



Action Pack 1

First Grade
(New Edition)

Starter & 1

Teacher's Book

Richard Northcott



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Evaluation and Adaptation Committee

- | | |
|------------------------------------|-----------------------------|
| ● Professor Ahmad Yacoub Majdoubeh | ● Haifa Hafez Takrouni |
| ● Dr Hamza Ali Al-Omsey | ● Narmeen Dawood Al-Azza |
| ● Dr Tha'er Issa Tawalbeh | ● Nuha Sulaiman Al-Tarawneh |
| ● Dr Saleh Hassan Al-Omary | ● Ahmad Hussein Al-Qaisi |

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تدقيق ومراجعة:
د. ناز عيسى طوالة
د. صالح حسن العمري
هيفاء حافظ الكروزي
نرمين داود العرفه

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Scope & Sequence

| Unit | Structures | Functions | New vocabulary | Phonics | Song/Project/ Game |
|---------------------------------|--|---|---|-----------------------------------|--|
| 1 Hello! | The verb to be: <i>Hello, I'm (Miss Mariam).</i> <i>What's your name? I'm (Mazen).</i> <i>This is (Ammar).</i> <i>How are you? Very well, thank you.</i> Imperatives: <i>Stand up, please. Sit down, please.</i> | Introducing people, Giving commands | boys, hello, girls, name, please, sit down, stand up, this, thank you | | Song: Hello. What's your name? |
| 2 What's this? | The verb to be: <i>What's this? It's a (door). It's (blue).</i> <i>What colour is it? It's (red).</i> | Identifying objects; Describing colours | blue, chair, classroom, clock, door, green, red, table, window | | Project: Make colour posters |
| 3 Look! It's a robot | The verb to be: <i>What's this? It's a (book).</i> <i>What colour is it? It's (yellow).</i> | Identifying objects and colours; Describing objects and colours | bag, black, blue, book, green, look, pen, pencil, red, robot, table, yellow, white, window | b /b/ | Song: What colour is the bag? |
| 4 One, two, three | Plural forms: <i>One (boy). Two (boys).</i> <i>Goodbye.</i> <i>Two (red birds).</i> <i>How many (pencils)?</i> | Counting | one, two, three, four, five, bag, bird, book, car, chair, girl, goodbye, green, pencil, red, table, tree, white | g /g/ | Project: Make a picture book |
| 5 Review | The verb to be: <i>What's this? It's a (robot).</i> <i>It's (red).</i> <i>What colour is it? It's (blue).</i> Plural forms: <i>(Three) (girls).</i> | Describing objects and colours; Counting | bag, book, boy, blue, chair, clock, door, girl, green, pen, pencil, red, robot, sit down, stand up, table, window, white, yellow | Revision of previous sounds | Song: What's this? |
| 6 How old are you? | The verb to be: <i>How old are you? I'm (seven).</i> <i>How old is he/she? He's/She's (six).</i> | Counting, Asking and answering about one's age; Describing colours and objects; Asking and answering questions | one, two, three, four, five, six, seven, eight, nine, ten, bag, bird, black, blue, car, chair, clock, door, green, pen, red, table, tree, white, yellow | t /t/ | Project: Make a number chain |
| 7 My family | Possessive adjectives my/his/her: <i>This is my (brother).</i> <i>This is my/his/her (sister).</i> <i>He's my (friend). His/Her name's ...</i> <i>That's my (school).</i> | Talking about the family; Talking about school; Singing along with songs | brother, car, dad, friend, her, his, mum, my, school, sister, teacher | s /s/ | Song: She's my friend |
| 8 Fadia is in the bedroom | Preposition of place in: <i>(Ibrahim) is in the (bathroom).</i> <i>Where is he/she? He's/She's in the (bedroom).</i> <i>Where's the bag? It's in the (kitchen).</i> | Talking about location; Discussing location | bathroom, in, kitchen, living room, bedroom | f /f/ | Project: Make a picture of a house |
| 9 My toys | Possessive adjectives my/your: <i>This is my (computer).</i> <i>Look at my (cars). This is my (blue car).</i> <i>Is this your (ball)? Yes/No.</i> <i>Four red balls.</i> | Expressing possession; Counting | CD, computer, doll, game | c /k/ | Song: Look at my book |
| 10 Review | Possessive adjectives my/his/her: <i>This is my (mum).</i> <i>(Mazen) is my friend.</i> Plural forms: <i>Four yellow balls.</i> <i>How many (pencils)?</i> | Talking about the family; Counting; Describing pictures | numbers 1-10, book, boy, brother, dad, friend, mum, pencil, teacher | Revision of previous sounds | Game: Look and say |

| Unit | Structures | Functions | New vocabulary | Phonics | Song/Project/ Game |
|--------------------------------------|--|---|--|-----------------------------|--|
| 11 Where's my bag? | Prepositions of place in/on/under: <i>Where's my (bag)? It's on/under the (chair).</i> <i>Where's (Mum)? She's (in the car).</i> <i>The (blue) bag is on the (green) chair.</i> | Stating location, Asking and answering questions, Singing along with songs | bathub, bed, box, in, on, shelf, sofa, TV, under, wall | d /d/ | Song: Where's the book? |
| 12 It's raining | The verb to be plus adjective: <i>It's (sunny). It's (raining). I'm/He's/She's (happy).</i> Imperatives: <i>Open/Close the window, please.</i> <i>Let's go (in this shop).</i> | Observing weather conditions, Understanding commands | close, cold, happy, hot, open, park, raining, sad, sunny | w /w/ | Song: It's sunny. It's sunny |
| 13 I like this jacket | Present simple: <i>I like this (dress).</i> The verb to be: <i>What's in your bag? (Trousers.)</i> <i>What colour are they? (Red).</i> Indefinite article an: <i>It's an (orange) skirt.</i> | Expressing likes, Identifying objects and colours | dress, jacket, orange, pink, shirt, shoes, shop, skirt, socks, trousers, washing machine | h /h/ | Project: Make a clothes quiz |
| 14 It's a blue bus | Adjectives and nouns: <i>It's a (red) car.</i> How many: <i>How many (cars)? (Three) cars.</i> Determiner this: <i>This is my (car). It's (red).</i> | Describing things | bike, bus, car, train, white | p /p/ | Project: Do a traffic survey |
| 15 Review | Prepositions of place in/on/under: <i>It's (on the shelf). It's (under the computer).</i> The verb to be plus adjective: <i>It's sunny.</i> Imperatives: <i>Open/Close (the window), please.</i> | Stating location, Asking and answering questions | bag, ball, bathroom, box, brother, car, CD game, computer, dad, doll, five, kitchen, living room, mum, red, sofa | Revision of previous sounds | Project: Make a picture game |
| 16 I can swim | Modal verb can for ability: <i>I can (jump). He/She can (run).</i> <i>Can you (run)? Yes/No.</i> | Describing ability, Singing along with songs | hop, jump, ride a bike, run, sports centre, swim | e /e/ n /n/ | Song: Look at him! |
| 17 I like chicken | Present simple: <i>I like (chicken). He/She likes (apples).</i> <i>Do you like (dolls)? Yes/No.</i> | Expressing likes, Asking about likes, Discussing likes and dislikes | apples, chicken, fish, juice, milk, salad, tea | j /j/ a /a/ | Project: Make a poster |
| 18 Can I have some bread, please? | The modal verb can for polite requests: <i>Can I have some (bread), please?</i> <i>Yes, here you are.</i> <i>Thank you.</i> | Making requests, Singing along with songs | apples, bananas, bread, chicken, dates, eggs, fish, ice cream, oranges, salad, tea, water | e /e/ o /o/ | Song: Can I have some chicken, please? |
| 19 Let's draw a man | Imperatives: <i>Let's draw a man. Draw his (head).</i> <i>Touch your (foot).</i> How many: <i>How many (hands)? (Six hands).</i> | Giving and following commands, Counting, Describing parts of the body, Singing along with songs | arms, draw, ear, eye, feet, foot, hands, head, in, legs, man, mouth, nose, touch, under | m /m/ | Song: I can touch my head |
| 20 Review | The modal verb can for polite requests: <i>Can I have some (milk), please?</i> <i>Yes, here you are.</i> <i>Thank you.</i> Present simple: <i>I like (milk). He/She likes (apples).</i> The modal verb can for ability: <i>He/She/I can (ride a bike).</i> Adjectives and nouns: <i>It's a (white) (van).</i> | Making requests, Describing ability, Expressing likes, Stating ability | apples, bananas, bread, chicken, dates, fish, happy, hop, ice cream, juice, jump, milk, orange, ride a bike, run, salad, water | Revision of previous sounds | Project: Make a menu |

INTRODUCTION

New Action Pack Starter & 1 is the first level of a twelve-level course for young Jordanian learners of English. It aims to introduce English gradually and efficiently through fun activities, games and songs.

These activities not only enable pupils to understand and communicate in English, but also promote a positive attitude towards language learning.

Components

The course consists of four components:

1 Pupil's Book and Activity Book

The Pupil's Book consists of twenty units, four of which are Reviews. Each unit consists of four lessons. The Reviews offer opportunities for pupils to recycle new language. This level focuses on two new characters, brother and sister *Mazen* and *Asma*, and their family and friends. New language is presented in the context of themes that will be familiar to the age group: *the classroom, the family, the home, the leisure activities, the weather, shopping, transport and food*, all in a Jordanian context.

The Activity Book is also made up of twenty units. The activities correspond to the material in the Pupil's Book. The Activity Book practises and develops the material presented in the Pupil's Book. There are also extra activities to develop pupils' writing skills, including the letters and numbers, at the end of each Activity Book.

2 Teacher's Book

This Teacher's Book consists of lesson plans with detailed guidance on how to teach all the activities in both the Pupil's Book and the Activity Book, along with suggestions for further activities. Answer keys are provided for activities where necessary.

Each lesson begins with a list of outcomes, highlighting the key language to be achieved, any new vocabulary featured in the lesson and the lesson topic. Any additional materials and resources that may need to be prepared beforehand are also listed, including flashcards and wall charts.

Step-by-step teaching notes on how best to exploit the material then follow. Lessons typically begin with a warmer, usually revising language from the previous lesson. Techniques on how to present new vocabulary and language are included when appropriate. There are also tapescripts for all the recorded material.

Since the pupils at this level are beginners, the teacher is necessarily the manager of all their activities. The move towards a Learner-centered approach must be a gradual one, which can only become effective after pupils have mastered some basic expressions in English.

As different classes work at different paces, additional activities are also suggested for pupils or classes that finish early.

There is also an 'End the lesson' activity, usually a fun task that closes the lesson.

3 Cassette

The cassette includes all the recorded material, songs and rhymes. The material is spoken by native English speakers and is carefully graded to be appropriate to younger learners. Full tapescripts of all the recorded material are provided in the Teacher's Book. In the LSB (Language Summary Box), if the reference to the cassette is mentioned it is for the Activity Book. If there is no reference to it then it is for the Pupil's Book.

4 Flashcards and Wall Charts

Pupils are more likely to remember language when it is presented visually through colourful pictures. To aid learning, there are flashcards and wall charts which accompany the course.

Always try to use flashcards and wall charts to present key new language in the course. Flashcards necessary for specific lessons are always indicated in the lesson boxes. Remember, too, that the flashcards can be used again, either for revision in later lessons, or as prompts in particular exercises. They can also be used in fun activities such as memory games.

Wall charts for particular lessons are also listed in the lesson boxes. Each wall chart covers a particular topic, e.g. Colours, Numbers, etc. In conjunction with the flashcards, they can be used to present or reinforce new language, for revision, and for specific games and activities. However, because there is more than one word on the wall charts, they can best be used to check understanding. Say a word on the wall chart and ask pupils to point to the relevant picture, or point to a picture on the wall chart and ask pupils to name the object.

Specific tasks and activities give further ideas on how to fully exploit the flashcards and wall charts within lessons.

Preparing for the lessons

Each unit covers four lessons.

Lesson 1 typically consists of a short story, presented around story frames. The language is presented by native English speakers on the cassette and in speech bubbles on the page. Pupils listen to the story and follow the text in the speech bubbles as they listen. In this lesson pupils are often encouraged to act out the story. In order to aid understanding, flashcards and wall charts can also be used. In addition, using real objects whenever possible can help bring the situation to life. Pupils also complete one or two exercises in the Activity Book to consolidate the new language.

Lesson 2 allows pupils to practise the language presented in the first lesson. Typical exercises are *Say*, where pupils describe pictures, or *Listen and say*, where pupils listen to short dialogues, repeat and then practise the dialogues in pairs. This lesson also focuses on a letter sound, with two or three examples. Pupils also complete corresponding exercises in the Activity Book.

