are the pictures in the correct order?* Get pupils to write numbers 2–6 to show the correct order, without looking back at *Pupil's Book* page 96.

Answers













Read and write numbers 1 to 6. 5 mins

• Now get pupils to read the words at the bottom of the page and decide on which number goes with each. Remember that the words *next*, *then* and *after that* can be used in the middle in any order. Monitor and support as necessary.

Answers

Answers will vary, but 1 should be *First* and 6 should be *Finally*.

6 Listen and check. 5 mins

• Play Track 75 again to check (this only uses one of several possible orders).

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get groups to make a 'growing' poster. Give each group a large piece of paper. Tell pupils what they have to do (as a process).
- First, look through your books and find things that grow e.g., *trees*, *birds*, *animals*. Next, write a title for your poster. Then choose your words. Next, write them carefully on your poster paper. (Be careful to leave space for your drawings.) After that, draw pictures to go with the words. Finally, colour your pictures.
- Display the posters on the walls.





Make word cards for Track 75 (first, seed, grows, root, shoot, then, next, stem, after that, leaves, bud, finally, flower). You can make as many sets as you need for all pupils to have a card. Play Track 75 again and get pupils to hold up their word card each time they hear the word.

Unit 6 Lesson 7: Clean up the park!

Aims: To talk about keeping things clean To learn words for keeping

things clean

To talk about processes To practise spelling words

with /ck/

To practice reading consonant blends (bl, sp, pl, etc.) To learn to spell four high-

frequency words (by, then, next, who)

Materials: Pupil's Book pages 98–99 Activity Book pages 100-101

Track 77

Notebooks or plain paper

Warmer

10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play the 'How many animal words do you know?' game. Put pupils in pairs or small groups. Allocate each pair or group a category (animals, classroom objects, clothes, growing words, family words, house words, food and drink, etc.). Set a time limit (five minutes, for example) and let pupils write down as many words in their category as they can. Remember, pupils should do this from memory and not by looking in their books!

1 Listen, look and read.

Ask pupils to open their *Pupil's Books* on pages 98 and 99. Let pupils look at the picture and name as many things as they can. Elicit answers. Ask the following questions:

Who can you see? (*Three boys and a man.*)

Where are they? (*In the park*.)

What is the boy in the white T-shirt holding? (A brush.)

Who is the man? (Explain that he is the park keeper.)

What do you think the boys are doing? (Elicit ideas in Arabic and explain that they are helping to keep the park clean.)

Play Track 77. Ask pupils to listen and track the words with their fingers as they read.

Track 77 Clean up the park!

On Saturday, Ali and his friends clean up the park. [pause] They pick up the litter. [pause] *They empty the bins.* [pause] They cut the grass. [pause] They sweep up the glass bottles. [pause] *They water the flowers.* [pause]

- Play Track 77 again and pause after each line. Demonstrate pick up. Ask pupils what litter means - they should be able to guess from your mime of pick up. (Litter is paper, bottles, cans, etc. that are left on the ground.) Play the next line. Demonstrate empty and get pupils to point to the bin in the picture. Play the next line. Demonstrate cut the grass by pretending to use a lawnmower. Explain that the boy in the yellow T-shirt has a lawnmower. Play the next line. Demonstrate sweep up. Ask What do you need to sweep with? Elicit A brush. Play the next line. Demonstrate water the flowers. Explain that the boy in the purple T-shirt has a hose pipe.
- Play Track 77 once more. Get pupils to stand up and mime the actions you demonstrated above.



Activity Book

- Write and read. 6 mins
- Write the letters ck on the board, making sure you model correct letter formation. Ask pupils what sound these letters make when they are written together. See if pupils can say each word.
- Ask pupils to look at the activity on page 100 of the Activity Book. Check that pupils are ready to write and let them write ck to complete
- When they have finished writing, point to a picture and get pupils to say the word. For example, point to the first picture and get pupils to say sock.

Answers

sock truck black

chi<u>ck</u>en

Read and write the missing words. 6 mins

Ask pupils to look at the bottom activity on page 100. As a class, read and say the words in the box. Pupils need to read the paragraph and then decide which words from the box go in each gap.

Answers

Answers will vary, but the first space should be *First* and the last space should be *Finally*.

Say the words. Circle the sounds. 7 mins

- Write *dr*, *tr* and *pl* on the board. Point to *dr*. Help children say the sound by blending the two individual sounds together: /d/-/r/. Do the same with tr and pl. Draw a simple picture of a dress on the board. Get children to name it. Say dress, emphasizing the initial blend: *dr-ess*.
- Say Can you think of a word that begins with /t/-/r/? Pupils might be able to think of *train* or truck or tree or trainers. Repeat for /p/-/l/. Pupils might be able to think of plane or plant.
- Ask pupils to look at *Activity Book* page 101. Get pupils to name each picture with a partner. Check pupils are ready to write and get them to circle the correct initial consonant blend under each picture.

When they have finished, go round the class and get volunteers to say each word. Encourage them to emphasize the initial sound blend.

Answers

bl-ack

fl-ower

pl-ane

fr-og

tr-ain

pl-ant

sl-eep

sk-ip

sn-ake

Look, say, cover, write, check. 6 mins

- Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this unit are by, then, next, who. Lesson 1 of Unit 7 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of page 101. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use the 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to close their books. Put pupils in pairs. Explain that they are going to help clean up the park. Write the five verbs on the board (pick up, empty, cut, sweep up, water) each with a number box next to it. Ask pupils to decide how they will clean up the park, using the phrases first, then, next, after that and finally to order the tasks. Ask volunteers to give their ideas, for example, First, pick up the litter. Write 1



- in the box next to *pick up* on the board. Continue until pupils have decided on the best way to clean up the park.
- Write *Clean up my room!* on the board and put pupils in pairs or small groups. On the board, write the following words in three circles. Pupils should read all the words and then put the words together to make sentences about what they will do to clean their room at home. Ask for volunteers to tell the class.
- Circle 1 Circle 2 Circle 3 I will pick up mv bed wash my toys sweep my clothes make my plant my shoes water tidy up the floor clean my books
- Play 'More or less?' to reinforce numbers 20–100. There is a full description of this game in Unit 2, Lesson 1.

Unit 6 Lesson 8: The Ant and the Grasshopper

Aims: To listen to and read a story

To act out a story To reorder words to make sentences

To learn to spell four high-frequency words (by, then,

next, who)

Materials: Pupil's Book pages 100–101

Activity Book pages 102–103

Track 78

Extras: Notebooks or

plain paper

Warmer

7 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'I'm thinking of ...'. Remind pupils they have played it before and say that it is similar to 'I spy'. Put pupils into small groups. One pupil thinks of something that they can see in the classroom and gives a simple description, for example, *It's small and it's blue./They're long and they're black*. Other pupils should then try to guess the object. The best way to start the game is by demonstrating a few times by giving examples yourself.
- **Note:** Monitor as pupils play, and help out as necessary, but do not interrupt too often. Pupils will make mistakes with *It's/They're* but it is best not to stop the flow of the game.

1 Listen, look and read.

20 mins

- Tell the class they are going to listen to a story. Get them to look at *Pupil's Book* pages 100 and 101. Use the picture at the beginning of the story to name the characters, *Ant* and *Grasshopper*. You may also wish to introduce the seasons *winter* and *summer*. Get the class to look at the pictures and guess what happens in the story. Ask pupils which character they would be *Ant* or *Grasshopper*?
- Play Track 78. Let pupils listen and follow the story by looking at the pictures and the words.

Track 78

The Ant and the Grasshopper

It was summer. Grasshopper was relaxing. Ant walked past. He was carrying some seeds. 'Why are you working so hard?' asked Grasshopper.

'I am collecting food for the winter,' said Ant. Grasshopper laughed. 'I'm not working. The day is too beautiful!'

Ant continued collecting food.

Then, winter arrived.

Ant had plenty of food.

130



But Grasshopper had nothing. He was very hungry.

Grasshopper went to see Ant. 'Please can I have some food?' he asked.

'Why didn't you collect food in the summer?' asked Ant.

'I was too busy relaxing. I'm sorry,' said Grasshopper.

That winter, Ant shared his food with Grasshopper.

When summer came, they both worked hard collecting food for the winter.

- Ask pupils if they enjoyed the story and get them
 to tell you their favourite parts. Get pupils to tell
 you what Grasshopper did in the summer (*relax*in the sun) and what Ant did in the summer
 (collect food for the winter).
- Use this opportunity to talk about the importance of working hard. Suggest that sometimes we have to work when we may not feel like it. Talk about the rewards that work brings, such as new knowledge and experiences, helping and supporting other people and feelings of achievement and satisfaction. Find out if any pupils can remember working hard at something and feeling a sense of achievement or satisfaction afterwards. You can extend the discussion to include the qualities of perseverance and belief in one's own abilities.
- Divide the class into two halves. Tell one half to take the role of Ant and the other half to take the role of Grasshopper.
- Ask pupils to find a partner who has the other role. Partners should stand next to each other.
- Play Track 78 again. Pause after each line (each line corresponds to a picture) and get pupils to act out the story. You might like to choose a confident pair or several pairs to come to the front of the class and act out the story.

Activity Book

- Write the words. 8 mins
- Ask pupils to look at *Activity Book* page 102. Make sure pupils understand what they have to do. Read out the rubric (as a class or individually). Say *Look at the circle on the right*.

Ask *How many letters are there? (There are six.)* Ask *What word do they spell? (School.)* Tell pupils they can challenge themselves by covering up the pictures in the left-hand column while they work out what each word is. They can then uncover the pictures and check.

Answers

school truck root plane

sleep

water

Write the sentences. 10 mins

- Write the numbers 4, 1, 3, 5, 2 on the board.
 Ask pupils Are the numbers in the correct order?
 Elicit No and get pupils quickly to tell you the correct order.
- Say Look at page 103. Tell pupils that the words here are not in the correct order. Ask What does a sentence start with? Elicit A capital letter. Ask What does a sentence finish with? Elicit A full stop. Working individually, pupils should decide on the order each set of words should go in and write the sentences. Let pupils compare their answers with a partner. Ask for volunteers to read out the sentences.

Answers

I like maths. It needs light to grow. I go to school on foot. I don't like history.

- **Note:** Direct students back to page 101 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' columns.
- **Test preparation:** Explain that pupils will have a spelling test in the next lesson. They will be tested on the four words they have been practising (by, then, next, who).