Lesson 3 continues with the practice of the language introduced in Lesson 1. These activities can include *Ask and answer*, where pupils participate in a short dialogue, or *Find and say*, where pupils find items pictured and describe what they see. Pupils also complete corresponding exercises in the Activity Book.

Lesson 4 often asks pupils to listen to short dialogues in order to highlight language introduced in the first lesson. Pupils will commonly listen and match the information they hear with the pictures in their books. The unit then concludes with a song or rhyme or a project.

The Review unit follows the same pattern and activities as the lessons 1-4 above.

Activities and procedures: Pupil's Book

Listen and point

This activity opens every unit, and is based around a story. Before pupils listen, prepare them thoroughly for what they will hear. Ask pupils what they can see in the pictures and pre-teach any new vocabulary with the flashcards and wall charts. Pupils then listen to the story and follow the text in the speech bubbles and the pictures. Play the cassette more than once if

necessary and ask the class simple comprehension questions. Encourage pupils to ask their own questions as well. As with all tasks, listening should be fun and interactive.

Listen and say

In this activity, pupils listen to letters and words, a short dialogue or sentences. They then repeat. Pupils then practise the dialogues themselves in pairs. Play the cassette more than once if necessary.

Listen and match

In this activity, pupils match the information they hear on the cassette with the correct picture in the Pupil's Book exercise. First, ask pupils what they can see in the pictures, in order to prepare them for what they are going to hear and in order to elicit vocabulary. Then play the cassette. Ask pupils to compare their answers before playing the cassette again for a second, or if necessary, a third time. Check pupils' answers as a class.

Say

Pupils refer to a picture in the Pupil's Book and then describe what they can see. This will be a word, phrase or sentence. Before pupils begin, focus on the example below the rubric and elicit answers for a subsequent picture.

Ask and answer

In this activity, pupils ask and answer questions in pairs based on information in the Pupil's Book. Before pupils begin, read the model sentences with the class and ask pupils to give further examples of different questions and answers.

Sing

There are various songs and rhymes throughout the course, each incorporating vocabulary and grammatical structures studied during lessons. Using Total Physical Response (TPR), encourage pupils to sing the song themselves with any appropriate actions. Pupils always enjoy singing songs and will quickly learn not only the tunes, but also the rhythms and patterns of English. Before playing each song, look at the accompanying pictures and encourage the pupils to describe what they can see. Then, play the song for pupils to listen to. Play it again, a verse at a time. Encourage pupils to join in. Play it again;

pupils will then begin to join in with confidence. There are usually further opportunities to practise the song in subsequent lessons.

Project

There are a number of projects throughout the course. Each project enables pupils to further practise the language introduced in the unit in an enjoyable way. The projects commonly ask pupils to use scissors, glue and coloured pencils to make a poster or a number chain, for example. First, talk about the project with the class and focus on the example in the Pupil's Book. Pupils then work alone or in pairs on their projects. Each project can be developed or planned in the accompanying exercise in the Activity Book or on separate pieces of paper. Give pupils sufficient class time to finish their projects. Pupils can talk about their work in front of the class. Always display projects in the classroom; they serve as useful tools for revision at a later stage of the course.

Activities and procedures: Activity Book

Match

This activity asks pupils to draw a line to match pictures, or pictures with words.

Match and say

In this activity, pupils match words with accompanying pictures and then say the words, phrases or sentences aloud.

Count and circle

Pupils count the items in the pictures, and then circle the corresponding number alongside.

Write

In this activity, pupils write a word corresponding to a picture. The words to use in the exercise are in a box below the rubric.

Write the missing letters

Pupils complete words by inserting the missing letters. A picture is provided for reference.

Spell

This exercise enables pupils to spell simple words correctly. Pupils write the words next to a corresponding picture.

Find sounds

In this phonics exercise, pupils find and circle the pictures which have the appropriate initial sound.

Read and circle

Pupils read the words and circle the corresponding picture.

Circle the odd one out

Pupils look at a number of pictures and then circle the odd one out.

Draw

Pupils will usually draw a picture in a box provided.

Draw, say and write

Pupils draw a picture as requested, complete the sentence below and then read their sentence aloud.

Trace and copy

In these exercises, pupils trace the lower and upper-case letters using the directional arrows provided. They then copy the letters in the stave below.

Listen and draw

Pupils listen to words or sentences and then draw or complete the information in the box provided.

Listen and colour

In this activity, pupils listen and colour the pictures accordingly.

Listen and circle

Pupils listen to words or sentences and circle the correct picture according to the information on the cassette.

How to use Action Pack

The course uses Total Physical Response (TPR), based on the idea that initially pupils will understand and respond to language without actually using it. The course is graded accordingly, building up from gently asking pupils to respond physically to verbal instructions, e.g. to stand up or sit down, to pupils actively using the language themselves.

TPR also relies on props such as flashcards, wall charts and realia, as well as actions, to provide a context that helps to convey meaning. Young learners love to act out situations and imagine that they are the characters in the book. This is both fun, motivating and above all an excellent way of learning.

Outcomes

Besides the integration of language skills, *Action Pack 1* outcomes reflect a broader kind of cross-curricular integration, in which the themes encompass various curricular areas. Examples of interdisciplinary teaching in *Action Pack 1* include the following: communicating with people (PB Unit 1 p. 5 - Civics); colours (PB Unit 2 p. 9 - Science); numbers (PB Unit 4 p. 16 - Maths); fitness activities (PB Unit 16 p. 22 - Physical Education); projects (PB Unit 19 p. 34 - Art).

Through using TPR and the lesson teaching plans, the course not only teaches English, but also shows pupils that language learning can be fun. As children of this age group have great enthusiasm but a limited attention span, activities are of a varied pace, requiring short spells of concentration followed by fun and lively tasks. By the end of this grade, pupils will be able to:

Listening

- demonstrate recognition of basic English sounds and their combinations in simple words
- demonstrate understanding of simple words in greetings and classroom-controlled instructions
- develop strategies to understand basic spoken words

Speaking

- pronounce the letters of the English alphabet and correctly learn basic words
- use words they have learned to speak in simple familiar situations and develop a love of singing songs and repeating rhymes
- take part in simple familiar exchanges and mini class presentations

Reading

- demonstrate recognition of the letters of the English alphabet and their combinations in basic words
- develop pre-reading strategies
- demonstrate understanding of simple words in reading material
- make connections between prior knowledge and new words

Writing

- print the letters of the alphabet in English correctly, legibly and neatly
- be able to label, match and complete
- use appropriate simple organisational patterns
- apply knowledge of simple spelling and punctuation (capitalisation)
- start developing correction skills.

More about the Course

Revision

There are regular specific revision units, but revision is also ongoing throughout the course. Each lesson begins with a task that recycles language from a previous lesson. It also ends with a task to consolidate what the pupils have learned. However, the specific revision units recycle language from the previous units in a new context. In this way, language is constantly recycled and revised, but in a new, motivating and fun way. You can also use the revision units to monitor your pupils' progress. Make a note of any areas of weakness, and try to allocate time to go back over the problem areas in a later lesson.

Assessment

As the new curriculum in Jordan is founded on new concepts in the field of teaching and learning, so is the assessment of learning. Teachers need to develop assessment strategies whose main focus is improvement of learning.

Assessment is the process of gathering information, over time and from a variety of sources - assignments, demonstrations, projects, performances, and tests. Teachers and pupils gather information about what pupils know (knowledge and understanding), what pupils can do (skills) and what pupils believe (values and attitudes).

Good assessment has the following qualities:

- Follows a systematic, planned process over time
- Gathers helpful information about pupil learning in a fair way
- Is concerned with both how the pupil learns and the result of the learning
- Shows progress towards outcomes, including

knowledge and skills of the subject

- Motivates pupils to learn better
- Guides the teacher to judge the effectiveness of his/her teaching, to adapt the instruction and to plan next steps.

Assessment may be conducted in a number of ways:

- Performance-based (demonstration, presentation)
- Pencil and paper (essay, quiz, test, exam)
- Observation
- Communication: conference, interview, questions and answers
- Reflection: response journal, portfolio, self-assessment

Teachers can record assessment information in a variety of ways: checklists, rating scales, rubrics, learning logs and anecdotal records. The Teacher's Book suggests various assessment strategies at the end as well as classroom / diagnostic assessment in each unit.

Note the following set of abbreviations:

A= Always, S= Sometimes, N= Never
C= Complete, P= Partial, I= Incomplete
G= Good, F= Fair, P= Poor

Pupils should learn how to assess their learning skills, such as communication, the ability to work in a group and to set learning goals. They will find such self-assessment particularly valuable if they have helped create these instruments.

Action Pack 1 offers the pupils plenty of opportunity to develop the skill of assessing their own performance. At the end of the Pupil's Book there are boxes representing the listening and speaking skills. At the end of each unit, guide your pupils to assess their own work by placing a ✓ or a ✗ in the appropriate box.

Learning economy

In modern societies, knowledge can be considered the most important resource of all. The term 'learning economy' has been coined to identify this idea, according to which all members of society are encouraged to engage in lifelong learning, which ensures both their adaptability to technological and societal change, and their future employability.

Action Pack 1 lays the foundation for this process of lifelong learning. Pupils are expected to try out tasks that will become relevant and meaningful in their future lives. For example, in the traffic survey project (Pupil's Book, Unit 14, page 19), pupils first gather and record data in the real world before reporting it back and discussing it in class, thereby practising the life skills of observation, recording and basic statistical analysis.

Writing

The Activity Book has carefully guided activities that introduce pupils to writing in English. At this level, pupils need to be shown how to write from left to right as well as how to form English letters and numbers. There are plenty of tracing and copying tasks that help them develop these motor skills. In addition, towards the second half of the book pupils label, match and complete words and sentences, as well as spelling simple words correctly.

Most of the writing tasks can be done individually. Go round and check that pupils are writing well. Give them plenty of help with holding pencils if necessary. Make sure that they are also sitting comfortably, with the book in the correct position: right-handed pupils tend to slope their paper slightly to the left while

left-handed pupils slope their paper slightly to the right. Never encourage left-handed pupils to write with their right hands.

Phonics

In the first unit, pupils focus on directional practice. In subsequent units, pupils focus on one or two letter sounds. These letters are introduced in the Pupil's Book with a *Listen and say* exercise, where pupils listen to and repeat the letter sound and corresponding words. The letters are then reinforced with exercises in the Activity Book, where pupils also trace and copy the letters concerned. Towards the end of the course, once pupils have learned the majority of letter sounds, pupils bring their knowledge together and learn the alphabet in its entirety. At this point, pupils learn the letter names for the first time.

Classroom management

With a large class of enthusiastic pupils, it is very important to keep order, especially when pupils are being encouraged to play games and complete active tasks. Always ensure that noise is at an acceptable level: creative noise is fine, but disruptive noise should be discouraged. Agree on a simple code beforehand – for example, tell pupils that if you put your finger to your lips or your hands over your ears, then the noise level is too high.

Throughout the course there are various activities that require pupils to work in pairs or small groups.

Above all, good luck and enjoy the course!

Lesson 1

| | |
|-------------------|--|
| Outcomes | To recognise short, simple greetings To learn new words through pictures, flashcards and real objects To read English from left to right To recognise the characters in the listening materials |
| Structures | <i>What's your name? I'm (Mazen).</i> |
| Functions | Introducing people |
| Vocabulary | <i>hello, name</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 4 Exercise 1, Listen and point Activity Book, page 40 Exercise 1, Listen and circle Cassette, Unit 1, Exercise 1 Activity Book, Unit 1, Exercise 1 Flashcards: Mazen, Asma, Miss Mariam |

Presentation

- Greet the pupils by saying *Hello*. Encourage them to respond in the same way. This can be done by putting your hand to your ear, as if you are expecting to hear something.
- Point to yourself and say your name: *I'm [your name]*. Then ask a pupil *What's your name?* Avoid translating the question into Arabic. Instead, give pupils the answer as part of your question. For example, if you are speaking to a boy called *Raed*, ask *What's your name? Ali? Raed?* He should quickly understand that you are asking him for his name. When he gives his name, model the full-sentence answer *I'm Raed*, and encourage him to repeat by using the hand-to-ear gesture, as before.
- Repeat with other pupils. If your first pupil did not understand your question, ask him or her again once a few others have answered. Always be encouraging if pupils hesitate or make mistakes.
- Encourage pupils to ask each other *What's your name?* Having put the question to one pupil, encourage him or her to put the question to a friend. Establish a convention early on whereby pupils know that they must repeat the question you have just asked them, but addressing it to a friend. Point to the friend to whom the question should be addressed, and say *Ask Laila* – or whoever the friend happens to be.