Unit 6 Around Town

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Let pupils work in pairs or small groups to make their own examples of muddled sentences like those on *Activity Book* page 103. Either on sheets of plain paper or in their notebooks, they can draw boxes like the ones in the activity and draw a line for the corrected sentence to be written on. Encourage pupils to try to write their sentences without looking back through their books. Once they have written out their jumbled sentences, they can check their work by looking back.
- Pupils should then swap their sentences with another pair/group. When everyone has finished reordering the words, pupils should hand back their answers to be marked. You will need to monitor and help out.







Unit 7

At the Shop

Aims

Listening

- Listen to and sing a song.
- Listen to and say a rhyme.
- Listen to and read a story.
- Listen to Ben talking about his holiday.
- Listen to descriptions of what is happening now.

Speaking

- Identify and name foods.
- Identify and name food containers.
- Make requests.
- Say what you bought.
- Use words for food containers.
- Act out a conversation in a shop.
- Identify and name animals.
- Identify body parts of animals.
- Practise the sounds /ng/, /sh/, /th/.
- Describe scenes using the present continuous.
- Talk about the weather.

Reading

- Read descriptions and match to pictures.
- Read about Ben.
- Read and match extended descriptions.
- Read emails.

Writing

- Do a spelling test.
- Write a shopping song.
- Write a shopping list.
- Describe a person and their circumstances.
- Write a rhyme.
- Do a quiz.
- Match pictures to actions.
- Practise spelling (*ch*, *sh*, *pl*, *br*, *th*).
- Spell four high-frequency words (here, some, are, where).
- Correct mistakes in a shopping list.





Key words

Lesson 1

loaf of bread — /ləuf əv 'bred/
bunch of carrots —
/bʌntʃ əv 'kærəts/
can of lemonade —
/kæn əv lemə'neɪd/
bottle of water — /bɒtl əv 'wɔːtə(r)/
bag of rice — /bæg əv 'raɪs/
tin of beans — /tɪn əv 'biːnz/
box of eggs — /bɒks əv 'egz/
Can I have some cheese, please? —
/kæn aɪ hæv səm 'tʃiːz pliːz/
Sorry, I don't have any. —
/'sɒri aɪ dəunt 'hæv eni/
What else do you want? —
/wɒt 'els du ju wɒnt/

Lesson 2

What do you want? -/wɒt dʊ jʊ 'wɒnt/ Can I have 2 tins of beans, please? -/kæn aɪ hæv tuː tɪnz əv 'birnz plirz/ Can I have some rice, please? – /kæn aɪ hæv səm 'raɪs pliɪz/ Yes, here you are. -/jes 'hɪə(r) jʊ aː(r)/ I bought a box of eggs. -/aɪ bɔːt ə bɒks əv 'egz/ some carrots - /səm 'kærəts/ a bottle of water -/ə bɒtl əv 'wɔːtə(r)/ a can of lemonade. -/ə kæn əv lemə'neɪd/

Lesson 3

It's small and quiet. —
/its smo:l ən 'kwarət/
It can swim. — /it kən 'swim/
It eats fish and mice. —
/it i:ts fiʃ ən 'mais/
It likes to sleep! —
/it laiks tə 'sli:p/
It can talk. — /it kən 'tɔːk/
It is blue and yellow. —
/it iz blu: ən 'jeləʊ/
It eats carrots. — /it i:ts 'kærəts/

Lesson 4

parrot – /'pærət/ monkey – /'mʌŋki/ crocodile – /'krɒkədaɪl/ lion – /'laɪən/ elephant – /'elɪfənt/ shark – /ʃɑːk/

Lesson 5

Who am I? - /huː 'æm aɪ/

Lesson 6

What are you doing? –
/wɒt ə jʊ 'duːɪŋ/
I'm writing to you. –
/aɪm 'raɪtɪŋ tʊ jʊ/
He's skipping. – /hiz 'skɪpɪŋ/
They're playing football. –
/ðeə(r) pleɪ-ɪŋ 'fʊtbɔːl/
She's writing. – /ʃiz 'raɪtɪŋ/
He's running. – /hiz 'rʌnɪŋ/

They're watching TV. –
/ðeə(r) wɒtʃɪŋ tiː 'viː/
She's walking. – /ʃiz 'wɔːkɪŋ/
They're swimming. –
/ðeə(r) 'swɪmɪŋ/

Lesson 7

It's hot. — /ɪts 'hɒt/
I'm thirsty. — /aɪm 'θɜː(r)sti/
Look at me. — /'luk ət miː/
I'm taking a photo. —
/aɪm teɪkɪŋ ə 'fəutəu/
It's cold and snowy. —
/ɪts kəuld ən 'snəui/
It's hot and sunny. —
/ɪts hɒt ən 'sʌni/
It's windy. — /ɪts 'wɪndi/
It's cloudy and rainy. —
/ɪts klaudi ən 'reɪni/

Lesson 8

store - /stɔ:(r)/
shopping list - /'ʃɒpɪŋ lɪst/
lost - /lɒst/
remembered - /rɪ'membə(r)d/
mice - /maɪs/
zoo - /zuː/
pleased - /pli:zd/





Unit 7 Lesson 1: Shopping

Aims: To identify and name foods

To identify and name food

'containers'

To use *a*, *an* and *some*

To listen to and sing a song

To make requests

Spelling test

Materials: Pupil's Book pages 104–105

Activity Book pages 104-105

Tracks 79 and 80

Picture/word cards (eggs, bread,

beans, rice, water, carrots)

Spelling test

5 mins

- Help pupils to find the spelling test grids on
 Activity Book page 124. Explain that you will
 say the four words they have been practising and
 they should write down each word you say in
 the box for Unit 6.
- Check that pupils are ready to write. Say the first word: by. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (then, next, who).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the spellings back to you while you write them on the board. Pupils should then swap books and mark each other's spellings.

Warmer [

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Hold up *Pupil's Book* page 104 and tell pupils the topic of the lesson is 'Shopping'. Discuss some of the following points with them: Talk about what shops do. Talk about different types of shops.

Talk about what shops sell.

Talk about whether pupils go to shops.

Talk about what pupils have bought recently at shops.

1 Listen, point and say.

10 mins

- Tell pupils to look at *Pupil's Book* page 104. Get them to tell you what they can see in the tops of the bags. Explain that Ben has been shopping. Get pupils to guess what Ben has bought by looking at the things in his bags.
- Explain that pupils will hear Ben talking about what he bought when he went shopping. Tell them to listen, point to the things in the picture that they hear and remember any things Ben bought that are not in the picture. Play Track 79.

Track 79 Ben's Shopping

Sally:

Ben: I bought a kite for Reem, a bottle of

water, some carrots and a bag of rice for Mum and some sweets for me.

Wiles 1 2

Sally: What else?

Ben: Umm, I bought a tin of beans, a

loaf of bread and a box of eggs \dots

I'm hungry! Are you hungry?

Yes, I am. Mum, can we have

something to eat?

- Put pupils in pairs and let them try to list all the things Ben bought. Remind them that some things are not in the picture. Ask *How many things did Ben buy*? If pupils are not sure, play Track 79 again. Ask pupils to tell you what Ben bought. (*Ben bought eight things: a kite, a bottle of water, some carrots, a bag of rice, some sweets, a tin of beans, a loaf of bread and a box of eggs.*) Ask pupils to tell you who some of the things were for.
- Hold up the eggs picture card and name it eggs. Point to the box. Show pupils they can say some eggs or a box of eggs. Show pupils the rice picture card and name it rice. Show pupils they can say some rice or a bag of rice. Repeat for some water/a bottle of water, some lemonade/a can of lemonade, some beans/a tin of beans. Show pupils the carrots card pupils can say some carrots or a bunch of carrots.





- Get the class to repeat eggs and put the picture card on the board. Find out if pupils like eating eggs. Repeat the procedure with the remaining picture cards (carrots, beans, bread, rice, water).
- Play a game of 'At the shop'. Put the eggs picture card on the board. Point to the picture card and say At the shop, I bought some eggs. Get the class to repeat the sentence. Add the *carrots* picture card. Point to the picture cards and say At the shop, I bought some eggs and some carrots. Continue adding the picture cards until pupils are naming all of them. For example: At the shop, I bought some eggs, some carrots, a tin of beans, some bread, rice and water. Finally, get the class to say the sentence without any prompting. **Note:** When adding new picture cards and words, pupils can respond with some, or a box/tin/etc. of or just the food words by themselves.

2 Listen and sing the song.

Say Look at page 105. Ask pupils to look at the picture and guess what is happening. Tell the class that Omar is shopping. Point to the paper in his hand and explain that it is a shopping list and that it helps Omar remember all of the items he has to buy. Play Track 80. Get pupils to listen and track the words with their finger.

Track 80 Cheese, please!

Cheese, please, cheese, please, Can I have some cheese, please? Sorry, I don't have any. What else do you want?

Beans, please, beans, please, Can I have some beans, please? Sorry, I don't have any. What else do you want?

Jeans, please, jeans, please, Can I have some jeans, please? Yes, I do have lots of jeans. What size do you want?

- Ask some questions about the song. For example: What did Omar ask for? (Cheese, beans and jeans.) What sound is in the words for the things that Omar asks for? (/ee/) Write the words cheese, beans, jeans, please on the board and get pupils to say these words. Ask pupils to think of other words they know that have the /ee/ sound (for example, queen, teeth, bee, wheel, tree, sleep). Ask pupils to look at Activity Book page 80 (Unit 5, Lesson 5) and look at the spelling of the ee words. Ask Is the spelling the same as in beans? (No.) Point out that both ee and ea can make the /ee/ sound.
- Divide the class into two halves. Play the recording again. This time, pause after every two lines so that one half can repeat the words of Omar and one half can repeat the words of the shopkeeper.

Activity Book

Read and match. 6 mins

Ask pupils to look at Activity Book page 104. Read out the rubric (as a class or individually). Make sure pupils understand what they have to do. Explain that pupils should first read the words in boxes in the right-hand column, then look at the picture in the left-hand column and decide which word matches. For the first one, ask Do you buy apples or water in a bottle? Elicit the answer water and show pupils that they should draw a line to the word water.

Answers

- a bottle of water
- a tin of beans
- a bag of rice
- a bunch of carrots
- a box of eggs

Read and write. 5 mins

- Go up to some pupils and ask Can I have your book, please?/Can I have a pencil, please? etc. Encourage these pupils to say Yes, and help them to give you their book/pencil. Do this several times with different items and pupils.
- Get pupils to look at the activity at the top of Activity Book page 105. Explain that Omar and



Reem are in a shop. Read the request in the first speech bubble with the class. Get the class to guess the missing word (apples) and show them how to write it in the space provided. Check that the class is ready to write. Let pupils read and complete the second question: Can I have some eggs, please?

Answers

Can I have some apples, please? Can I have some eggs, please?

Draw and write. 6 mins

- Ask the class to look at the bottom of the page. Read the rubric together and tell pupils to imagine that they are in a shop. Get them to draw themselves in the box on the left. Next, get pupils to draw something they want to buy on the shopkeeper's hand, for example, a cake. Finally, pupils have to complete the speech bubble so that it matches the pictures. For example, Can I have a cake, please? Yes, here you are. Remind pupils that we use a or an for one item (and for an item in a container such as a box, a bottle, a tin) and some for more than one or a number with containers, e.g., two boxes, three tins.
- When they have finished, organize pupils into pairs. Get them to take turns acting out their dialogues. One pupil takes the role of the customer and the other takes the role of the shopkeeper.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Challenge groups to make up a new verse for the 'Cheese, please!' song. Get the groups to suggest words with /ee/ sounds to make their new lines, for example, Peas, please/Wheels, please/ Trees, please/Seeds, please.
- When playing 'At the shop', get pupils to continue adding words to the list. Encourage them to be imaginative and

humorous in their suggestions. For example, At the shop, I bought eggs, carrots, beans, bread, rice, water, snakes, bags, shoes, rice and robots.

Unit 7 Lesson 2: At the Supermarket

Aims: To make requests

To say what you bought

To use words for food 'containers'

To act out a conversation in

a shop

To write a shopping song

To write a shopping list

To read descriptions and match

to pictures

Materials: Pupil's Book pages 106–107

Activity Book pages 106–107

Tracks 81 and 82

Optional: a shopping bag with a variety of items, preferably including some food items Notebooks or plain paper

Teaching note

- In English, some nouns are countable (e.g., apple(s), carrot(s), egg(s)) and have singular and plural forms; some are uncountable (e.g., rice, water, bread) because they are not separate objects. Uncountable nouns have no plural, unless they are being used with a particular 'specialized' meaning.
- Uncountable nouns do not take alan. If you want to specify a number/quantity with uncountable nouns, some can be used to describe a vague quantity of 'more than one', e.g., some rice. Some can also be used with countable nouns, e.g., some apples. Another way is to use a 'container', e.g., a tin of beans, a glass of water, a box of eggs, a loaf of bread. These can be counted, e.g., two tins of beans, four loaves of bread, etc.





At this age, it is best not to go into detail that pupils will not understand. It is fine if they use alan and some. Of course, they may say a rice, etc., but if they hear and reproduce the correct forms idiomatically from the outset, this type of mistake should be less common.

Warmer 5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'How many shops?'. Put pupils in pairs/ small groups and give them two minutes to think of the names of all the shops they know and count them on their fingers or make a note on paper. Say Stop! Ask How many shop names have you got? See which pair/group has the most. Ask for the names and write them on the board. Let pupils count up how many of their shop names were correct and find out who the winners are.

1 Listen, look and say. 8 min

- Tell pupils to look at *Pupil's Book* page 106. Get them to tell you what they can see in the picture. Explain that the children are shopping. Elicit where they are (read the title together), who they can see (the children and the shopkeeper), what food they can see (bags of rice/some rice, tins of beans/some beans, boxes of eggs/some eggs, bottles of water and milk/some water and milk, some bread, some apples, some bananas, some carrots).
- Explain that pupils will hear the children asking for what they want to buy. Tell them to listen, point to the things in the picture that they hear and remember who buys what. Play
 Track 81.

Track 81

At the Supermarket

Shopkeeper: Hello, Reem. What do you want? Reem: Can I have some rice, please?

Shopkeeper: Yes, here you are.

Shopkeeper: Hello, Sally. What do you want?

Sally: Can I have two tins of

beans, please?

Shopkeeper: Yes, here you are.

Shopkeeper: Hello, Omar. What do you want?

Omar: Can I have three bottles of

milk, please?

Shopkeeper: Yes, here you are.

Shopkeeper: *Hello, Ben. What do you want?*Ben: Can I have a box of eggs, please?

Shopkeeper: Yes, here you are.

• Ask What did Reem buy? (Some rice./A bag of rice.) Elicit what the other children bought. If

necessary, play Track 81 again.

2 Ask and answer.

6 mins

 Play the first conversation again and get pupils to repeat each line. Put pupils in pairs and let them act out other conversations. Pupils can swap roles each time to be either the shopkeeper or one of the children. Ask for volunteers to come to the front of the class to act out the conversations.

3 Listen, point and say.

8 mins

Explain that the children are back home from the supermarket and are telling us about other things they bought. With *Pupil's Books* closed, ask them to listen and remember what they hear. Play Track 82.

Track 82

I bought ...

Sally: I bought a box of eggs.
Reem: I bought some carrots.
Omar: I bought a bottle of water.
Ben: I bought a can of lemonade.

Ask What did Sally buy? See if pupils can tell you what she bought. Repeat for the other children. Say Open your Pupil's Books on page 107 and check your answers. Get pupils to listen to Track 82 again and track the words with their fingers.

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Activity Book

Write your song. What food do you want?

• Get the class to look at *Activity Book* page 106. Look at the activity at the top of the page. Ask *How many foods can you see in the table?* (*Five.*) Ask for volunteers to read a word each. Tell pupils that they are each going to write a song using one of the food words. Let each pupil choose a word, put a tick in the box and write the word on the line provided.

2 Now write your song. 8 mins

• Look at the activity at the bottom of the page and read the rubric together. Play Track 80 to remind pupils of the song and let them follow the words on page 105 of the *Pupil's Book*. Pupils can do this activity working by themselves or in pairs. Tell them to read the words and fill in the blanks using their chosen food. Let pupils look back at the song on *Pupil's Book* page 105 for help, if necessary. Monitor and support as necessary. For the last gap, pupils can write a number or, if appropriate, a 'container' (e.g., *A box*).

Example song:

Eggs, please, eggs, please, Can I have some eggs, please? Yes, I do have lots of eggs. How many do you want? A box./Six./Ten.

• Ask for volunteers to sing (or read out) their song.

Write a or b. What did you buy? 5 mins

- Show the class your shopping bag. Explain that you have bought some things at the shop. Get pupils to guess what you have got in the bag. For example, pupils might say *You bought some carrots*. Answer *Yes* or *No*. Finally, show pupils the items in the bag and get them to name them.
- Get the class to look at *Activity Book* page 107. Look at picture 1. Ask *Who is it?* Read the two speech bubbles (*a* and *b*) or ask for volunteers to read them. Elicit which description matches the picture (*a*). Ask pupils to write *a* in the box. Let pupils complete the page by themselves. When

pupils have finished, name a picture and let a confident pupil read the matching description.

Answers

a

b

b

b

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play 'At the shop' (Unit 7, Lesson 1) again and get pupils to continue adding words to the list. See if they can remember their lists from the last lesson. Encourage them to be imaginative and humorous in their suggestions. For example: At the shop, I bought eggs, carrots, beans, bread, rice, water, snakes, bags, shoes, rice, robots, cheese, two frogs, a bee ... etc.
- Have a class challenge and see how many items pupils can add to their list before everyone forgets.





Unit 7 Lesson 3: A Pet for Ben

Aims: To read about Ben To describe a person and their circumstances To decide on a pet for Ben Focus on sounds /sh/ and /th/

Materials: Pupil's Book pages 108–109 Activity Book pages 108–109 Tracks 83 and 84 Game Circles and counters, buttons or small pieces of coloured paper Optional: a variety of items (including, if possible, some items of food in containers)

Warmer

4 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Introduce the theme of the lesson by writing the title of the lesson on the board ('A Pet for Ben'). Discuss the following points: Ask pupils what a pet is. Ask pupils if they have any pets at home. Ask pupils what types of animal you can have Talk about what you need for different pets.

Read about Ben.

- Say Open your Pupil's Books on page 108. Ask pupils to look at the top of the page. Give pupils a few minutes to read about Ben. Say some concept-checking 'True or false?' statements, for example:
- You say Ben lives with his grandma and grandpa. Pupils respond with No, he lives with his mum and dad.
- You say Ben has a big bedroom. Pupils respond with No, he has a small bedroom.
- You say *He goes to school*. Pupils respond with Yes, he does.

- You say He watches TV in his bedroom. Pupils respond with No, he does his homework in his bedroom.
- Put pupils in pairs/small groups and let them make similar statements about Ben. Monitor and support as necessary.

2 Listen, match and write the number. 10 mins

Ask pupils to look at the four pictures at the bottom of *Pupil's Book* page 108. See if they can name the animals (parrot, fish, rabbit, cat). Explain that they are going to listen to four descriptions. Pupils should listen and follow each description and find the matching pet. Tell pupils not to write anything, but just to listen. Stop after each description and see if pupils can answer the question What is it? Play Track 83.

Track 83 A Pet for Ben

Voice 1: This is a quiet pet. It is very small and it lives in a glass bowl or tank. It can swim and it is often orange. It needs clean water and it eats fish food. What is it?

Voice 2: This is a quiet pet. It likes to sleep in warm places. It lives in the house. It can be many different colours. It eats birds and mice or tins of cat food. What is it?

Voice 3: This is a funny pet. It can talk and it is blue and yellow. It needs a big cage and it eats seeds. What is it?

Voice 4: This is a quiet pet. It is small and it lives in a cage in the garden. It is often white. It needs lots of exercise and it eats carrots and apples and grass. What is it?

Working individually, pupils should now read the descriptions above the pictures and decide which picture matches each description. Pupils should write the number in the box provided. Read out each description and ask What is it? Encourage pupils to respond with *It's a* ...





3 What's a good pet for Ben?

• This last part of this activity requires pupils to think for themselves and decide what a good pet for Ben is. Explain what you want them to decide and give them a minute to think about it. Ask for ideas and reasons. For example, pupils might say *A fish*, because it is small and quiet. A fish can live in his bedroom.