Pupil's Book, Page 4, Exercise 1



- Open your book at page 4 and hold it up to show the class. Say *Open your books at page 4*.
- Ask pupils to listen to the recording and to point to the person who is speaking. Tell them just to listen for now and not to worry about the printed words: they will learn to read them later.
- Play the recording two or three times. Pause the machine from time to time to give pupils a moment to assimilate what they have just heard. Repeat the line of dialogue they just heard and encourage them to repeat.

Tapescript

- Teacher: Hello, I'm Miss Mariam.
- Miss Mariam: What's your name?
Mazen: I'm Mazen.
- Samira: What's your name?
Asma: I'm Asma.

Activity Book, Page 40, Exercise 1

- In this exercise, pupils are asked to identify the character speaking. Establish the procedure from the start, so that pupils know exactly what is required of them each time this type of exercise occurs. Explain that you want them to circle the person who is speaking. Hold up your book and demonstrate.
- Do the exercise with the whole class.

Tapescript

- Asma: Hello, I'm Asma.
- Teacher: Hello, I'm Miss Mariam.
- Mazen: Hello, I'm Mazen.
- Ali: Hello, I'm Ali.

Answers

- Picture 3
- Picture 1
- Picture 2
- Picture 4

Further practice

- Pupils repeat together: *Hello. I'm (Raed). What's your name?* They then work in small groups for a few moments, putting the question to the pupils around them.
- Confident pupils can act out a scene of two children meeting and asking each other's names.
- Use the flashcards of Mazen, Asma and Miss Mariam to familiarise the class with flashcard work. Hold up the cards one after the other and ask *Who's this?* Pupils respond with the name alone, e.g. *Mazen*.

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this unit, with their family members.

Lesson 2

| | |
|-------------------|---|
| Outcomes | To participate in short, simple guided exchanges with a peer To demonstrate the ability to ask people how they are To respond positively to a question asked To demonstrate recognition of the main characters |
| Structures | <i>This is ...</i> <i>I'm ...</i> <i>How are you? I'm very well, thank you.</i> |
| Functions | Introducing people |
| Vocabulary | <i>this, thank you</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 5 Exercise 2, Listen and say Exercise 3, Listen, ask and answer Activity Book, page 40 Exercise 2, Match and say Exercise 3, Listen and draw Cassette, Unit 1, Exercises 2 and 3, Activity Book, Unit 1, Exercise 3 Flashcards: Mazen, Asma, Miss Mariam, Ali, Samira |

Revision

- Begin the lesson as you finished the last one. Have pupils listen to the recording and point to each character as they hear the dialogue.
- Ask pupils to act out the classroom scenes shown on page 4 of the Pupil's Book. Invite a confident pupil to play the role of Miss Mariam, standing in front of the class.

Presentation

- Use the character flashcards to teach the formula for introducing someone. Hold up the card showing Mazen and say *This is Mazen*. Have the class repeat.
- Use the other cards to practise the sentences *This is Asma* and *This is Miss Mariam*.
- Continue to hold up the cards in random order, saying *This is* followed by a name. Make occasional deliberate mistakes (e.g. call Mazen 'Ali') and encourage the class to correct you. Take the opportunity to introduce the word *No*: *This is Ali. No! This is Mazen*.

- Circulate in the class, standing behind different pupils and saying *This is* with their name. As before, make deliberate mistakes and encourage the class to correct you. Pupils always enjoy doing this.
- In Arabic, tell the class that they are going to learn how to ask a friend how he or she is and to reply to the same question. Model the question *How are you?* and have several pupils repeat.
- Use the same procedure to teach the reply: *I'm very well, thank you.*
- Divide the class into two. Have half the room asking *How are you?* and the other half replying. Initially pupils can speak along with you. Gradually stop speaking and simply point to different groups or individuals and have them ask or answer the question.

Pupil's Book, Page 5, Exercise 2

2 Listen and say

Miss Mariam: This is Mazen. This is Asma.

Mazen: Hello, Mazen. I'm Ali. Hello, Asma. I'm Samira. Hello, Samira.

3 Listen, ask and answer

Miss Mariam: Hello, Asma. How are you? Hello, Ali. How are you?

Asma: I'm very well, thank you. How are you? I'm very well, thank you.

Ali: I'm very well, thank you. How are you? I'm very well, thank you.

Unit 1

- Say *Open your books at page 5.* Hold up your book, pointing to page 5.
- Set a listening task. Tell the pupils that they are going to meet two new children in the book. They must listen carefully and find out these children's names.
- Play the recording. Pupils listen and repeat.
- Ask *Who are the new children?* and – to help understanding – point to *Ali* and *Samira* on page 5. Help pupils to say *This is Ali* and *This is Samira*.
- Play the recording again. Pause after each line of the dialogue.

Tapescript

Miss Mariam: This is Mazen.
Ali: Hello, Mazen. I'm Ali.
Mazen: Hello, Ali.

Miss Mariam: This is Asma.
Samira: Hello, Asma. I'm Samira.
Asma: Hello, Samira.

Pupil's Book, Page 5, Exercise 3

- Pupils listen to the recording, pointing to the person who is speaking.
- Speaking all together, pupils point and speak for the different people, without the recording.
- Invite four confident pupils to act out the situations, as Miss Mariam, Asma, Mazen and Ali. Repeat with other pupils. Try to give everyone who wishes the chance to roleplay.

Tapescript

Miss Mariam: Hello, Asma. How are you?
Asma: I'm very well, thank you. How are you?
Miss Mariam: I'm very well, thank you.

Mazen: Hello, Ali. How are you?
Ali: I'm very well, thank you. How are you?
Mazen: I'm very well, thank you.

Further practice

- Circulate in the class as if you were Miss Mariam. Introduce pupils to other pupils saying *This is ...*. Pupils then greet each other, like the children in the book.
- Invite a pupil to play the role of Miss Mariam, introducing one pupil to another.

Activity Book, Page 40, Exercise 2

- Hold up your Activity Book open at Exercise 2. Point to each of the faces and have the class identify the person, saying *This is Mazen*, etc.
- Pupils match the faces of the character to the full-length pictures. Hold up your book and demonstrate.
- Tell pupils that you want them to look at each face, then draw a line linking it to the full-length picture of the same person, moving from left to right. While they do this, circulate and spend time with pupils individually. Point to the people in Exercise 2 and say *This is Asma*, etc. Encourage the pupil to speak along with you, then to point and say without your help.
- Hold up the completed exercise in your book for pupils to check their answers.

Answers

1. b
2. c
3. a

Activity Book, Page 40, Exercise 3

- Pupils draw Asma and Mazen, who are having a conversation. They must be able to realise that the first voice is Asma's and the second is Mazen's.
- While pupils work, circulate and roleplay the scene with different individuals. One pupil takes the role of Asma and another plays the part of Mazen.

Tapescript

Asma: Hello. How are you?
Mazen: I'm very well, thank you.

End the lesson

- Before you leave the classroom, ask pupils to practise asking *How are you?* with their family members.

Lesson 3

| | |
|-------------------|---|
| Outcomes | To recognise and respond to basic classroom instructions To understand new words when listening through pictures, flashcards and real objects To identify actions as part of a sequence |
| Structures | <i>Sit down, please. Stand up, please.</i> |
| Functions | Giving commands |
| Vocabulary | <i>stand up, sit down, please, boys, girls</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 6 Exercise 4, Listen and point Exercise 5, Say • Activity Book, page 41 Exercise 4, Look and match • Cassette, Unit 1, Exercise 4 • Flashcards: Mazen, Asma, Miss Mariam, Ali, Samira, stand up, sit down |

Revision

- Use the flashcards of Mazen, etc. to revise sentences for saying who people are and introducing people. Hold up the cards and have the class say with you *This is Asma*, *This is Mazen*, *This is Ali*, etc.
- Go round the class, introducing pupils to each other as Miss Mariam does: *This is ...*. Encourage pupils to respond like the children in the book: *Hello, ..., I'm*. If you think pupils need reminding of introductions and greetings, play the recording for Exercise 2. Ask different pupils *How are you?* and elicit the reply: *I'm very well, thank you. How are you?* Again, play the recording first if pupils need reminding.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| respond correctly to <i>This is ...</i> | | |
| respond correctly to <i>How are you?</i> | | |

Presentation

- Use the flashcards of stand up and sit down. Say *Stand up, please* and motion the class to stand. Say *Sit down, please* and motion the class to sit.
- Ask different groups of pupils to stand and to sit. You can make this more fun by turning your back to the class and giving the instruction without looking, then turning round to see if the right pupils are standing or sitting.

Pupil's Book, Page 6, Exercise 4



- Say *Open your books at page 6* and hold up your book to show the class.
- Play the recording and have pupils point to the corresponding picture in the usual way.
- Play it again, this time pausing the machine after each of the teacher's instructions. Have the class repeat.
- Explain that *please* is an important word: without it, the instructions would sound rude.

Tapescript

Miss Mariam: Hello, boys and girls. Stand up, please.

Miss Mariam: Sit down, please.

Pupil's Book, Page 6, Exercise 5

- Hold up your book to the class and ask the pupils to look at Exercise 5.
- Ask the class to say the lines of dialogue *Stand up, please* and *Sit down, please*.
- You can ask a confident pupil to come to the front of the class. Ask them to say the commands to the class, who will then respond by standing or sitting.

Further practice

- Encourage the pupils to practise this in pairs. One pupil instructs the other to either stand or sit, as appropriate.

Activity Book, Page 41, Exercise 4

- Pupils match the pictures on the left with the corresponding one on the right of the page.

Answers

1. Stand up, please. (b)
2. Sit down, please. (a)

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.

Lesson 4

| | |
|-------------------|---|
| Outcomes | To draw from left to right To revise the language taught in Unit 1 To demonstrate a love of listening to songs To follow the rules of a simple game |
| Structures | <i>What's your name? I'm ...</i> <i>How are you? I'm very well ...</i> |
| Functions | Making introductions |
| Topic | Introducing people |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 7 Exercise 6, Listen and match Exercise 7, Sing • Activity Book, page 41 Exercise 5, Trace and copy • Cassette, Unit 1, Exercises 6 and 7 |

Revision

- Ask different individuals *Hello. How are you? What's your name?* Elicit appropriate replies such as *Hello. I'm very well, thank you. I'm ...*

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| answer the teacher's question: <i>Hello. How are you?</i> | | |
| answer the teacher's question: <i>What's your name?</i> | | |

Pupil's Book, Page 7, Exercise 6

6 Listen and match

7 Sing

Hello. What's your name?
Hello. What's your name?
Hello. What's your name?
I'm Mazen.

Hello. How are you?
Hello. How are you?
Hello. How are you?
I'm very well, thank you.

Unit 1

- Pupils will hear four short dialogues. They must decide which of the four pictures goes with each dialogue.
- Play the first dialogue. Ask the pupils to match it with the corresponding picture. Circulate and check that everyone is matching the correct pictures.
- Proceed in the same way with the other three dialogues.

Tapescript

- Miss Mariam: Sit down, please.
- Asma: Hello. I'm Asma.
- Ali: What's your name?
Mazen: I'm Mazen.
- Samira: Hello, Asma. How are you?
Asma: I'm very well, thank you.

Answers

- Picture 3
- Picture 1
- Picture 4
- Picture 2

Pupil's Book, Page 7, Exercise 7

- If there is room in your classroom, ask the pupils to stand in a circle. Give one pupil a ball or a soft toy. Pupils pass the ball around the circle as they sing the greeting and ask the question *Hello. What's your name?* When the moment comes to reply, the pupil holding the ball at that point must reply, using his or her own name: *I'm (Mazen) – or whoever it is.*
- Similarly, in the second part of the song, the pupil holding the ball when the questions finish must reply: *I'm very well, thank you.*

Tapescript

Hello. What's your name?
Hello. What's your name?
Hello. What's your name?
I'm Mazen.
Hello. How are you?
Hello. How are you?
Hello. How are you?
I'm very well, thank you.

Presentation

- Remind the class that English is written from left to right: the other way round to Arabic.
- Show them how to draw straight lines, which ascend and descend. (↗↘)

Activity Book, Page 41, Exercise 5

- In this exercise, pupils practise drawing from left to right. They should start tracing the lines which ascend (↗) and then the lines which descend (↘).
- Pupils then continue with this exercise and copy what they have been tracing earlier.
- Go round the class and check the pupils' performance.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 1. Ask different pupils *What's your name?* and elicit answers beginning *I'm ...*. Then encourage pupils to put the same question to their friends. Say: *Ask Omar, etc.*
- Ask different pupils *How are you?* Have them ask their friends the same question.
- Instruct pupils *Stand up, please* and *Sit down, please*. Try giving the instruction to small groups of named pupils, as in Lesson 3.
- Congratulate the pupils on all their hard work in Unit 1.