4 Play the game. 6 mins

- Ask the class to look at *Pupil's Book* page 109. Get them to name all the pictures. Organize children into pairs and show them how to play the game.
- The aim of the game is to land on the items on your shopping list.
- Each child chooses five items on the game board and writes them on a shopping list.
- Pairs exchange shopping lists.
- Each player puts their counter on 'Start'.
- Players take turns to select a number at random from a Game Circle and move the number of spaces shown.
- Players can move in any direction, but they can move only to connecting circles.
- If a player lands on one of the items on their list, they tick it off and say *I bought a [cake]*.
- If a player cannot move to an item on their shopping list, they move and wait for their next turn, without ticking off any items.
- The first player to land on all five items on their shopping list wins the game.
- When a child wins, get them to describe what they bought. For example: *I bought a cake*, some beans, a box of eggs, a book and a bottle of water.

Activity Book

1 Read and draw. 4 mins

 You can organize the activity on Activity Book page 108 in a number of ways. Pupils can work by themselves and draw each pet and then compare with a partner. Alternatively, you can put pupils in groups of three and allocate one description to each child. Each pupil reads the description and draws the pet and gives it a name. When everyone in the group is ready, each pupil reads out their description to the group, shows their drawing and says the pet's name. Pupils can choose the best picture/pet. Monitor and support as necessary.

Answers

Omar's pet – fish Reem's pet – rabbit Mandy's pet – parrot

2 Write sentences.

• Read out the rubric (as a class or individually). Make sure pupils understand what they have to do. Pupils have to complete the first sentence by choosing one of the two words in boxes to match the picture. Pupils then write a complete sentence to match the second picture.

4 mins

Answers

- 1. I bought some eggs.
- 2. I bought some carrots/a bunch of carrots.

Write sh or th. 4 mins

- Write the letters *sh* and *th* on the board, making sure you model correct letter formation. Elicit what sounds the letters *sh* and *th* make. Ask pupils to look at the activity at the bottom of *Activity Book* page 109 and tell you what the words are. Ask them how to spell the words. As pupils give you the spelling, write each word on the board.
- Say the words together. Then play **?** Track 84 and let pupils repeat the words.

Track 84

shirt, shirt, shirt three, three, three thumb, thumb, thumb shoe, shoe, shoe

 Check that pupils are ready to write and ask them to write sh or th to complete each word.

Answers

shirt three thumb shoe

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Play a guessing game. First, think of an animal. Tell pupils you have thought of an animal. Write numbers 1–5 on the board. Say five things about the animal and see if pupils can guess. For example: It's small. [pause for pupils to guess] It's quiet. [pause for pupils to guess] It can swim. [pause for pupils to guess] It lives in water. [pause for pupils to guess]
- Stop after each statement to give pupils the opportunity to guess (as shown above). If pupils can't guess after the first statement, cross out number 1. Say the second statement. Likewise, if pupils can't guess, cross out number 2, and so on. If you say five statements and the pupils still cannot guess the animal, cross out number 5 and say *No points left the teacher wins!* The number of points pupils score is represented by the sum of the numbers on the board that have not been crossed out.
- Pupils can continue to play this game in small groups. Monitor and support as necessary.
- Play 'Shops'. Put some items on the table at the front of the class. Explain that this is the shop. Invite a confident pupil to be the shopkeeper. As the customer, go up to the shopkeeper and ask for some items, for example, Can I have a ruler, an apple and some pencils, please? Help the child give you the items. Get some pupils to take the role of the customer and ask for different items using Can I have ..., please?

Unit 7 Lesson 4: Wild World

Aims: To read descriptions

To identify and name animals To identify body parts of animals

To learn on land/in water

To say a rhyme

To write a rhyme

Materials: Pupil's Book pages 110–111

Activity Book pages 110-111

Tracks 85 and 86
Notebooks or plain paper

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Introduce the lesson by holding up *Pupil's Book* page 110 and telling pupils the topic is 'Wild World'. Get pupils to look at the picture and guess what the lesson is about (wild animals). Discuss some of the following points with them: Talk about what a wild animal is.

Talk about what wild animals they have seen. Talk about animals we find in the wild around the world.

Talk about what their favourite wild animals are and why.

Listen and find.

10 mins

- Tell pupils to look at *Pupil's Book* page 110. Get them to tell you what they can see. If they name the animals in their own language say *Yes*, *it's a* [monkey]. **Note:** Pupils should know the names of some of these animals by now.
- Explain that Reem is on safari and looking at some wild animals through her binoculars. Ask pupils to tell you why Reem is using binoculars (to look at the animals). Elicit that some of the animals are dangerous, so it is best not to get too close to them. Explain that wild means an animal is living in their natural world and is not a pet or domesticated animal.







- Ask pupils to close their books and remember as much as they can about the picture. Ask questions about the picture. For example: How many animals are there? Can you tell me their names? Which animal is green? Which animal is yellow and brown? Which animal can fly? Which animals can swim?
- Tell pupils that Reem has made some notes about the animals and is going to tell us which animals she saw on safari. See if pupils agree with what Reem says. Note: Reem has made lots of mistakes in her notes. Play Track 85.

Track 85 Reem's Notes

Reem:

I am on safari. I wrote notes in my book about the animals. First, I saw a very big animal called a melephant. It is grey and has big ears and a long nose. Then I saw a lonkey. It has hands like me and can climb trees. Next I saw a carrot. It is very pretty and is blue and yellow. It can fly.

Then I saw a pion. It is big and dangerous. It wants to eat me! After that I went to the river and saw an erocodile. It has a very big mouth with lots of teeth!

Play Track 85 again. Pause after each description and get pupils to correct Reem's notes.

2 Listen and say the rhyme.

10 mins

Get the class to look at the pictures on Pupil's Book page 111. Play Track 86. Demonstrate the actions while pupils listen (see the suggestions below in square brackets).

Track 86 The Elephant

The elephant goes

Like this and that.

[Bend down as though walking on all fours and walk slowly on the spot.]

It's very big

[Stand up and reach your arms up high.]

And very fat.

[Stretch your arms out to the sides.]

It has no fingers.

[Wiggle your fingers.]

It has no toes.

[Wiggle your toes.]

But goodness me,

[Put your hands up as if in surprise.]

What a nose!

[Put your elbow next to your nose, stretch out your arm, and wave it like a trunk.]

Play Track 86 again. This time, get pupils to stand up and do the actions as they join in with the words.

Activity Book

Label the parrot. 6 mins

Say Open your Activity Books on page 110. Read out the rubric (as a class or individually). Make sure pupils understand what they have to do. Pupils should look at the picture of the bird and label the body parts. Ask them to think about which body parts have the same names as the ones humans have and which ones are different.

Answers

Left Right beak wing leg body tail foot

2 Look and write. Where does it live? 6 mins

Read the rubric for the activity at the bottom of the page. Read the animal names and then get pupils to work in pairs and decide which of these animals lives on land and which in

- water. Explain that those animals that can walk on land and swim in water should be written in the intersection of the two ovals. You can demonstrate this by drawing the ovals on the board.
- Draw the two intersecting ovals on the board. Ask pupils to tell you where to write the six animal names. They can use the language *on the left*, *on the right* and *in the middle*. For example: Put the fish on the right.

Answers

on land	in water	both		
lion	fish	crocodile		
monkey	shark	frog		

Write your animal rhyme. 8 mins



- Get pupils to look at *Activity Book* page 111. Explain that this activity will be pupils' own work and that they should make their own rhyme. The words in the box at the top of the page are there to help them, but they can choose other animals and words if they wish.
- Read out the rubric together. Make sure pupils understand what they have to do. Show pupils that there are four groups of words *animals*, *describing words*, *body parts* and *colours*. Show pupils that the words in the box at the top of the page can be used to fill the five gaps in the rhyme below. (The last two gaps can be used for two colours.) Let pupils choose whether they want to work by themselves to write the rhyme, or work with a partner or in small groups.
- Tell pupils that you will ask for volunteers to read out their rhymes.

Sample animal rhyme

My <u>fish</u> goes Like this and that.

It's very <u>funny</u>
And laughs like that.

It has a <u>nose</u>
But it has no toes!

It's <u>orange</u> and <u>pink</u> And I love it so!

Extras

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- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- See how many animal body parts pupils can remember. If necessary, let pupils look back at *Activity Book* page 110. Ask pupils which body parts are the same as the ones for humans. Let pupils list other body parts they know (again, they can look back at *Pupil's Book* pages 14 and 18). Discuss which are the same for humans and animals.

Humans	Animals
eyes	same
ears	same
mouth	same
teeth	same
leg	same
feet	same
nose	same
head	same
shoulder	for some animals,
	like horses
body	same
knee	for some animals,
	like horses
arm	for some animals,
	like monkeys
hand	for some animals,
	like monkeys
finger	for some animals,
	like monkeys
thumb	for some animals,
	like monkeys
toes	for some animals,
	like monkeys
n/a	tail
n/a	beak





Unit 7 Lesson 5: Who am I?

Aims: To introduce verbs in the

present continuous

To review verbs (*sing*, *draw*, *brush*, *wash*, *read*, *watch*)
To match pictures to actions
To read and match extended

descriptions

To review body parts

To do a quiz

Materials: Pupil's Book pages 112–113

Activity Book pages 112–113

? Tracks 87, 88 and 89

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play a consonant blend game. On the board, write bl, fl, pl, fr, tr, pl, sl, sk, sn. Put pupils in pairs. Set a time limit and get pairs to write as many words containing the blends as they can. Elicit feedback and award points for words.
 Note: Do not discourage pupils if they do not spell the whole word correctly the focus here is on recognizing the consonant blends.

1 Listen, look and say.

10 mins

• Play 'Who am I?' With books closed, explain that pupils will listen to descriptions of some animals. They should guess which animal is being described and write the name in their notebooks (or on plain paper). Tell pupils it is important not to shout out the names of the animals. Play Track 87. **Note:** Only four of the six animals on *Pupil's Book* page 112 are described.

Track 87 Who am I?

Voice 1: I have four legs and four big feet.

I have a small tail but I have very big ears. I eat plants and leaves. I have a long nose, called a trunk.

What am I? (elephant)

Voice 2: I have two legs and two feet. I

also have two wings and a beak. I live in the air and in trees. I eat

seeds and fruit. (parrot)

Voice 3: I have two legs, two arms and two

hands. My tail is long and I have four fingers and a thumb on each hand. I can climb trees. I eat fruit,

plants and seeds. (monkey)

Voice 4: I have no legs. I have lots of big

teeth. I can swim but I can't walk

on land. I eat fish. (shark)

- Ask pupils if they guessed the names of the animals. Ask *What was the first animal?* Go through all four animals and see if pupils agree. If necessary, play **?** Track 87 again.
- Get pupils to look at *Pupil's Book* page 112. Play 'Who am I?' Put pupils in pairs and let them play the same game, but this time ask pupils to choose any of the six animals on page 112.
- Encourage pupils to think of descriptions for the two animals which didn't appear on the audio (the crocodile and the lion). Monitor and support as necessary.

2 Listen, point and write the number.

10 mins

• Ask pupils to look at *Pupil's Book* page 113. Put pupils in pairs and ask them to think of a verb for each picture. Encourage them to look back at previous units if they cannot remember the word or the spelling. Elicit the verbs and write them in a line across the board. Explain that pupils should listen carefully for the verbs and point to the picture.

Answers

sing, draw, brush, wash, read, watch



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Track 88 I'm singing.

- 1 What am I doing now? Well, I'm singing.
- 2 What am I doing? Ha, ha, I'm watching my favourite programme on TV.
- 3 What am I doing? I'm in the bathroom. I'm cleaning my teeth.
- 4 What am I doing? I'm reading a book for my homework!
- 5 What am I doing? I'm washing my face.
- 6 What am I doing? I'm doing my favourite thing. I'm drawing a picture. There's a tree and grass and the sun and a blue sky.
- Check that pupils are ready to write. Play
 Track 88 once more. Pause after each line
 and get the pupils to write the numbers 1–6 in
 the correct boxes. Monitor and support
 as necessary.

Activity Book

- 1 Listen and write. 6 mins
- Get the class to look at *Activity Book* page 112. Explain that Sally and Reem are writing notes about some wild animals. Get pupils to read the names of the three animals in the table.
- Let pupils read the questions across the top of the table. Ask *What can a monkey do?* Show pupils where the answer *climb* is. Ask more questions and get pupils to look at the table and read the answers.
- Show the class that there are three blank spaces in the table one for each animal. Tell pupils to listen and write a word in each space. Play
 Track 89. Pause after each question and answer so that pupils can complete the table.

Track 89

Listen and write.

Reem: What does a monkey eat?

Sally: It eats fruit.

Reem: Where does a shark live?

Sally: In water.

Sally: What can a parrot do?

Reem: It can fly.

Answers

- 1 monkey fruit
- 2 shark in water
- 3 parrot fly
- Play Track 89 again. This time, stop the recording after each question and get pupils to give the answer. Write the answer on the board and then continue the recording to confirm the answers.
- Get pupils to complete the bottom row (row
 4) of the table with facts about an animal of
 their own choice. For example, they could write
 elephant, leaves, on land, walk or rabbit, grass,
 on land, hop.
- 2 Say. 7 mins
- Show the class the bottom of page 112 and explain that Sally and Reem are doing a quiz. Get pupils to read the text in the speech bubbles and guess the correct animal (shark). Put pupils in pairs or small groups of three or four and ask them to follow the pattern shown in the picture. One pupil chooses an animal but doesn't name it. Their partner/group members ask(s) questions to try to work out the identity of the animal.

Read and write the animal. 7 mins

- Say *Look at page 113*. Read out the rubric (as a class or individually). This is a reading task. Pupils should read each description and decide which animal it fits. They should write the word on the line provided.
- Point out that there are four descriptions and six pictures.

Answers

- 1 shark
- 2 monkey
- 3 parrot
- 4 elephant





Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Tell pupils they are going to give a spelling test to their partner. Get everyone to individually write down six verbs in a list numbered 1–6. They should write both the infinitive and the ~ing form. While pupils do this, monitor and support as necessary.
- When everyone is ready, Pupil 1 dictates the verb pairs in their list (for example, *sit/sitting*) and Pupil 2 writes them down. Pupils swap and Pupil 2 dictates. Pupils finish the activity by checking their partner's spellings, counting up the correct ones and awarding a mark.
- Use the same spelling test activity as above, but let pupils work in pairs to think of the verbs for the test and for writing down another pair's dictated verbs.

Unit 7 Lesson 6: I'm playing ...

Aims: To practise using verbs in the present continuous
Review verbs (*skip*, *play football*, *write*, *run*, *watch TV*, *walk*, *swim*)
To read emails
To match pictures to actions

Materials: Pupil's Book pages 114–115

Activity Book pages 114–115
Tracks 90 and 91
Activity cards – see Lesson preparation

Spelling practice (ch, sh, pl, br)

Lesson preparation

You will need to prepare a number of activity cards in advance of this lesson. Using everyday verbs that pupils have learnt, write an activity on each card. For example: wash face, brush teeth, eat an apple, drink tea, play football, hop, jump, get dressed, swim, draw a picture, listen to music, clean a room, do exercise, sleep. You need a card for each pupil, but you do not need to use a different verb on every card – you could just use the 14 activities suggested above, for example.

Warmer

9 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'What am I doing?' Start by miming an activity, for example, walking around the classroom. Ask *What am I doing?* Elicit ideas and confirm by saying *Yes, I'm walking around the classroom*. Write the question on the board and practise saying both the question and the answer.
- Hand out the activity cards one for each pupil. If you have not had time to make activity cards, you can write the verbs and object/verb phrases on the board and number each one, then allocate a number to each pupil. (For example, if you have 14 activities, number pupils from 1 to 14. For the 15th pupil, start at 1 again.) Let pupils read their activity card (or their allocated activity on the board). Let pupils ask you if they are unsure of what their card says.
- Ask for a volunteer to stand up, mime their activity and ask What am I doing? Encourage pupils to answer You're washing your face. Now ask What's he/she doing? and elicit He's/ She's washing his/her face. Repeat the answer for pupils to model. Repeat for the other activities. As pupils get more comfortable with the structure, you may not need to model for pupils to repeat.



At the Shop Unit 7

1 Listen, match and write the number. 10 mins

- Get pupils to look at *Pupil's Book* page 114. Look at the title and point to the ~ing. Ask pupils to look at the sentences a-g below and find all the verbs ending in ~ing. Ask pupils to underline each ~ing.
- Read the rubric together and check that pupils understand the task. Play **?** Track 90. You will see that there is a pause between the word *number* and the answer to give pupils time to say the correct number.

Track 90 I'm playing ...

He's skipping. / Number [pause for pupils to answer] 6.

They're playing football. / Number [pause for pupils to answer] 7.

She's writing. / Number [pause for pupils to answer] 2.

He's running. / Number [pause for pupils to answer] 1.

They're watching TV. / Number [pause for pupils to answer | 5.

She's walking. / Number [pause for pupils to answer] 3.

They're swimming. / Number [pause for pupils to answer] 4.

2 Listen, look and read. 10 mins

- Ask pupils to look at *Pupil's Book* page 115. Let them look at the pictures as they read. Tell them the pictures will help them to understand what they are reading.
- Play Track 91 and let pupils track the words as they listen.

Track 91

What are you doing?

Sally

Sally: Hello Reem

> What are you doing? I'm writing to you! Ben is reading a book in his bedroom. Dad is washing his car in the garden. Mum is watching TV in the living room.

Reem: Hello Sally

> I'm watching TV. My brother is sleeping. My Dad is reading and my Mum and aunt are shopping. See you at school on Sunday!

Reem

Ask some questions about Sally's email. For example:

What is Ben doing? (He's reading a book.) Who is watching TV? (Mum is./Mum is watching TV.)

Where is Dad washing his car? (In the garden./ Dad is washing his car in the garden.)

Put pupils in pairs and ask them write some questions about Reem's email. Monitor and support as necessary. Ask for volunteers to read out a question. Get others in the class to answer.

Activity Book

Read and match. Write the numbers.

8 mins

- Say Open your Activity Books on page 114. Tell pupils to read the six sentences at the bottom of the page. Say I'm watching TV and get pupils to repeat. Continue for all six sentences.
- Pupils then need to match the sentence to the correct picture and write the number in the box.
- When they have finished writing, say a number and get pupils to say the sentence. For example, say three and elicit the response I'm drawing a picture.

Answers

- 2 3
- 5 6
- 4 1

2 Look and write the words. 8 mins

Set the activity on *Activity Book* page 115. Read out the rubric (as a class or individually). Show pupils how they can put each set of jigsaw word pieces together to spell two words. They should write each word in the box next to its picture.



Answers

chicken

chair

shark

shop

plane

plant

bread

brush

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to draw a picture of members of their family to show what they are doing in the evening. If they can, they should write a verb next to each picture. For example, if someone is in the kitchen, then they can write the verb cook next to that person.

Unit 7 Lesson 7: On Holiday

Aims: To describe a picture in the present continuous To talk about the weather To match pictures to actions To practise the sound /ng/ To learn to spell four highfrequency words (here, some,

150

are, where) **Materials:** *Pupil's Book* pages 116–117 Activity Book pages 116–117 Tracks 92, 93, 94 and 95 Activity cards (or blank cards) for the Warmer activity (see Lesson preparation in Lesson 6) Notebooks or plain paper

Warmer

5 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'What am I doing?' again. Start by miming an activity, for example, writing or sitting and reading. Ask What am I doing? Elicit ideas and confirm by saying Yes, I'm writing. Write the question on the board and practise saying both the question and the answer.
- Hand out the activity cards, or number activities and pupils as suggested in Lesson 6. Let pupils read their activity card (or their allocated activity on the board). Let pupils ask you if they are unsure of what their card says. Make sure pupils receive different cards to the ones they had in Lesson 6. Alternatively, pupils can write their own cards with ~ing verb forms this time.
- Ask for a volunteer to stand up, mime their activity and ask What am I doing? Encourage pupils to answer You're washing your face. Now ask What's he/she doing? and elicit He's/She's washing his/her face. Repeat the answer for pupils to model. Repeat for the other activities. As pupils get more comfortable with the structure, you may not need to model for pupils to repeat.

Listen and point.

Get pupils to look at *Pupil's Book* page 116. Read the title: 'On Holiday'. Ask pupils who they think the family is (Ben, Sally and their mum and dad). Ask pupils to think about what they can see in the picture. Put pupils in pairs or small groups to think of two or three sentences about the picture. Ask for volunteers to tell you about something they can see or what somebody is doing. For example:

Ben is sitting on a camel.