Lesson 1

| | |
|-------------------|--|
| Outcomes | To recognise some basic English words To show understanding of new words through pictures, flashcards and real objects To pronounce some key simple words correctly To read English from left to right To match items by drawing a line |
| Structures | <i>Who's this?</i> <i>What's this? It's a (door).</i> |
| Functions | Identifying objects |
| Vocabulary | <i>chair, classroom, clock, door, table, window</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 8 Exercise 1, Listen and point Activity Book, page 42 Exercise 1, Match Cassette, Unit 2, Exercise 1 Flashcards: chair, classroom, clock, door, table, window, Mazen, Asma, Miss Mariam, Ali, Samira, boy, girl Wall chart (1): The classroom |

Revision

- Briefly revise language from Unit 1 to get pupils thinking in English again. Ask different pupils *What's your name?* *How are you?* and have them put the same questions to their friends: *Ask Ali*, etc.
- Tell pupils to stand up and sit down as a whole class and in small groups.
- Revise the names of the characters from the story. Hold up the flashcards one by one and say *This is ...* and encourage pupils to complete the sentence with the name.
- Use flashcards of the characters from the story to revise the names of the characters from the Pupil's Book. Point to the flashcard of Mazen, saying *This is ...*. Encourage the class to give his name. Ask *Where's Asma?* and pretend to be looking for her. Use the flashcards to revise *boy* and *girl*.

Classroom Assessment

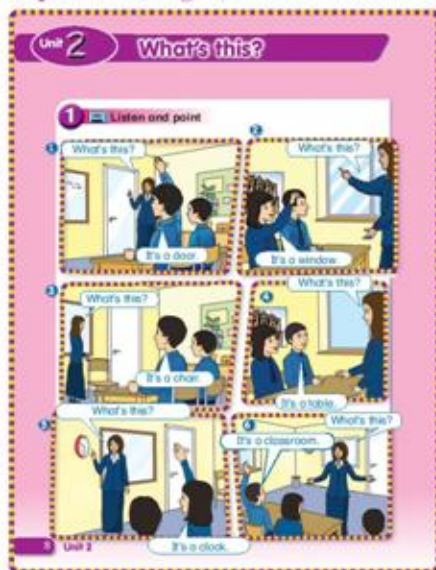
With reference to the teacher's instructions, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| respond correctly to <i>Stand up</i> . | | |
| respond correctly to <i>Sit down</i> . | | |

Presentation

- Use the flashcards or the wall chart to present the new classroom vocabulary. You can also use the real items in the classroom to present the new words.
- Now point to the window and ask the class *What's this?* Pupils will reply *window*. Tell the class *It's a window*. Repeat for other items in the classroom, and elicit *It's a ...* each time. Encourage pupils to ask each other *What's this? It's a ...*. Use the wall chart of the classroom.

Pupil's Book, Page 8, Exercise 1



- Say *Open your books at page 8*, holding up your open book to show the class the page. Point to different characters shown on the page and ask *Who's this?* If pupils need further prompting, ask closed questions: *Mazen? Asma?*, etc.
- Tell pupils to listen to the recording, and point to the person who is speaking.
- Play the recording two or three times. Pause the machine from time to time to give pupils a moment to assimilate what they have just heard. Repeat the line of dialogue they have just heard and encourage them to repeat.

- Point to the classroom all around you, like the teacher in the Pupil's Book. Ask *What's this?* and let several different pupils give the answer: *It's a classroom.*

Tapescript

- Miss Mariam: What's this?
Mazen: It's a door.
- Miss Mariam: What's this?
Asma: It's a window.
- Miss Mariam: What's this?
Mazen: It's a chair.
- Miss Mariam: What's this?
Ali: It's a table.
- Miss Mariam: What's this?
Asma: It's a clock.
- Miss Mariam: What's this?
Ali: It's a classroom.

Further practice

- Point to different items in the room, asking *What's this?* Finish by pointing to the whole classroom.
- Invite volunteers to stand up and ask about classroom items in the same way, using *What's this?*

Activity Book, Page 42, Exercise 1

- Look at the exercise with the class. Pupils draw lines from the item in the left-hand column with its matching item in the right-hand column.
- Help pupils as they work. Check answers as a class.

Answers

- b
- c
- d
- e
- a

End the lesson

- Before you leave the classroom, ask pupils *What's this?* pointing to an item in the classroom. Pupils reply, using *It's a ...*

Lesson 2

| | |
|-------------------|--|
| Outcomes | To participate in short, simple guided exchanges with a peer To recognise some basic English words To demonstrate understanding of new words through pictures, flashcards and real objects To identify the colour of objects |
| Structures | <i>What's this? It's a (door). It's (red).</i> |
| Functions | Describing colours |
| Vocabulary | <i>blue, green, red, door, window, table</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 9 Exercise 2, Ask and answer Exercise 3, Listen and point Activity Book, page 42 Exercise 2, Complete Cassette, Unit 2, Exercise 3 Flashcards: blue, red, green Wall charts (1 and 2): The classroom, Colours |

Revision

- With the Pupil's Book closed, revise the words taught in Lesson 1 by playing the recording from the Pupil's Book exercise. Point to the different items in the classroom as the question is asked: *What's this?* You can also use the wall chart of the classroom.
- Point to the same items in a different order and ask the question yourself: *What's this?* Insist on answers beginning *It's a ...*

Classroom Assessment

With reference to items, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| answer correctly using <i>It's a ...</i> | | |

Pupil's Book, Page 9, Exercise 2



- Choose any of the classroom items that pupils have learned and do a simple drawing of it on the board. Ask *What's this?* and accept answers using *It's a ...* from several pupils.
- Say *Open your books at page 9*. Hold up your book and point to the door that the girl is drawing on the board in Exercise 2. Ask *What's this?*
- Choose a confident pupil to come to the front of the class and draw another item on the board. Encourage him/her to ask the rest of the class *What's this?*
- Give out sheets of loose drawing paper. Tell pupils to choose one of the items and draw it. Each pupil holds up his or her drawing and asks the class *What's this?* The others reply, using *It's a ...*

Presentation

- Use the colour flashcards or the wall chart of the colours to teach the colours *blue*, *green* and *red*. First, place the blue colour card where everyone can see it. Say *It's blue*, and have the class repeat. Proceed in the same way for *red* and *green*.
- After several repetitions, point to different cards and elicit the sentence from pupils (hold your hand to your ear as if listening) without saying it.

- Point to blue, red or green items around the classroom and elicit the colour: *It's blue*, etc.
- Once the colour words are well-assimilated, try making deliberate mistakes. For example, hold up a yellow pencilcase and say *It's blue*. Convey by facial expression and tone of voice that you are not quite certain. Pupils will enjoy giving the correct sentence.

Pupil's Book, Page 9, Exercise 3

- Focus on Exercise 3. Hold up your book and point to each door in turn, beginning with the blue one. Say *It's blue*, and have the class repeat. Point to the other doors. See if pupils can supply the sentence – *It's red. It's green* – without you giving it to them.
- Tell pupils to listen to the recording, and point to the correct door as they hear each sentence and repeat the sentence beginning *It's ...*
- Play the recording, pausing the machine after each sentence.

Tapescript

Boy: It's blue.
 Girl: It's red.
 Boy: It's green.
 Girl: It's red.
 Boy: It's green.
 Boy: It's blue.
 Boy: It's green.
 Girl: It's red.
 Boy: It's green.
 Boy: It's blue.

Activity Book, Page 42, Exercise 2

- Look at the exercise with the class. Ask pupils what they can see.
- Pupils complete the pictures of the classroom items.

Further practice

- Pupils can ask each other *What's this? It's a ...* with the pictures in the Activity Book exercise.

End the lesson

- Before you leave the classroom, ask pupils to practise asking about the colour of items in their house, with their family members.

Lesson 3

| | |
|-------------------|---|
| Outcomes | To pronounce some simple English words To participate in simple, short guided exchanges with a peer To recognise some basic English words To trace and copy lines from left to right To identify the colours of objects |
| Structures | <i>What colour is it? It's ...</i> |
| Functions | Describing colours |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 10 Exercise 4, Listen and say Exercise 5, Ask and answer Activity Book, page 43 Exercise 3, Listen and colour Exercise 4, Trace and copy Cassette, Unit 2, Exercise 4 Activity Book, Unit 2, Exercise 3 Flashcards: blue, red, green A bag of coloured toys that are red, blue or green |

Revision

- Hold up the colour flashcards one by one, saying *It's blue*, etc. Have pupils repeat after you. Then hold up each card and see if pupils can say what colour it is without your help.
- Place the flashcards in different parts of the room, where all the pupils can see them. Play the recording from Exercise 3 in the Pupil's Book. The pupils must point to the correct card, according to what they hear. Demonstrate, using the first line of the recording: *It's blue*. Be ready to pause the machine after each sentence, so that pupils don't get left behind.

Classroom Assessment

With reference to flashcards, pupils can:

| Scoring criteria | G | F | P |
|----------------------------|---|---|---|
| identify the colour blue. | | | |
| identify the colour red. | | | |
| identify the colour green. | | | |

G = Good F = Fair P = Poor

Presentation

- The purpose of the bag of coloured toys, etc. is to stimulate pupils' interest and practise colour words in new contexts. Take one item from the bag and ask *What colour is it?* The pupils are unlikely to understand, so use a closed question to convey meaning, e.g. *Is it red or green? What colour is it? It's (green).*

- Continue in the same way with other items in the bag. Place the items on the table in front of you. When all are displayed, point to different objects at random, asking *What colour is it?* Ask individual pupils, then ask the whole class.

Pupil's Book, Page 10, Exercise 4



- Say *Open your books at page 10*. Ask pupils to listen and point to the person who is speaking. Play the recording.
- Play the recording again. Pause the machine after each line of the dialogue for pupils to repeat.

Tapescript

- Miss Mariam: What colour is it?
Girl: It's blue.
- Miss Mariam: What colour is it?
Boy: It's red.

Further practice

- Invite pairs of pupils to come to the table where you have laid out the coloured toys, etc. One pupil pretends to be the teacher, the other is the pupil. They ask and answer questions about the things on the table, like the teacher and pupil in Exercise 4.

Pupil's Book, Page 10, Exercise 5

- Hold up your book and point to the first clock in Exercise 5. Ask *What colour is it?* and elicit a full-sentence answer: *It's red.* Continue with the second and third clocks.
- Tell pupils to work with a partner, taking turns to point, ask and answer about any of the items in the exercise. The first one asks a question and the second one answers. Then the second pupil asks the next question, and so on.

Activity Book, Page 43, Exercise 3

- Look at the exercise with the class. Pupils listen to the cassette and colour the objects accordingly.
- Help pupils as they work.

Tapescript

Boy 1: It's blue.
Girl: It's red.
Boy 2: It's green.

Activity Book, Page 43, Exercise 4

- In this exercise, pupils practise drawing from left to right.
- Help pupils as they work.

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.
- For the next lesson, tell pupils to prepare magazine cut-outs at home to be used for the project of the next lesson.

Lesson 4

| | |
|------------|---|
| Outcomes | To listen and match sentences with pictures To make colour posters |
| Structures | <i>What colour is it? It's (red).</i> |
| Functions | Describing colours |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 11 Exercise 6, Listen and match Exercise 7, Project: Make colour posters • Activity Book, page 43 Exercise 5, Project: Make a colour poster • Cassette, Unit 2, Exercise 6 • Flashcards: blue, red, green • A bag of coloured toys that are red, blue or green • Magazines, scissors and coloured pencils |

Revision

- Take an object from the bag of toys. Hold it in your hand or behind your back so that the pupils cannot see it. Ask *What colour is it?* and invite pupils to guess. If they guess correctly, place the object on their desk in front of them.
- Once the bag is empty, go to each pupil who has one of the items on their desk. Tell them to ask their friends what colour it is: say *What colour is it? Ask Omar.* When the question has been answered correctly, they can put the object back into your bag.

Classroom Assessment

With reference to objects, pupils can:

| Scoring criteria | Yes | No |
|---|-----|----|
| ask correctly <i>What colour is it?</i> | | |
| answer correctly <i>It's + colour.</i> | | |

Pupil's Book, Page 11, Exercise 6

6 Listen and match

7 Project: Make colour posters

- Say *Open your books at page 11*. As in the similar exercise in Unit 1, Lesson 4, pupils must listen to the four mini-dialogues and match them with the corresponding picture. Pause the machine after each dialogue and check that everyone has matched it to the correct picture.
- Play the recording again. Pause after each line for pupils to repeat.
- Hold up your book and point to each picture in turn. Help pupils to repeat the dialogues without hearing them again on the recording.

Tapescript

- Miss Mariam: What's this?
Boy: It's a window.
- Miss Mariam: What's this?
Girl: It's a clock.
- Girl 1: What colour is it?
Girl 2: It's green.
- Boy 1: What colour is it?
Girl: It's red.