Ben is wearing a red and white hat.

Sally is sitting down. She has a red face.

Mum is standing between Ben and Sally.

She has a red face too.

Dad is taking a photo (of Ben riding the camel).

- If pupils find it difficult to think of sentences, prompt them by asking questions. For example: Who is sitting on a camel? Who is wearing a pink and white hat? What is Sally doing? Who is taking photos? What's Sally and Ben's mum doing?
- Read the rubric at the top of the page together and check that pupils understand it. Play Track 92 and let pupils listen to Ben talking about the family holiday. Ask pupils to point to the characters and things they hear.

Track 92 On Holiday

Ben:

Hello from our holiday! We are visiting some famous places. It is very hot today - the sun is shining. I am wearing a hat and so is Sally. Sally is hot and thirsty and she is sitting down and resting. Mum is hot and thirsty too. I am riding a camel. It's very big. Dad is taking lots of photos of us all.

2 Match. Who is saying ...?

Get the class to look at the bottom of Pupil's Book page 116. Explain that pupils should read the speech bubbles, decide who is speaking and write the number in the box next to the speech bubble. Let pupils do this activity by themselves and then check with a partner before you carry out a class check. To check, ask volunteers to read out each speech bubble and get the rest of the class to say Ben, Sally, mum or dad.

3 Listen, point and say.

- Ask pupils to look at *Pupil's Book* page 117. Let them look at the pictures and ask them Which picture would you like to be in? See if pupils can tell you what the weather is like in any of the pictures.
- Play Track 93 and let pupils point to the picture they hear being described, 1–4. You can pause after each line and ask Which picture?

Track 93 It's cold!

Omar:

I am standing in the street. It's cloudy and rainy. I am holding an umbrella.

I am lying on the beach. It's hot and sunny. I am drinking water and resting.

Today, it's cold and snowy. I am wearing a scarf but I'm not wearing a coat and I am very cold. Hurray, it's windy and I am flying my new kite.

Ask some questions about what Omar is doing in each picture. For example: What is Omar doing in picture 3? Where is Omar in picture 3? What's Omar holding in picture 2? Is Omar feeling happy in picture 1? Is Omar playing football in picture 4?

4 Read and match.

4 mins

Ask pupils to read the speech bubbles at the bottom of the page. Pupils should decide which speech bubble matches each picture. Pupils should check their answers in pairs. Do a class check.

Activity Book

Write these words. 4 mins

- Say Open your Activity Books on page 116. Pupils will see four weather-related pictures. Ask pupils to look at each picture and to fill in the gaps to complete the word. Encourage pupils to try to spell the words first, before looking at Pupil's Book page 117 to check.
- Once pupils have finished writing, point to the first picture and ask What's the weather like? Elicit rainy. Do this for all four pictures.

Answers

rainy

sunny

snowy

windy

151

Read and match. 4 mins

Ask pupils to read the sentences at the bottom of the page. Pupils should decide which sentence matches each picture. Pupils should check their answers in pairs. Do a class check.

Answers

- It's cold and snowy.
- It's hot and sunny.
- It's windy.
- It's cloudy and rainy.

Write and read. 4 mins

- Write the letters *ng* on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the sound /ng/. Ask pupils to look at the activity at the top of Activity Book page 117 and to tell you what the words are. Ask pupils how to spell the words. As pupils to give you the spelling, write each word on the board.
- Say the words together. /ng/ is a nasal sound produced by moving air through the nasal passage. The tongue is raised and towards the back of the mouth. As they say the words, ask pupils to put a hand under their chin and feel the vibration and the position of their tongue in their mouth. Play **?** Track 94 and let pupils repeat the words.

Track 94

sing, sing, sing king, king, king wing, wing, wing ring, ring, ring

Check that pupils are ready to write and ask them to write ng to complete each word.

Answers

sing

king

wing

ring

4. Look, say, cover, write, check. 4 mins



Pupils should continue to spell common, highfrequency words using the 'Look, say, cover, write, check' strategy. The four words for this

- unit are here, some, are, where. Lesson 1 of Unit 8 has a spelling test of these four words.
- Ask pupils to look at the activity at the bottom of Activity Book page 117. Write the rubric 'Look, say, cover, write, check' on the board and read it with the class. Elicit what pupils have to do. If necessary, copy the table onto the board and remind pupils that this time they will use 'Write 1' column.
- Check that pupils are ready to write. Get them to follow the 'Look, say, cover, write, check' procedure and complete the 'Write 1' column.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Pupils might like to say the sentences on Track 95 to practise the /ng/ sound and the linked sounds /m/ and /n/. This is a fun activity that requires listening and modelling sounds. Play Track 95 and get pupils to repeat each sentence. **Note:** The emphasis is not on meaning (although the words will be familiar to pupils), but on reproducing the sounds.

Track 95

My mum sings. Your ring is nice.

Let's sing a song. Bring me nineteen things.

The king has nine rings.

A parrot has two wings.

What's that thing on your ring?

Learning English is a fun thing.





Unit 7 Lesson 8: The Shopping List

Aims: To listen to and read a story

To correct mistakes in a

shopping list

To write a shopping list To say what you bought To learn to spell four highfrequency words (here, some, are, where)

Materials: *Pupil's Book* pages 118–119 Activity Book pages 118–119

Track 96

Notebooks or plain paper

Warmer

7 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'At the shop' (Unit 7, Lesson 1) again. See if they can remember their lists from the earlier lessons. Encourage them to be imaginative and humorous in their suggestions. For example, At the shop, I bought a box of eggs, carrots, beans, bread, rice, water, a horse, some ice-cream, trainers, a plane ... etc.
- Have a class challenge and see how many items pupils can add to the list before everyone forgets.

1 Listen, look and read.

20 mins

- Tell the class they are going to listen to a story. Get them to look at Pupil's Book pages 118 and 119. Use the first picture at the beginning of the story to name the characters, Ben and Mum. You may also wish to introduce the shopping list – let pupils look at the list in the second picture and read the items.
- Play Track 96. Let pupils listen and follow the story by looking at the pictures and the words.
- **Note:** Track 96 uses the word *store* instead of shop. Explain to pupils that the two words

have exactly the same meaning and are both commonly used.

Track 96

The Shopping List

Ben's mum asked Ben to go to the store.

She gave Ben a shopping list.

Ben walked to the store.

Ben lost the shopping list!

He remembered the list. 'A bag of rice, a big cake, a red pen, a brown hat and 12 eggs.' Ben walked past some boys playing with mice. He remembered the list. 'A box of mice, a big cake, a red pen, a brown hat and 12 eggs.'

Ben walked past the zoo.

He remembered the list. 'A box of mice, a big snake, a red pen, a brown hat and 12 eggs.' Ben walked past a hen.

He remembered the list. 'A box of mice, a big snake, a red hen, a brown hat and 12 eggs.' Ben walked past a cat.

He remembered the list. 'A box of mice, a big snake, a red hen, a brown cat and 12 eggs.' Ben walked past some clothes.

He remembered the list. 'A box of mice, a big snake, a red hen, a brown cat and 12 pegs.' At the store, Ben asked for 'A box of mice, a big snake, a red hen, a brown cat and 12 pegs.' Ben took the shopping home.

Mum wasn't pleased!

- Ask pupils if they enjoyed the story and get them to tell you their favourite parts. Get them to tell you why Ben didn't buy what was on the shopping list.
- Explain that Ben was trying to help his mother by remembering the shopping list. Invite pupils to suggest how Ben remembered the list (by repeating it, or saying it out loud). Find out if pupils have had to remember anything recently, for example, spellings, what to bring to school or maths times tables (e.g., $6 \times 6 = 36$, 9×3 = 27). Encourage them to tell you how they remember things. Use this opportunity to talk about different ways of remembering things. For example, saying things aloud, writing them down, making up songs or rhymes about them, writing things on sticky notes and seeing them everywhere, linking things to actions





or experiences, etc. Tell pupils that people remember things in different ways.

Activity Book

1 Write the correct words. 6 mins

- Say *Open your Activity Books on page 118*. Get pupils to look at Reem and read what she is saying in the speech bubble: *Can you help Ben?* Let pupils read the words in the list next to Reem. Ask for volunteers to read a word each.
- Ask pupils to look at the bottom of the page. Ask them whose shopping list this is. (*It's Ben's*.) Ask pupils to correct the list by writing the correct item on the line next to each crossed out word. Let pupils do this by themselves and then check their answers in pairs. Ask for volunteers to read the new correct shopping list, one item at a time.

Answers

- a bag of rice
- a big cake
- a red pen
- a brown hat
- 12 <u>eggs</u>

2 Write your shopping list. 6 mins

- Ask pupils to look at *Activity Book* page 119. Tell pupils that they are going to write their own shopping lists. Explain that the list can be all food items or a mixture of different things. Tell pupils to look back through their books to find things to go on their list. Pupils should write at least five items.
- Give pupils enough time to do this, including time to look back through their books and select words. While pupils work, monitor and support as necessary. You may find it necessary to give some pupils a few ideas to get them started.

Sample shopping list

- a cake
- a tin of beans
- a bunch of carrots
- some pens
- a pencil case

3 Tell your friends. 6 mins

- When pupils have finished, they should swap their list with a partner. Pupils should read their partner's list. (While they are doing this, write your own shopping list on the board.)

 Tell pupils that their partner is their 'mum' or 'dad' and that they should imagine that they are going shopping for the things on the list their 'mum' or 'dad' has given them. Let pupils stand up to walk around their desk (to pretend to be going shopping) and then return, sit down and tell their 'mum' or 'dad' what they bought.

 Demonstrate by reading out from your shopping list on the board, saying *I bought* ...
- Monitor as pupils tell one another what they bought. Select a few interesting examples and ask pupils to volunteer to tell the class.
- **Note:** Direct pupils back to page 117 of the *Activity Book*. Explain that they should follow the 'Look, say, cover, write, check' procedure and complete the 'Write 2' and 'Write 3' columns. The four words for this unit are *here*, *some*, *are*, *where*. Lesson 1 of Unit 8 has a spelling test of these four words.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Ask pupils to ask their mum, dad, brother or sister to dictate a simple shopping list to them. Their parents/siblings can look through the *Pupil's Book* and *Activity Book* to choose some things to put on the shopping list. If there are items that the parent/sibling wants, but the English word is not known, tell the pupils to write it in Arabic, so that you can translate it for them in the next lesson.
- In the next lesson, ask for volunteers to read out some items from their shopping list. Encourage everyone in the class to read out at least one item, saying *I bought* ...









Unit 8

Revision

Aims

Listening

- Listen to and follow a story.
- Listen to a description.

Speaking

- Ask and answer questions in the present continuous.
- Use vocabulary for food, clothes, subjects, shape, size.
- Practise instructions for doing actions.
- Describe places, animals, weather.

Reading

- Review descriptions colour, number, size, place.
- Read about Omar and his family.

Writing

- Do a spelling test.
- Do a crossword.
- Describe a picture.
- Plan a party.
- Write and talk about yourself and your family.







Lesson 1

What's she doing? –
/wɒts ʃi 'duːɪŋ/
She's doing a puzzle. –
/ʃiz duːɪŋ ə 'pʌzl/

Lesson 2

Find the difference. – /faind ðə 'difrəns/

Lesson 3

at the zoo - /æt ðə 'zuː/

Lesson 4

the greedy king – /ðə griːdi ˈkɪŋ/





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Aims: To review descriptions

To ask and answer questions

To do a crossword

To review course vocabulary

Spelling test

Materials: Pupil's Book page 122

Activity Book page 120

Track 97 Notebooks

Teaching note

- Units 4 and 8 are revision units. There is less material to cover in the four lessons that make up these units than in other lessons. The intention is to give teachers the opportunity, at these points in the school year, to:
 - catch up with unfinished work
 - review particular areas that pupils found difficult
 - do more of the additional **Extros** that follow each lesson
 - let pupils have time to do the more creative,
 project-based types of activity (for example,
 Unit 5, Lesson 4 writing a friend's timetable)

Spelling test 5 m

- Help pupils to find the spelling test grid on *Activity Book* page 124. Explain that you will say the four words they have been practising and that they should write down each word you say in the box for Unit 7.
- Check that pupils are ready to write. Say the first word: *here*. Let pupils write the word in the first row next to number 1. Continue with the remaining three words (*some*, *are*, *where*).
- You may want to collect in the books and mark them yourself. Alternatively, get pupils to read the words back to you while you write them on the board. Pupils should then swap books and mark their partner's spellings.

Warmer 10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Number bingo'. Hand out pieces of plain paper and draw a grid on the board (4 squares x 4 squares). While pupils copy the grid, write the following numbers on the board (outside the grid):

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 30, 40, 50, 60, 70, 80, 90, 100

• Working individually or in pairs, get pupils to choose from any of the numbers you have written on the board and write one number in each of their grid squares. Remind pupils how to play 'Number bingo' before starting the game – see the instructions below. Remind pupils to listen carefully for the stress difference between 13 and 30, 14 and 40, etc. (See *Teacher's Book* Unit 6, Lesson 2.)

'Number bingo' - instructions

- Pupils have their 4 x 4 number grids in front of them with a number from the list on the board written in each square.
- The teacher calls out a number from the list at random. If a pupil has that number, they cross it out. **Note:** Keep a record of the numbers you call out in case you need to check them later. Continue calling out numbers from the list, randomly selected.
- The first pupil to cross out all the numbers on their grid shouts *Bingo!* and wins the game. You might like to check that the numbers you have called out have been correctly identified.
- You can extend this game by letting pupils do it for themselves in groups, with one pupil acting as the teacher/caller. Pupils can swap roles after each game.

1 Listen, point and say. 15 mins

• Ask pupils to open their *Pupil's Books* on page 122 and look at the picture.



- Ask What can you see? Pupils should be able to tell you that they can see a family and name the family members. They should also be able to describe what each person is wearing and also what each person is doing.
- Play Track 97. Ask pupils to listen and point to each person they hear being talked about.

Track 97 At Home

This is my family. My name is Tommy. Today I am at home with my family and we are all in the living room.

My brother is sitting at his desk. He is doing his homework.

My grandpa is in his favourite chair. He is sleeping.

My grandma and my dad are sitting on the sofa and watching TV. They are watching a programme about wild animals.

My mum is sitting in the chair next to me. She is reading a book.

My little sister is sitting on the floor with her bear. She is doing a jigsaw puzzle and her bear is helping!

I am sitting on the floor next to the TV. I'm not watching TV, I'm listening to music.

2 Ask and answer.

5 mins

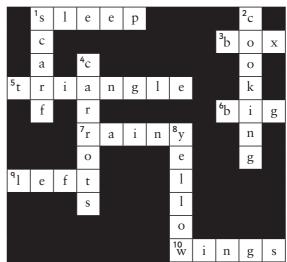
• Play Track 97 again. Stop after each person and ask What's Tommy's brother doing?/What's his sister doing?

Activity Book

- 1 Look and write the words. 10 mins
- Draw the top part of the crossword puzzle from *Activity Book* page 120 on the board. Write the numbers 1, 2 and 3 in the squares going across and down as shown.
- Say *Open your Activity Books on page 120*. Pupils might remember the crossword they did in *Primary 2*. Look at the clues at the bottom of the page together. Show pupils that there are clues for words that are written across and clues for words that are written down.

- As a class, look at the first Across clue (At 9 o'clock, I go to bed and go to ______). Elicit ideas for the missing word (sleep). Ask Do we write it across or down? Elicit Across.
- Put pupils in pairs or small groups to complete the crossword. The first pair/group to finish with all the clues answered correctly is the winner.

Answers



Across

- 5. triangle
- 6. big
- 7. rainy
- 9. left
- 10. wings

Down

- 4. carrots
- 8. yellow

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Develop the crossword clue idea by getting pupils to write their own puzzle sentences. As in the crossword puzzle on *Activity Book* page 120, the sentences can be 'fill in the gap' clues, questions or descriptive statements show pupils these three types by referring to *Across* clues 3 and 5 and *Down* clue 4.
- For both the 'Number bingo' and crossword activities, let pupils work in pairs and do the activities working together to support each other.





Unit 8 Lesson 2: Picture A or B?

Aims: To review foods, clothes, subjects

To review descriptions - colour,

number, size

To review number order To review vocabulary sets

Materials: Pupil's Book page 123

Activity Book page 121

Track 98

Optional: small letter/word cards

for the Warmer activity Plain paper and pencils

Warmer

10 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Play 'Line up' using letters *a*–*z*. Depending on the size of your class, you may need to play this game two or three times in order to give everyone a turn. Quickly randomly allocate a letter to each pupil. Tell pupils they must remember their letter and think of a word that begins with that letter (*a* for *applelant*, for example) and be ready to say it. Ask all the pupils who have a letter to come to the front and put themselves in order. They can do this by saying their letters and words to each other and lining up. The rest of the class should watch and help as necessary. Repeat for the next group and so on until everyone has had a turn.
- **Note:** You can also play this game by handing out pieces of paper with letters *a*–*z* on them and relevant words written down. Pupils can then refer to what is on their piece of paper when putting themselves in order.

1 Listen, find and tick (\checkmark) .

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• Ask pupils to look at *Pupil's Book* page 123. Ask pupils *How many pictures can you see?* Explain that there are 10 pictures and that they are in

- pairs: so there are five pairs of pictures. Get pupils to tell you how the pairs of pictures are numbered (1a and 1b, etc.).
- Explain that pupils will hear five descriptions and should identify whether it is picture a or picture b in each case. They should tick (✓) the box for each answer. Play **1** Track 98.

Track 98

Picture A or B?

1. At the café

There are two boys buying some food at a café. The café sells burgers, pizza, salad, popcorn and drinks. The boys are about 10. One is wearing a blue shirt and he has a baseball cap on his head. The other boy is wearing an orange shirt.

2. My birthday

It's my birthday today and I am 9. My mum and dad have bought me a present. I am very excited. I want some skates but I need a new school bag. I can see my dad holding a big box. It's a very pretty present with a red ribbon and orange spotted paper. What's in the box – a school bag or skates? I can't wait to open it!

3. My timetable

It's my favourite school day today because I have my three favourite lessons – Arabic, English and art – but I don't have PE. I don't like PE. What's the day today?

4. The house

This house is made of shapes. There are triangles, rectangles and squares. The roof is a triangle and the windows are squares. The door is a rectangle with a little square window. Above the door there is a yellow triangle. There are two plants in yellow pots. The only circle is the sun.

5. At the clothes shop

Hello, can I help you?
Can I have these trainers, please?
Yes, of course. What else do you want?
That's all. Thank you.







Write the numbers in order. 10 mins

- Play 'More or less?' to review numbers. Put pupils into small groups. Give each group some paper and make sure they have pencils ready. Tell pupils you are thinking of a number (between 10 and 20 or between 20 and 30). You may want to write the number on a piece of paper and put it face down on your desk or stick it face down on the board.
- Ask groups to guess your number. A group writes and holds up their guess. You respond with the word more if your number is bigger or less if your number is smaller. Give groups three chances to guess your number before moving on to another group. Let different groups write and guess the number. The first group to hold up your number wins a point. Play the game several times, then count up the points and congratulate the winning group(s).
- Say Open your Activity Books on page 121. Get pupils to look at the first activity and complete each sequence in order. Let pupils check their answers with a partner. Ask for volunteers to read out each sequence.

Answers

10 13 20 30

13 16 50 90

40 50 70 80

10 19 90 100

Read and circle the odd word. 10 mins



- Ask pupils to look at the second activity on Activity Book page 121. Read the rubric together. Get pupils to look at the group of words labelled 1 and see if they can explain why bread is the odd word here (because it is not a drink).
- Let pupils work individually to identify the odd words out in vocabulary sets 2-6. Pupils can check their answers in pairs. Then ask for volunteers to say the odd word in each set and, if possible, to explain why it is the odd word.
- Put pupils in pairs and ask them jointly to write two or three vocabulary sets of their own. Encourage pupils to look back through their books to get ideas. When each pair has finished,

they can swap with another pair and see if they can find the odd words in the vocabulary sets. Monitor and support as necessary. You might like to choose some good examples and put them on the board for the class to solve.

Answers

- 2 bike
- 3 skirt
- 4 wardrobe
- 5 windy
- 6 wash

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to draw a map similar to the one on Pupil's Book page 89. This can be imaginary or can depict part of their local area. Put pupils in pairs. Get each pair to use one map. One pupil names a building on the map. Their partner must give directions to the building. Get pupils to swap roles and to use different maps.