Answers

- Picture 2
- Picture 3
- Picture 4
- Picture 1

Pupil's Book, Page 11, Exercise 7

- Refer to page 8 (introduction) of the Teacher's Book.
- Working in pairs or small groups, pupils use the magazine cut-outs they brought from home to make colour-themed collages in red, blue and green. They can also use the cut-outs you brought yourself, or colour in the photocopies you have made.
- Help pupils display their coloured posters in the classroom. You may use the display example as shown in the Pupil's Book.

Activity Book, Page 43, Exercise 5

- Refer to page 8 (introduction) of the Teacher's Book.
- Pupils create a smaller version of their collages in the accompanying exercise in the Activity Book. At the top of each poster write red, blue or green in the corresponding colours. Pupils then create their collages, arranging the cut-outs and gluing them to the page in the book.
- While they work, circulate and help. Point to different cut-outs and ask the pupils *What colour is it?*

End the lesson

- Before you leave the classroom, ask pupils to tell their family members what they have done in their projects.

Lesson 1

| | |
|-------------------|---|
| Outcomes | To recognise new words when listening To learn a new structure using pictures and real objects To recognise basic English words |
| Structures | <i>What's this? It's a ...</i> <i>What's your name?</i> |
| Functions | Identifying objects |
| Vocabulary | <i>bag, book, robot, table, window</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 12 Exercise 1, Listen and point Activity Book, page 44 Exercise 1, Listen and circle Exercise 2, Listen and draw Cassette, Unit 3, Exercise 1; Activity Book, Unit 3, Exercises 1 and 2 Flashcards: book, bag, Dan A schoolbag and a book |

Revision

- Revise language from Units 1 and 2: Say *Hello*, and ask different pupils *What's your name?* and *How are you?* Elicit answers such as *Hello, I'm ...* Point to different items in the classroom and ask *What's this?* Elicit answers such as *It's a door, It's a chair*, etc. If necessary, remind pupils of the words by asking closed questions: *Is it a door? Is it a clock?*

Classroom Assessment

With reference to teacher's instructions, pupils can:

| Scoring criteria | Yes | No |
|---|-----|----|
| answer correctly <i>What's your name?</i> | | |
| answer correctly <i>How are you?</i> | | |
| answer correctly <i>What's this?</i> | | |

Presentation

- Hold up the schoolbag and ask *What's this?* Answer the question yourself – *It's a bag* – and have the class repeat.
- Take the book out of the bag and hold it up. Use the same procedure to teach *book*.

Pupil's Book, Page 12, Exercise 1



- Say *Open your books at page 12*. Hold up your book and point to the characters whose names pupils know. Ask *What's his name?*
- Set a listening task. Explain briefly in Arabic that the class is going to have a visitor. Tell pupils to listen carefully and find out the visitor's name.
- Play the recording once or twice without stopping. Pupils follow in their books, pointing to the character who is speaking.
- Hold up your book, point to the robot and ask *What's his name?* Accept answers from several pupils before you finally confirm, *It's Dan*. Have the class repeat.
- Hold up the flashcard of Dan. Ask *Is it a boy? Is it a girl?* See if anyone remembers what they heard in the recording: *It's a robot*. Otherwise, say *It's a robot*, and have the class repeat.

Tapescript

Miss Mariam: What's this?
Mazen: It's a book.
Miss Mariam: What's this?
Asma: It's a bag.
Miss Mariam: What's this?
Mazen: It's a robot.
Miss Mariam: What's your name?
Dan: I'm Dan.

Activity Book, Page 44, Exercise 1

- Hold up your Activity Book open at page 44. Ask pupils to look at the objects in the classroom at the top of this page. Point to the chair and ask *What's this?* Elicit the answer *It's a chair*.
- Play the recording and make sure that pupils can see that the chair has been circled as an example answer. The pupils continue with the rest of the exercise.
- Hold up the completed exercise in your book for the pupils to check their answers.

Tapescript

What's this? It's a chair.
What's this? It's a table.
What's this? It's a robot.
What's this? It's a window.
What's this? It's a book.

Activity Book, Page 44, Exercise 2

- Refer to page 131 of the Teacher's Book.
- Hold up your book. Explain to the pupils that there are five objects missing on the page and that they must listen and draw the objects as they hear them.
- Try a memory test. Ask pupils to close their books. See if they can name six objects in the pictures from memory.
- Let one pupil come to the front and play teacher. He or she follows in the book and checks while the rest of the class recite.

Tapescript

What's this? It's a chair.
What's this? It's a table.
What's this? It's a robot.
What's this? It's a window.
What's this? It's a book.

Answers

Pupils draw a chair, a table, a robot, a window and a book.

Further practice

- Use the flashcards of a book, a bag and Dan the robot. Hold up a card with the reverse towards the class. Ask *Is it a book or a bag? Is it a bag or a robot?* Encourage pupils to guess what the card is. When pupils guess correctly, give the card.
- Repeat with the other cards. When all the cards are distributed, ask each pupil who has one to tell the class what is shown on the card: *It's a book*, etc. Collect all the cards.

End the lesson

- Before you leave the classroom, ask pupils to practise identifying some of the objects at their house, with their family members.

Lesson 2

| | |
|-------------------|---|
| Outcomes | To revise words for classroom items To learn four new colours To ask and respond to simple questions To learn the phonic value of the letter <i>b</i> To colour objects accurately |
| Structures | <i>What's this? What colour is it?</i> <i>It's a + noun</i> <i>It's + colour</i> |
| Functions | Describing colours |
| Vocabulary | <i>blue, green, red, yellow</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none">■ Pupil's Book, page 13 Exercise 2, Listen and say Exercise 3, Ask and answer Exercise 4, Say Exercise 5, Listen and say■ Activity Book, page 44 Exercise 3, Listen and colour■ Cassette, Unit 3, Exercises 2 and 5, Activity Book, Unit 3, Exercise 3■ Flashcards: Bb, blue, green, red, yellow; Dan■ A schoolbag and a book■ Wall chart (8): Letters |

Revision

- Put the book into the bag, as in Lesson 1 – and also the flashcard showing Dan the robot.
- Revise the words for classroom items by pointing to the window, etc. and asking *What's this?*
- Use the bag with the book in it to revise *bag* and *book* as in Lesson 1.

- Take the flashcard of Dan out of the bag and, without turning it round to show the class, ask *What's this? Is it a girl? Is it a boy? Is it a robot?*
- Revise the colours *green, blue and red* by holding up colour flashcards or coloured pencils and asking *What colour is it?* Ask closed questions to help pupils remember the words for colours: *Red? Blue?* etc.

Classroom Assessment

With reference to the flashcards / items, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| respond correctly to <i>What's this?</i> | | |
| respond correctly to <i>What colour is it?</i> | | |

Presentation

- Use the yellow colour flashcard to teach *yellow*. Hold up the card and say *It's yellow*. Have the class repeat.
- Use all four cards together to consolidate the colour words. Hold up cards so that pupils see only the reverse. Ask *What colour is it?* and let pupils guess.
- Let confident pupils come to the front and be the teacher, one at a time. They hold up the cards and ask *What colour is it?* Let them decide whether answers are right or wrong.

Pupil's Book, Page 13, Exercise 2

- Pupils turn to page 13 and look at Exercise 2. Play the recording.
- Play it again. Pause after each sentence for the class to repeat.

Tapescript

Girl 1: What's this? Girl 1: What colour is it?
Girl 2: It's a bag. Girl 2: It's yellow.

Pupil's Book, Page 13, Exercise 3

- Focus on the objects in Exercise 3. Hold up your book and point to each object, beginning with the door. For each object, ask *What's this? What colour is it?*
- Ask pupils to practise with a partner. They take turns to point to a picture and ask the questions, moving along the row of objects from left to right.

Pupil's Book, Page 13, Exercise 4

- Hold up your book and point to the picture showing part of a book. Ask *What is it?*
- Having established that it's a book, say *It's a book. It's blue*. Have the class repeat several times.
- Point to the other pictures and help the class to make similar statements.

Pupil's Book, Page 13, Exercise 5

- Tell the class briefly in Arabic that they are going to learn their first written letter in English: it represents the sound /b/. Say the /b/ sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter *b* shown in Exercise 5. Then post the letter *Bb* flashcard on the board. Draw a big *b* slowly on the board, forming it with a downwards vertical stroke followed by a circle drawn clockwise (see Activity Book page 45, Exercise 7). Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw *bs* in the air together, saying the sound /b/.
- Hold up your book and point to Exercise 5. Tell the class that all three items shown in Exercise 5 begin with the sound /b/.
- Hold up the letters wall chart and check if pupils are able to identify the letter *b*.
- Play the recording. Have the class repeat each word after the voice in the recording.
- Hold up the flashcards showing the boys Mazen and Ali. Say *boy* and have the class repeat.

Tapescript

/b/ book bag boy

Activity Book, Page 44, Exercise 3

- Ask the pupils to identify the objects on the page. Explain that they will hear each item and its colour detailed on the tapescript. They must colour each item correctly.
- While they are working, circulate and work with pupils individually. Point to different items and ask *What's this?* to elicit *It's a bag/door/book*. Then ask *What colour is it?* to elicit *It's yellow*, etc.

Tapescript

- It's a bag. It's yellow.
- It's a door. It's blue.
- It's a book. It's red.

Further practice

- If anyone in the class has a bag that is red, blue, green or yellow, hold it up and ask *What's this? What colour is it?* Otherwise, draw a door or a clock on the board and colour it blue, green, red or yellow. As you draw and colour, ask *What's this? What colour is it?*

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.

Lesson 3

| | |
|------------|---|
| Outcomes | To learn more words for classroom objects To learn two more colours To represent short, simple sentences in pictures |
| Structures | <i>It's a + noun</i> <i>It's + colour</i> |
| Functions | Identifying objects and colours |
| Vocabulary | <i>pen, pencil, black, white</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 14 Exercise 6, Listen and match Exercise 7, Say Activity Book, page 45 Exercise 4, Draw and say Exercise 5, Find and circle the <i>b</i> sounds Cassette, Unit 3, Exercise 6 Flashcards: pen, pencil Schoolbag, book, white pen, black pencil or coloured crayon |

Revision

- Draw a big letter *b* on the board. Ask the class to tell you what sound it represents. Encourage them to draw big letter *bs* in the air.
- Ask pupils to point to items in the classroom or things in the book that begin with the /b/ sound.

Presentation

- Use real objects or the flashcards of the pen and pencil to teach *pen* and *pencil*. Take the objects out of the bag one at a time, say the word and have the class repeat.
- After several repetitions of the noun alone, progress to whole sentences: ask *What's this?* and elicit answers beginning *It's a ...*
- Holding up the white pen, ask *What colour is it?* Answer the question yourself, with special emphasis on the new colour word. *It's white.*
- Proceed in the same way with the black pencil.
- Have the class repeat the new colours several times: *It's white. It's black.*
- Hold up any object – pen, pencil, bag or book – but choose one which is one of the colours the pupils know. Describe the object in two sentences and have the class repeat after you, e.g. *It's a pen. It's white.*

Pupil's Book, Page 14, Exercise 6

6 Listen and match

7 Say
It's a pen. It's red.

Unit 3

- Before pupils look at Exercise 6 in their books, arrange a green bag, a blue book, a white pen and a black pencil on your desk.
- Tell pupils they must point to the objects as they are mentioned in the recording. Invite a confident pupil to come to the front of the class to demonstrate.
- Play the first two items on the recording. Pause the machine after each one and check that your helper is pointing to the right object.
- Play the rest of the recording. Be ready to pause the machine if the recording is going too fast for your helper.
- Thank your helper and ask him or her to sit down.
- Pupils open their books at page 14 and look at Exercise 6. Tell them that they must now listen to the recording and match each pair of sentences to the accompanying picture.

Tapescript

1. It's a book. It's blue.
2. It's a bag. It's green.
3. It's a pencil. It's black.
4. It's a pen. It's white.




Answers

1. Picture 2
2. Picture 1
3. Picture 4
4. Picture 3

Pupil's Book, Page 14, Exercise 7

- Focus on Exercise 7. Hold up your book and point to the red pen. Say *It's a pen. It's red.* Have the class repeat.
- Do the same with other objects. Gradually stop saying the sentences yourself and see if pupils can generate them on their own.
- Tell pupils to work in pairs. One pupil points to an item in Exercise 7 and the other says what it is and what colour it is. Then the other pupil points.
- Circulate, listen and help.

Activity Book, Page 45, Exercise 4

- Refer to page 131 of the Teacher's Book.
- Hold up your closed book. Say *It's a book.*
- Draw a book  on the board and say *It's a book.* Have the class repeat.
- Tell pupils to draw the picture in their Activity Books and say what it is.
- Repeat the procedure for the bag  and the robot .
- When they have completed the drawings, ask individual pupils to stand up, point to one of the drawings, and say what it is: *It's a book, etc.*
- Early finishers can colour the items red, blue, green or yellow. Encourage them to give a two-part description of their pictures, e.g. *It's a bag. It's blue.*

Activity Book, Page 45, Exercise 5

- Explain the activity briefly in Arabic, then follow up with instructions in English to give pupils more exposure to the language: There are two words that begin with /b/ (hold up two fingers; point to the letter *b* on the board).
- Find the two words and draw a circle (mime drawing a circle).

Answers

bag, book

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.

Lesson 4


| | |
|-------------------|---|
| Outcomes | To connect objects and characters aurally and visually To demonstrate a love of listening to songs To trace and copy the letter <i>b</i> To invent a simple song similar to the one in the Pupil's Book |
| Structures | <i>What's this? It's a ...</i> <i>What colour is it? It's ...</i> <i>What colour is the ...?</i> <i>What's your name?</i> |
| Functions | Describing objects and colours |
| Vocabulary | <i>bag, blue, book, pen, yellow</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 15 • Exercise 8, Listen and match • Exercise 9, Sing • Activity Book, page 45 • Exercise 6, Listen, circle and colour • Exercise 7, Trace and copy • Cassette, Unit 3, Exercises 8 and 9; • Activity Book, Unit 3, Exercise 6 • Books, bags, pens, pencils • Flashcards: Dan, book, bag |


Revision


- Play the recording for the picture story from Lesson 1 again. Hold up a book and then a bag, as Miss Mariam does, or hold up the flashcards of these objects to help comprehension. When Miss Mariam first sees Dan, point to the flashcard of Dan.
- Hold up classroom objects that pupils can name: pens, pencils, books and bags. Ask *What's this?* and – in cases where pupils can name the colour – *What colour is it?*


Pupil's Book, Page 15, Exercise 8

8 Listen and match

1. 

3. 


2. 

4. 

9 Sing

What colour is the bag?
What colour is the bag?
What colour is the bag?
It's blue.

What colour is the pen?
What colour is the pen?
What colour is the pen?
It's red.



Unit 3 15

- Pupils turn to page 15 and look at Exercise 8. Play the recording once and encourage pupils to point at the appropriate picture.
- Play the recording once more, pausing after each situation. Make sure that the pupils match the correct picture after hearing the corresponding piece of dialogue.

Tapescript

- Asma: Hello. What's your name?
Samira: Samira.
- Girl: Look! It's a robot.
- Miss Mariam: What's this?
Boy: It's a book.
- Boy 1: What colour is it?
Boy 2: It's yellow.

Answers

1. Picture 2 2. Picture 4 3. Picture 1 4. Picture 3

Pupil's Book, Page 15, Exercise 9

- Focus on the picture that accompanies the song. Hold up your book and point to the bag. Ask *What colour is the bag?* and elicit the answer *It's blue.*
- Repeat the question a few times and have the pupils say it after you.
- Play the first verse of the song once. Play it again and encourage pupils to join in.

- Tell the class that the children on the recording are now going to sing about a pen. Ask them to listen to the second verse of the song then tell you what colour the pen is. Play the second verse. (*It's red.*)
- Pupils then sing the entire song along with the recording.
- Afterwards, there is an opportunity to invent their own versions of the song. You or your pupils can hold up different classroom objects and sing a song about them.

Tapescript

- | | |
|-------------------------|-------------------------|
| What colour is the bag? | What colour is the pen? |
| What colour is the bag? | What colour is the pen? |
| What colour is the bag? | What colour is the pen? |
| It's blue. | It's red. |

Activity Book, Page 45, Exercise 6

- Pupils listen to the tapescript and circle the relevant object when it is mentioned. Then, after hearing the colour of the object, they colour it in as appropriate.
- Pupils can then describe the objects by identifying them by name and colour.

Tapescript

- It's a pen. It's red.
- It's a bag. It's blue.
- It's a book. It's green.
- It's a clock. It's yellow.

Answers

1. Picture 3 2. Picture 1 3. Picture 2 4. Picture 4

Activity Book, Page 45, Exercise 7

- Write a letter *b* on the board and remind pupils of the sound. Ask them to turn back to page 13 of the Pupil's Book and practise saying the words in Exercise 5 along with you, *book, bag* and *boy*.
- Remind the pupils how to draw *b* in the air. Then demonstrate this on the board.
- First, pupils should draw a vertical line from the top to the bottom of the staff. Then, on the right hand side of the line, they should trace a circle clockwise starting from the bottom of the staff and reaching the middle at its highest point.
- For the capital letter *B*, pupils draw a vertical line from the top to the bottom of the staff. Then they trace two semicircles on the right hand side of the line, one from the top to the middle of the staff and the other from the middle to the bottom.



- Pupils turn to Exercise 7 on page 45 of the Activity Book. Working from left to right, they trace over the shapes and letters, moving their pencils in the direction shown by the arrows.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 3.
- Help pupils to remember the words they have learned beginning with the /b/ sound.

Lesson 1

| | |
|-------------------|--|
| Outcomes | To recognise some basic English words To understand new words through pictures, flashcards and real objects To pronounce some simple words accurately To read English from left to right To identify numbers of items up to five |
| Structures | <i>One (boy). Two (boys). How many ... ?</i> |
| Functions | Counting |
| Vocabulary | <i>one, two, three, four, five, car, tree, goodbye</i> |
| Topic | Numbers |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 16 Exercise 1, Listen and point Activity Book, page 46 Exercise 1, Count and circle Cassette, Unit 4, Exercise 1 Flashcards: one, two, three, four, five, car, tree Wall chart (3): Numbers |

Revision

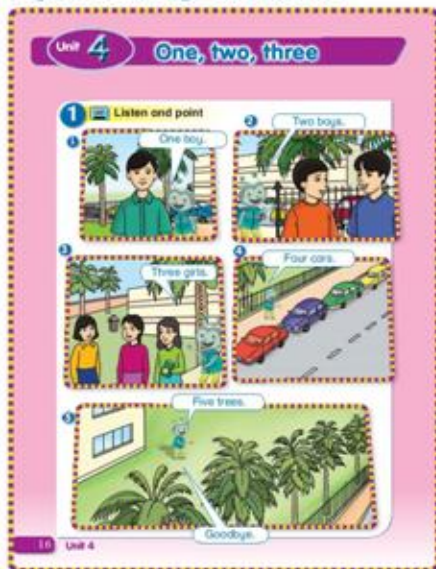
- Revise words for classroom objects and colours by holding up books, pens, pencils and bags. Say e.g. *It's a pen. It's black.* and encourage the pupils to speak along with you.

Presentation

- Present the words *car* and *tree* with the flashcards. Present *goodbye* by waving and leaving the classroom.
- Tell the class that they are going to learn to count in English. Count slowly on your fingers up to five. Do this several times. Encourage the pupils to join in, counting on their fingers and saying the numbers. Use the flashcards of the numbers 1-5 or the numbers wall chart to reinforce the presentation.
- Write the numbers 1, 2, 3, 4, 5 on the board, in numeral form. Point to the numbers and encourage pupils to say them - first in order, then randomly.
- Point to some girls or boys in the class who are sitting together. Count them out loud: *One girl, two girls, three girls* or *One boy, two boys, three boys*.

- Have the class repeat the singular and plural forms after you: *One girl. Two girls.* or *One boy. Two boys.* Point out how the word changes when we talk about more than one of something.

Pupil's Book, Page 16, Exercise 1



- Say *Open your books at page 16.* Hold up your book and point to Dan. Ask *What's this? Is it a girl?* etc. Tell the class in Arabic that Dan is looking at things and people and counting them. Tell pupils to listen carefully and tell you what things Dan sees and counts.
- Play the recording two or three times. Ask pupils to point to the different things and people that Dan sees and to tell you what and who they are.
- Play the recording once more. Pause after each sentence for pupils to repeat.

Tapescript

Dan: One boy.
Two boys.
Three girls.
Four cars.
Five trees.
Goodbye.

Further practice

- Practise counting different groups of the same item, up to a maximum of five: pencils, pens, books, bags, toy cars, girls, boys. Encourage the class to join in with you: *One book. Two books. Three books*, etc.
- Hold up groups of objects, e.g. two cars. Help pupils to say what you are holding: *Two cars*, etc.

Activity Book, Page 46, Exercise 1

- Pupils count the items in each group of pictures and circle the corresponding number.
- Correct the exercise with the whole class. Hold up your book and point to each picture in turn. Help pupils to formulate two-word answers: *Three girls*, etc. If you feel this will be too difficult for your class, count the items shown in each picture and encourage pupils to count with you: *One girl. Two girls*, etc.

Answers

- 3
- 1
- 5
- 2
- 4

End the lesson

- Finish with a team game. Divide the class into two teams. Draw a line down the middle of the board. Record the scores for each team by drawing ticks either side of the line.
- Hold up different groups of objects: two pens, four books, one car, etc. Teams take turns to say what you are holding. Encourage them to count aloud – *One pen. Two pens* – to arrive at their answer.
- Once either or both teams have reached a score of five, stop the game. Count up the ticks for each team, encouraging pupils to count with you. Write the final scores as numerals. Say *Well done!* to both teams and encourage the class to clap.

Lesson 2

| | |
|-------------------|--|
| Outcomes | To pronounce some simple words correctly To say English numbers correctly To describe what is in a picture |
| Structures | <i>One (boy). Two (boys).</i> <i>How many (books)?</i> |
| Functions | Counting |
| Vocabulary | <i>one, two, three, four, five, book, bag, chair, table, girl, green, goodbye</i> |
| Topic | Numbers |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 17 Exercise 2, Say Exercise 3, Count and say Exercise 4, Listen and say Activity Book, page 46, Exercise 2, Colour and say Cassette, Unit 4, Exercise 4 Flashcards: Gg, one, two, three, four, five, table, chair, bag, book Wall charts (1, 3 and 8) : The classroom, Numbers, Letters |

Revision

- Practise counting, using objects that pupils can name: pens, pencils, books, toy cars, etc. Hold up objects in groups, to a maximum of five, for example *two books*. Encourage pupils to count along with you *two books*. Later, they count without your help.
- Use the flashcards and the wall chart of the classroom to further revise the words *table, chair, bag* and *book*. They will be needed in Exercise 3.

Classroom Assessment

With reference to the flashcards / objects, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| count correctly up to five using two-word answers. | | |

Presentation

- Ask a boy or a girl to stand in front of the class. Say *One boy/girl*. Pupils repeat.
- Ask one more boy or girl to stand with the first pupil. Invite pupils to count *One boy/girl, Two boys/girls*. Repeat this till five pupils stand in front of the class and other pupils count *Five boys/girls*.

Pupil's Book, Page 17, Exercise 2

2 Boy
One, two, three, four, five

3 Count and say
one book, two books

4 Listen and say
g girl green goodbye

Unit 4 17

- Pupils turn to page 17 of the Pupil's Book and focus on Exercise 2. Hold up your book and point to the picture of the children. Ask: *Girls? Boys?* Count the boys and girls and encourage the class to count along with you.
- Point to one of the coloured numbers the boys and girls are holding. Ask *What's this?* and elicit the number. Ask *What colour is it?*
- Ask about other numbers: *What colour is 2?*, etc. You can then try this as a memory game. Pupils put their hand over the picture and try to answer from memory.

Further practice

- Have five confident pupils stand in front of the class holding the number flashcards and wall chart, like the pupils on page 17. Ask them to read out the numbers in order.
- Point to different numbers and ask the pupil holding them *What colour is it?* Encourage the rest of the class to help them.

Pupil's Book, Page 17, Exercise 3

- Focus on the first picture group in which a single book is shown. Ask *How many books?* then count: *One. One book.*
- Pointing to the next picture, ask *How many books?* Say *One. Two. Two books.*
- Continue in the same way with the remaining pictures. More able classes should be able to count with less and less support from you; others may need your help throughout the exercise.

Pupil's Book, Page 17, Exercise 4

- Tell the class briefly in Arabic that they are going to learn another letter in English: it represents the sound /g/. Say the g sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter g shown in Exercise 4. Then post the letter Gg flashcard on the board. Draw a big g slowly on the board. Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw gs in the air together, saying the sound /g/.
- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /g/.
- Hold up the letters wall chart and check if pupils are able to identify the letter g.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/g/
girl
green
goodbye

Activity Book, Page 46, Exercise 2

- Ask pupils to tell you what they can see in the pictures.
- Pupils colour the pictures, and then count the items in the pictures.

Answers

One bag. Two girls. Three books. Four doors.

End the lesson

- Before you leave the classroom, ask pupils to practise counting from one to five, with their family members.