Information gap (location)

- Elicit the names of places and shops pupils know of in a town/their town. Pupils should be able to remember park, school, supermarket, bakery, hospital, library. You can write these words on the board for later. Alternatively, you can let pupils look back through their books to check the spellings.
- Draw a large rectangle on the board. Draw a road vertically down the middle of the rectangle. Draw two small rectangles next to each other on the right of the road and three small rectangles on the left of the road. Position the rectangles so that some are opposite each other, as on the map on Activity Book page 88.
- Hand out sheets of paper one for each pupil. Get each pupil to copy your map onto their piece of paper.



Unit 8 Revision

• Put pupils into pairs. Without their partner seeing, one pupil now labels all the rectangles on their map with place/ shop names. This pupil then describes the locations of the places they have labelled, by saying, for example, *The park is opposite the library. The library is next to the bakery.* The other pupil in the pair listens and labels their map. When they have finished, get children to compare their maps and check they are the same. Tell pairs to turn over their paper, change roles, draw new maps and do the activity again.

the instruction, they should follow it. When 'Salman' does not give the instruction, they should not follow it. Play a practice game. For example:

Salman says, 'Touch your arm and jump.' (children do the action)

Salman says, 'Bend and touch your foot.' (children do the action)

Touch your ear. (children do not do the action) Salman says, 'Touch your mouth and turn left.' (children do the action)

 Play the game. This time, if children do the action at the wrong time, they are out and have to sit down. Keep playing until only four or five children remain as the winners.

Unit 8 Lesson 3: At the Zoo

Aims: To review instructions for actions

To review parts of the body
To review descriptions – place,

animals, weather

To review describing a picture

To plan a party

Materials: Pupil's Book page 124

Activity Book page 122

Tracks 99 and 100

Plain paper

Warmer

mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- Touch your head as you say *head*. Get pupils to do the same. Continue with *body*, *arm*, *hand*, *foot*, etc. Add actions (*hop*, *skip*, *jump*, *twist*, *bend*, *turn right/left*) and get pupils to copy you.
- Say a part of the body and get children to touch it. Say a part of the body and an action, for example, *Touch your head and hop*. Make this a fun activity by speeding it up.
- Tell children they are going to play 'Salman says!' Remind pupils that when 'Salman' gives

1 Listen and look.

10 mins

- Ask pupils to look at *Pupil's Book* page 124.
 Ask pupils to tell you what they can see in the picture. Encourage them to use full sentences.
- Explain that pupils should listen and follow the story. Play Track 99.

Track 99 At the Zoo

It's a hot, sunny day. The sun is shining and the animals at the zoo are feeling happy. There are lots of people at the zoo. There are three boys looking at the lions. The lions are very fierce and are in a cage. Opposite the lions there are two big elephants. A girl wearing blue trousers and a purple shirt is giving a banana to one elephant. The elephant looks very happy. There's another girl and she's holding a banana, too. In a tree between the lions and the elephants there are two monkeys. They are smiling. Why are they smiling? Perhaps they think the girl is going to give them the banana!

Ask pupils to close their books. Make some true and some false statements about the picture.
 Encourage pupils to correct you when your statement is false. For example:

 There are three lions in the cage. (False – there are two lions.)



The boys are wearing scarves. (False – it is a hot day. The boys are not wearing scarves.) *The monkeys are sitting in a tree.* (True.) We can see four tails. (False - there are only three tails visible.)

2 Read, match and write.

8 mins

- Ask pupils to open their books again and look at the activity at the bottom of Pupil's Book page 124. Ask pupils to count how many blue rectangles they can see (there are eight). Show pupils that there is a small blue number 1 next to the first blue rectangle. Explain that they should choose one of the two words from number 1 in the list below (four or five) and write it in the box.
- Let pupils work by themselves to complete this activity and then check their answers in pairs. Check with the class by asking for volunteers to read a sentence each. Alternatively, you can read out loud and stop for pupils to tell you which word goes in which gap.

Activity Book

- Let's have a party. Listen and write. 10 mins
- Explain that it is the end of the school year and Omar, Reem, Sally and Ben are planning a party.
- Ask pupils to open their Activity Books on page 122. Give pupils time to look at the picture and read the words under the picture. Read out each word and explain that these are the plans for the party.
- Play Track 100. Tell pupils to listen. They will have an opportunity to write down the plans later.

№ Track 100 Our party

We're having a party on Sunday Sally:

afternoon! Yippee!

Reem: The party is at my house, in the

living room.

Ben: We are going to wear party hats. Omar:

We are having lots of food – pizza, ice-cream, cake, sweets, and cola

or lemonade to drink.

Sally: We are going to play games and

dance and sing.

Put pupils in pairs and see if they can complete any of the plans. Elicit ideas. Play Track 100 again if necessary.

Answers

Day: Sunday Time: Afternoon

Where: Reem's house/living room

What to wear: party hats

Favourite food: pizza/ice cream/cake/sweets

Write about your party. 8 mins



- Put pupils in groups of four or six to plan their own party. They need to make the same sorts of plans the children did on the recording. Set a time limit. Monitor and support as necessary.
- Ask groups to tell the class about their party. If necessary, play lines from Track 100 again for pupils to model and repeat.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Round off the lesson in the usual way.
- Get pupils to make party posters using plain paper. Explain to pupils that they are going to make a poster to tell their friends at school about their party. Let them decide which information from their own party plans they want to put on their poster. Encourage them to use colour and drawings to make the posters look attractive.
- Put the posters up on the walls around the classroom. Let pupils walk around and read each poster. Get pupils to say which party they think is the best.





Unit 8 Lesson 4: The Greedy King

Aims: To listen to and follow a story

To read about Omar and

his family

To write and talk about yourself

and your family

Materials: Pupil's Book page 125

Activity Book page 123

? Tracks 101 and 102

Warmer

8 mins

- Welcome pupils and get them settled at their desks. Elicit what day it is and write the day on the board and read it with the class.
- This is the last lesson of *Primary 3*. Let pupils tell you what their favourite game is from all the ones they have played during the year.
- Tell pupils that today they are going to listen to a story and then write facts about themselves and their family.

1 Listen and look.

15 mins

- Tell the class that today's story is called 'The Greedy King'. Get them to look at *Pupil's Book* page 125. Read the title with the class and give pupils some time to look at the pictures and guess what happens in the story.
- Play Track 101. Let pupils listen and follow the story by looking at the pictures and the words.

№ Track 101

The Greedy King

Once there was a king.

He had a big house and a beautiful garden ... and he loved gold.

One day, a bird got trapped in the garden.

The king saw the bird and set it free.

The bird gave the king a wish.

The king wished that everything he touched would turn to gold.

The king touched a chair, and it turned to gold. He touched a table, and it turned to gold. He touched his bed, and it turned to gold. The king touched his food, and it turned

The king touched his food, and it turned to gold.

The king touched his daughter, and she turned to gold.

Now the king was sad, tired, hungry and lonely.

He didn't want his wish any more.

The bird heard the king and took away his wish.

The king got rid of all his gold.

And he lived happily and wisely for ever after.

- Ask pupils if they enjoyed the story and get them to tell you their favourite parts. Get pupils to tell you what the king wished for (gold). Get them to tell you how he felt when he had his wish (sad, tired, hungry and lonely) and why he felt that way (e.g., he couldn't eat gold or talk to gold).
- Get pupils to try to explain the word greedy. (A greedy person wants too much of something.) Talk about the fact that lots of gold and riches didn't make the king happy.
- Use this opportunity to talk about greed. Explain that greed can apply to food and possessions.

2 Read and match.

10 mins

 Play Track 102. Here, the story is out of order. Ask pupils to listen and tell you which picture is being described.

Track 102

The Greedy King

(jumbled version)

Once there was a king.

One day, a bird got trapped in the garden. He touched his bed, and it turned to gold.

The king saw the bird and set it free.

He didn't want his wish any more.

The king got rid of all his gold.

Now the king was sad, tired, hungry

and lonely.

He touched a table, and it turned to gold. The bird gave the king a wish. The king wished that everything he touched would turn to gold.

He had a big house and a beautiful garden ... The king touched a chair, and it turned to gold. The king touched his food, and it turned to gold.

... and he loved gold.

The king touched his daughter, and she turned to gold.

The bird heard the king and took away his wish.

And he lived happily and wisely for ever after.

Extras

- Spend a few minutes at the end of the lesson to review with pupils what you have done together. Get them to tell you what they enjoyed the most and the least over the *Primary 3* school year.
- Round off the lesson and say goodbye.

Activity Book

- 1 Read about Omar. 6 mins
- Ask pupils to look at *Activity Book* page 123. Let pupils read what Omar has written about himself and his family. Alternatively, you can read the passage to the class. Ask some checking questions, for example:

How old is Omar?

Who does he live with?

What does he do on Saturday?

He says his favourite food is chicken – true or false?

Does he like music?

What are his favourite school subjects?

2 What about you? 6 mins

- Tell pupils to look at the bottom of page 123 and make notes about themselves. Ask them to draw their own face in the box provided.
- Put pupils in pairs and let them read and follow the model provided by Omar to talk about themselves and their family. Monitor and support as necessary.
- You might like to ask for volunteers to tell the class about themselves and their family.





Phonetic Symbols

Vowels				
tr <u>ee</u>	I	Մ	UX	
	s <u>i</u> t	b <u>oo</u> k	t <u>oo</u>	
e men	a merica	3 ¥ w <u>or</u> d	⊃ X s <u>or</u> t	
æ	∧	QX	D	
c <u>a</u> t	b <u>u</u> t	part	not	

Diphthong	s	
IƏ h <u>ere</u>	ei	
t <u>ou</u> r	DI	9 0
eə w <u>ear</u>	aI my	au how

Consonant	ts						
р	b	t	d	ţ	dz	k	g
plane	<u>b</u> ed	<u>t</u> omato	<u>d</u> o	<u>ch</u> icken	jam	<u>ki</u> te	gate
f	V	θ	ð	S	Z	ſ	3
<u>f</u> ive	<u>v</u> iolin	<u>th</u> ink	fa <u>th</u> er	<u>s</u> ix	<u>z</u> 00	fi <u>sh</u>	ca <u>s</u> ual
m	n	ŋ	h	I	r	W	J
<u>m</u> ilk	<u>n</u> o	si <u>ng</u>	<u>h</u> ello	<u>l</u> ion	<u>r</u> ocket	<u>w</u> indow	<u>y</u> es

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