Lesson 3

| | |
|-------------------|--|
| Outcomes | To pronounce some key simple words correctly To pronounce some simple English words To identify the number and colour of items |
| Structures | (Two) (red) birds. |
| Functions | Counting |
| Vocabulary | one, two, three, four, five, bird, book, pencil, tree, car |
| Topic | Numbers |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 18 Exercise 5, Say Exercise 6, Listen and say Activity Book, page 47 Exercise 3, Match and copy Exercise 4, Find and circle two g sounds Cassette, Unit 4, Exercise 6 Flashcards: one, two, three, four, five Wall charts (2 and 3): Colours; Numbers Items of the same colour, e.g. cars, pencils |

Revision

- Revise the numbers 1 to 5 using the numbers wall chart or flashcards. Recite the numbers as you count on your fingers. Encourage the class to join in.
- Say numbers and ask the class to hold up the corresponding number of fingers.
- Hold up different numbers of fingers – not in numerical order – and have the class say the numbers.
- Continue in the same way, but point to the numbers you wrote on the board instead of holding up fingers. The pupils say the numbers.

Classroom Assessment

With reference to table below, pupils can:

| Scoring criteria | | | | | A | S | N |
|---------------------------------|---|---|---|---|---|---|---|
| add the correct number of dots. | | | | | | | |
| 3 | 5 | 1 | 4 | 2 | | | |
| | | | | | | | |

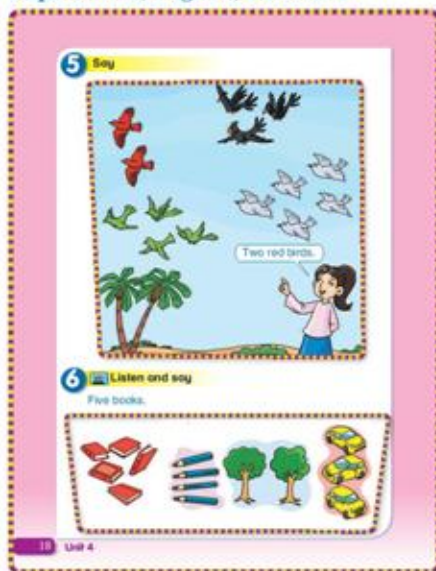
A = Always S = Sometimes N = Never

Presentation

- Use groups of the same objects in the same colours, e.g. two red cars, four blue pencils. First, hold up just one object and ask *What's this? What colour is it?*
- Hold up a group of the same object. Say what you are holding, e.g. *Four blue pens*. Have the class repeat.

- Hold up four red pens and ask *Four blue pens? No!* Help the class to formulate the phrase.
- Continue, substituting different objects, numbers and colours. Post the wall chart of the numbers on the board for pupils to refer to.

Pupil's Book, Page 18, Exercise 5



- Pupils turn to page 18. Hold up your book and point to the two red birds. Ask pupils to do the same. Say *Two red birds* and have the class repeat.
- Continue in the same way with the other groups of birds.
- Point to the groups randomly and elicit the phrases.
- Play a memory game. Tell the class to look at the picture carefully for a few moments, then to cover it with their hands. See if pupils can tell you what's in the picture from memory.

Presentation

- Use groups of pupils to teach the question *How many ...?* Invite four boys or four girls to come to the front of the class. Indicating your four helpers, ask the rest of the class *How many boys?/girls? One? Two? Three?* With your help, the class should answer *Four*.
- Invite a fifth boy or girl to join the group. Ask *How many boys?/girls?* And elicit the answer *Five*.
- Ask two of your helpers to go and sit down. Indicate those that remain, ask again *How many boys?/girls?* and elicit the answer.
- Ask one more of your helpers to sit down, and then another, so only one remains. Each time, ask *How many boys?/girls?*

Pupil's Book, Page 18, Exercise 6

- Ask pupils to look at the row of pictures. Play the first question on the recording – *How many books?* – then pause the machine and see if anyone can answer. If necessary, count the books out loud with the class, then ask again *How many books?*
- Continue in the same way with the remaining questions.
- Play the questions again and see if the class can answer more quickly.

Tapescript

How many books?
How many pencils?
How many trees?
How many cars?

Answers

Five books.
Four pencils.
Two trees.
Three cars.

Further practice

- Ask pupils to look at the whole of page 18, at home or in the classroom, and think of a question beginning *How many*.
- Invite pupils to put their questions to the class. Help the rest of the class to answer.

Activity Book, Page 47, Exercise 3

- Pupils match the dots and the numerals, and then copy the numeral in the space provided.
- Check pupils' answers.

Answers

4, 1, 3, 2, 5

Activity Book, Page 47, Exercise 4

- Pupils look at the pictures, find and circle the *g* sounds.
- Go around the class and check pupils' answers.

Answers

girl
goodbye

End the lesson

- Use the number flashcards. Ask one pupil to choose one of the cards without letting anyone else see it. Invite the others to guess what the number might be. Encourage your helper to answer *Yes* or *No*.
- The pupil who guesses correctly then becomes your helper and chooses a card in the same way.

Lesson 4

| | |
|-------------------|---|
| Outcomes | To listen and match phrases with pictures To make a picture book To trace and copy the lower and upper-case of the letter <i>g/G</i> |
| Structures | <i>(Two) (red) birds.</i> <i>(Three) (boys).</i> <i>How many (pencils)?</i> |
| Functions | Counting |
| Vocabulary | <i>one, two, three, four, five, bird, girl, red, white</i> |
| Topic | Numbers |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 19 Exercise 7, Listen and match Exercise 8, Project: Make a picture book Activity Book, page 47 Exercise 5, Trace and copy Cassette, Unit 4, Exercise 7 Flashcards: one, two, three, four, five Wall charts (2 and 3): Colours, Numbers |

Revision

- Revise numbers 1 to 5 by holding up fingers or using the wall chart of the numbers or by writing numbers on the board. Pupils say the numbers.
- Repeat the guessing game with number cards (Lesson 3, *End the lesson*).
- Hold up different numbers of coloured pencils, etc. Ask *How many pencils?*
- Show groups of objects briefly then hide them behind your back. Help pupils to describe what they have just seen, e.g. *Two black cars*. Post the wall chart of the colours on the board for pupils to refer to.

Classroom Assessment

With reference to objects, pupils can:

| Scoring criteria | G | F | P |
|---|---|---|---|
| respond to <i>How many ...?</i> by using number (+colour) + object. | | | |

G = Good F = Fair P = Poor

Pupil's Book, Page 19, Exercise 7

7 Listen and match

8 Project: Make a picture book

- Pupils listen to the recording and find the picture that corresponds to what they just heard. Play the first line of the recording: *Four red bags*. Pause the machine and check that everyone has matched it to the correct picture.
- Continue in the same way with the other three phrases.
- Once all the phrases have been correctly matched to the pictures, ask pupils if they can remember any of the phrases they heard.

Tapescript

1. Four red bags.
2. Three boys.
3. Five white birds.
4. Two girls.

Answers

1. Picture 3
2. Picture 2
3. Picture 4
4. Picture 1

Pupil's Book, Page 19, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Help pupils to make their own four-page picture book using two sheets of A4 paper. Show them how to fold the sheets in two and put them together.
- The first leaf of the booklet will be the front cover. Show pupils how to open their book, marking the first page as page 1 by writing a '1' in the bottom right-hand corner.
- Help them to mark the remaining pages up to page 5.
- Pupils draw a picture on each page. They can use the items shown in the Pupil's Book or choose their own – but they must be things they can name in English. They colour their pictures in a single colour, using colours they know in English.
- Finally, they decorate the front and back covers of their books. They could draw patterns of flowers or a geometric design.
- Talk to pupils individually about their picture books: *Show me page 2. What is it? What colour is it? What's on page 4?*, etc.
- Staple the pages together or show pupils how to connect them with ribbons or thread.

Activity Book, Page 47, Exercise 5

- Pupils trace and copy the lower and upper-case letters *g/G* in their Activity Book.
- Write a letter *g* on the board.
- First pupils trace an anticlockwise circle starting from the middle of the stave which almost reaches the bottom of the stave. Then, pupils draw a vertical line down on the right hand side of the circle which curves upwardly left when it reaches half a stave below the bottom line.
- You may ask a pupil or two to do the same on the board. However, don't spend too much time doing this. It's time-consuming, thus it's better to have all pupils practise, not watch.
- For the capital letter *G*, they draw a semicircle anticlockwise from the top of the stave, which has its lowest point at the bottom of the stave before curving slightly up again. They then draw a short horizontal line across the end of this line which then goes down at a 90 degree angle to reach the bottom of the stave.
- Go round and check pupils' work.

End the lesson

- Before you leave the classroom, ask pupils to tell their family members about their favourite page in their picture books.

Lesson 1

| | |
|------------|---|
| Outcomes | To recognise classroom objects To connect objects aurally and visually To identify who is speaking |
| Structures | <i>What's this? It's a ...</i> <i>Who's this?</i> |
| Functions | Describing objects |
| Vocabulary | <i>bag, boy, chair, clock, girl, pen, pencil, red, sit down, stand up, table, window</i> |
| Topic | The Classroom |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 20 Exercise 1, Listen and point Exercise 2, Say Activity Book, page 48 Exercise 1, Listen and circle Exercise 2, Listen and tick Cassette, Review, Exercise 1; Activity Book, Review, Exercises 1 and 2 Flashcards: Mazen, Asma, Miss Mariam, Ali, Samira |

Revision

- Revise vocabulary for classroom objects. Say *Show me a door*. Help pupils understand by pointing to things that are not a door and asking *Door?*

Diagnostic Assessment

With reference to words, pupils can:

| Scoring criteria | Yes | No |
|---|-----|----|
| respond correctly by pointing to the objects. | | |

Presentation

- Tell the class briefly in Arabic that the next four lessons will be devoted to a revision of all the English they have learned so far. Explain that regular revision will help them to remember the English words and phrases they have learned.
- Say *Show me a window/clock/table/chair/bag/pen/pencil*. Say *Show me a boy* and *Show me a girl*.
- Having reactivated the vocabulary, point to different items around the classroom and ask *What's this?*

Pupil's Book, Page 20, Exercise 1



- Use the flashcards of the people in the picture story to revise their names. Hold up different cards and ask *Who's this?*
- Say *Open your books at page 20*. Point to the children in the picture story and ask *Who's this?* *Show me Samira*, etc.
- Tell the class that they will hear one colour word in the recording. Ask them to listen carefully and then tell you what it is.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking.
- Play the recording again, with pauses. Ask pupils to repeat what they have just heard.
- See if anyone can tell you the colour word. Help them by pointing to the picture of the robot and asking *What colour is it?* (*It's red.*)

Tapescript

1. Miss Mariam: What's this?
Asma: It's a girl.
Ali: What's this?
Girl: It's a book.
2. Asma: What's this?
Samira: It's a bag.
3. Ali: What's this?
Mazen: It's a robot. It's red.

Pupil's Book, Page 20, Exercise 2

- Focus on the two pictures and tell the pupils to say the commands.
- Ask the pupils to stand up and then sit down. You can then ask one half of the class to stand up and the other half to sit down. Afterwards, ask the boys to do one action and the girls to do the other one, so that different language is practised.

Activity Book, Page 48, Exercise 1

- Hold up your book and point to the picture of a robot. Ask *What's this?* Insist on a full-sentence answer: *It's a robot.*
- Tell the pupils that they must circle the correct picture when they hear the corresponding piece of dialogue.

Tapescript

1. What's this? It's a robot.
2. What's this? It's a clock.
3. What's this? It's a bag.
4. What's this? It's a pen.
5. What's this? It's a girl.
6. What's this? It's a boy.

Answers

1. Picture 3 2. Picture 5 3. Picture 1
4. Picture 6 5. Picture 4 6. Picture 2

Activity Book, Page 48, Exercise 2

- Pupils tick the correct picture when they hear the corresponding sentence.

Tapescript

1. It's a girl. 2. It's a chair.
3. It's a window. 4. It's a pencil.
5. It's a book. 6. It's a table.
7. It's a boy. 8. It's a clock.

Answers

1. Picture 5 2. Picture 3 3. Picture 8 4. Picture 6
5. Picture 1 6. Picture 7 7. Picture 2 8. Picture 4

Further practice

- If time allows, pupils can do their own drawings of things they can name in English.
- Put up the drawings on the classroom wall. Point to different drawings and ask the class *What's this?* Then invite volunteers to play the role of the teacher, and ask about the drawings in the same way.

End the lesson

- Before you leave the classroom, ask the pupils to name a classroom object.

Lesson 2

| | |
|-------------------|---|
| Outcomes | To recognise classroom objects To respond to classroom instructions To demonstrate familiarity with the phonic value of the letter <i>b</i> |
| Structures | <i>What's this? It's a ...</i> |
| Functions | Describing |
| Vocabulary | <i>book, bag, blue</i> |
| Topic | The Classroom |
| Resources | ■ Pupil's Book, page 21 Exercise 3, Listen and say ■ Activity Book, page 49 Exercise 3, Listen and colour Exercise 4, Listen, tick and colour ■ Cassette, Review, Exercise 3, Activity Book, Review, Exercises 3 and 4 |

Revision

- Point to objects in the classroom and ask pupils *What's this?* Elicit answers with *It's a ...*
- Ask pupils to stand up and then sit down a couple of times.

Classroom Assessment

With reference to the teacher's instructions, pupils

| Scoring criteria | Yes | No |
|---|-----|----|
| answer <i>What's this?</i> using <i>It's a ...</i> | | |
| respond to the instructions <i>Stand up</i> and <i>Sit down</i> | | |

Presentation

- Ask two pupils to come and stand in front of the class. Give them different items to hold up and show the class such as bags, books and pencils. The two pupils can ask the question, *What's this?* The rest of the pupils can reply with correct answers. Thank your two helpers and ask them to sit down.
- Draw a big letter /b/ on the board. Encourage the class to draw a /b/ in the air and say the /b/ sound along with you.
- Hold up a book and have the class say *book* with you. Ask pupils if they can think of any words that begin with the sound /b/.

Pupil's Book, Page 21, Exercise 3

3 Listen and say

b book bag blue

4 Ask and answer

How many pens? Five pens.
What colour is it? It's blue.

5 Sing

What's that?
It's a pen.
What's that?
It's a book.
What's that?
It's a chair.
What's that?
It's a bag.
What's that?
It's a robot.

Unit 5 21

- Pupils repeat the words after the voice on the recording and point to the corresponding picture.

Tapescript

/b/
book
bag
blue

Activity Book, Page 49, Exercise 3

- Pupils listen to the tapescript and colour the three items.
- While pupils are working, circulate and offer help.
- Once the colouring is finished, bring the class together again. Help pupils to talk about their work as in the example, e.g. *It's a pen. It's red.*

Tapescript

- It's a clock. It's blue.
- It's a bag. It's green.
- It's a pen. It's red.

Activity Book, Page 49, Exercise 4

- Pupils listen to the tapescript and tick the corresponding pictures. They can then colour the pictures afterwards.

Tapescript

- What's this? It's a table. What colour is it? It's blue.
- What's this? It's a door. What colour is it? It's green.
- What's this? It's a clock. What colour is it? It's red.
- What's this? It's a chair. What colour is it? It's yellow.

Answers

- Picture 2
- Picture 3
- Picture 1
- Picture 4

End the lesson

- Before you leave the classroom, ask pupils to practise naming an object/person beginning with the *b* sound, with their family members.

Lesson 3

| | |
|-------------------|--|
| Outcomes | To demonstrate confidence using colours and numbers To demonstrate competency in asking and answering questions To connect objects aurally and visually To apply colours to pictures after listening to descriptions |
| Structures | <i>It's a (pen). It's (red).</i> <i>How many (pens)? (Five) (Pens)</i> <i>What colour is it? It's ...</i> |
| Functions | Describing objects and colours, counting |
| Vocabulary | <i>blue, chair, door, green, pen, table, white, yellow</i> |
| Topic | Objects |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 21 Exercise 4, Ask and answer Activity Book, page 49 Exercise 5, Listen, circle and colour Cassette, Review, Activity Book, Exercise 5 Wall chart (2): Colours |

Revision

- With the use of the wall chart of the colours, revise the different colours and objects that have been covered already. Point to objects in the classroom and ask: *What colour is it? What is this?* Elicit *It's blue / red / green. It's a bag / chair / window.*
- Revise numbers from 1 to 5 with pupils. Hold up two pens and ask: *How many pens?* Elicit the answer: *Two pens.*

Pupil's Book, Page 21, Exercise 4

- The aim of the activity is to revise the identity of objects, and their colours and numbers.
- Hold up your book and point to the pens. Say to the class *How many pens?* After they have responded with the correct answer, point to one pen and ask *What colour is it?* Pupils should reply with the answer *It's blue.*
- Pupils should continue with the remaining pictures. They can work in pairs.

Activity Book, Page 49, Exercise 5

- Pupils listen to the tapescript and circle the items in each box.
- They then colour each item in the appropriate colour.

Tapescript

- It's a chair. It's blue.
- It's a bag. It's green.

Answers

Box 1: A chair. Box 2: A bag.

End the lesson

- Before you leave the classroom, ask the class to hold up or point to different items around the classroom: *Show me a book. Show me a window,* etc. In cases where pupils will be able to name the colour, ask *What colour is it?* Ask *How many books/pens/bags ...*

Lesson 4

| | |
|------------|---|
| Outcomes | To learn a song To match letters with pictures beginning with that sound |
| Structures | <i>What's this? It's a ...</i> |
| Functions | Describing objects |
| Vocabulary | <i>pen, book, chair, bag, robot, boy, girl</i> |
| Topic | Objects |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 21 Exercise 5, Sing Activity Book, page 49 Exercise 6, Copy and match Cassette, Review, Exercise 5 |

Revision

- Draw a big letter *b* on the board. Ask the class to tell you any words they know that begin with the /b/ sound. If they need help, ask *What's this?* and hold up a bag or a book.
- Have all the class draw big *bs* in the air with their fingers.
- Pupils must listen to the recording and match the different items described.
- Play the recording again. Pause the machine after each item and have the class repeat. Check that everyone is pointing to the right item.

Pupil's Book, Page 21, Exercise 5

- Play the five verses of the song and encourage the pupils to sing as a class.

Tapescript

What's this?
It's a pen.

What's this?
It's a book.

What's this?
It's a chair.

What's this?
It's a bag.

What's this?
It's a robot.

Activity Book, Page 49, Exercise 6

- The pupils copy the letter *b* and *g* in lower- and upper-case following the arrows shown in the book. They also have to match the letters to the correct picture.



Answer

b-boy g-girl

End the lesson

- Before you leave the classroom, remind the class of the important things they have learned since Unit 1: Say *Hello. I'm (your name).* Ask *What's your name? How are you?* Point to objects around the classroom and ask *What's this? What colour is it? How many ...?*

Lesson 1

| | |
|-------------------|---|
| Outcomes | To recognise some basic English words To understand new words through pictures, flashcards, a wall chart and real objects To pronounce some simple words accurately To read English from left to right To identify numbers of items To ask and answer about one's age and that of peers |
| Structures | <i>How old are you? I'm (six).</i> |
| Functions | Counting Asking and answering about ages |
| Vocabulary | <i>six, seven, eight, nine, ten</i> |
| Topic | Age |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 22 • Exercise 1, Listen and point • Activity Book, page 50 • Exercise 1, Match and say • Cassette, Unit 6, Exercise 1 • Flashcards: six, seven, eight, nine, ten • Wall chart (3): Numbers |

Revision

- Revise numbers one to five with the wall chart of the numbers. Pupils count together.

Presentation

- Invite five confident pupils to come to the front of the class and stand in a row. Ask them to hold up the number flashcards: the pupil at the left-hand end of the row should hold the card for 6, and so on.
- Stand behind each of your helpers, beginning with 6. Say the number slowly and clearly and have the pupil repeat. Then encourage the whole class to repeat. Do this a few times before moving on to the next pupil and the next number.
- Continue in the same way as far as number 10.
- Collect in the cards, but ask your helpers to remain standing.
- Ask one of your helpers slowly and clearly *How old are you?* Show two of the flashcards, one of which you know to be the pupil's age. Ask e.g. *Are you seven or eight?* Repeat *How old are you?* a few times before you give the Arabic translation. Some classes may guess what your question means without translation.

- Model a full-sentence answer beginning with *I'm. I'm seven*, etc.
- Do the same with another of your helpers. If the second pupil's age is the same as the first, have them stand together and hold the corresponding card. If it is different, have them stand apart, each holding the card that shows their age.
- Continue, asking your remaining helpers *How old are you?* Group each of them with the number card that shows their age.
- Put the question to other pupils in the class and have them come and stand in the correct group.
- Count the pupils in the different age groups, then count all your helpers, encouraging the whole class to count with you.
- Say *Thank you, boys and girls. Sit down, please.* Your helpers return to their desks.

Pupil's Book, Page 22, Exercise 1



- Say *Open your books at page 22.* Hold up your own copy and point to the different people shown in frames 1, 2 and 3. For each, ask *Who's this?* and finish with Dan.

- Set a listening task: pupils must listen carefully to find out how old Ali and Samira are.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking.
- Play the recording again, pausing the machine after each sentence for pupils to repeat.
- Ask *How old is Ali? How old is Asma?* Accept one-word answers – *Seven* or *Six* – and model the whole sentence: *Yes. He's seven*, and *She's six*. (The third-person form will be taught fully in Lesson 2.)

Tapescript

- Mazen: How old are you?
Ali: I'm seven.
- Ali: How old are you?
Mazen: I'm six.
- Samira: How old are you?
Asma: I'm six.
- Boy 1: Six.
Girl 1: Seven.
Girl 2: Eight.
Boy 2: Nine.
Dan: Ten.

Further practice

- Ask different pupils *How old are you?* Insist on answers beginning *I'm*. Tell pupils to put the same question to other pupils. Say: *Ask Ibrahim*, etc.
- Ask the two questions alternately: *What's your name?* and *How old are you?*

Activity Book, Page 50, Exercise 1

- Pupils match the numerals with the correct items, depending on the quantity.
- Pupils then say the phrases aloud.

Answers

- 7/ seven windows
6/ six clocks
8/ eight cars
10/ ten birds
9/ nine books

End the lesson

- Ask pupils to count from one to ten as a class.

Lesson 2

| | |
|-------------------|--|
| Outcomes | To recognise some basic English words To pronounce some simple words correctly To recognise letters of the English alphabet To identify words beginning with the <i>t</i> sound To declare one's age To ask how old someone is |
| Structures | <i>How old is he/she? He/She's (six).</i> <i>How old are you? I'm (six).</i> |
| Functions | Counting Talking about how old someone is |
| Vocabulary | <i>six, seven, eight, nine, ten, table, tree</i> |
| Topic | Age |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 23 Exercise 2, Listen and point Exercise 3, Match and say Exercise 4, Listen and say • Activity Book, page 50 Exercise 2, Listen and circle • Cassette, Unit 6, Exercises 2 and 4; Activity Book, Unit 6, Exercise 2 • Flashcards: T1, Mazen, Asma, Ali, Samira • Wall charts (3 and 8): Numbers, Letters |

Before the lesson

- Taking the flashcards of the story characters, add to each a sticker on which the child's age is clearly written: Mazen – 6; Asma – 6; Ali – 7. Place the sticker in one corner of the flashcard.

Revision

- Revise the whole number sequence from 1 to 10. Practise counting round the class. Follow the numbers on the wall chart of the numbers.
- Play again the recording for the picture story in Lesson 1 and ask pupils to follow in their books.
- Ask different pupils *How old are you?* Insist on answers beginning *I'm*. Have pupils put the same question to their friends. Say: *Ask Ali*, etc.
- Alternate with other questions the pupils have learned: *What's your name? How are you?*

Presentation

- Ask different pupils *How old are you?* Once they have answered, ask other pupils about the answer they just heard: *How old is he/she?* Model the full-sentence answer *He's/She's eight*, etc.

- Hold up the flashcards showing Mazen, Asma, Ali and Samira. Ask *How old is he/she?* Help pupils to give answers beginning *He's* or *She's*.

Pupil's Book, Page 23, Exercise 2

- Pupils turn to page 23. Ask them to listen to the recording and point to the person who is speaking.
- Play the recording once more, pausing after each line of dialogue for pupils to repeat.

Tapescript

- Miss Mariam: How old is he?
Mazen: He's seven.
- Miss Mariam: How old is she?
Samira: She's six.

Further practice

- Use the three flashcards to which you have added age stickers. Hold up the card showing Ali and ask: *A boy or a girl? A boy. How old is he? He's seven.*
- Do the same with the flashcard showing Asma: *A boy or a girl? A girl. How old is she? She's six.*
- Hold up the same two cards alternately, repeating the question *How old is he/she?* Have the class repeat after you. Ensure that everyone is making clear the distinction between *he* and *she*.

- Hand out all three flashcards to different pupils. Ask these pupils to hold up the cards (you may want them to stand) and ask the class *How old is he/she?* Other pupils answer: *He's/She's seven.* etc.

Pupil's Book, Page 23, Exercise 3

- Hold up your book to demonstrate the activity. Point to girl number 1 and ask *How old is she?* Trace the line with your finger, then elicit the answer: *She's eight.*
- Continue in the same way with the other faces. If possible, have individual pupils ask the question. Say: *Hisham you ask, please.*

Pupil's Book, Page 23, Exercise 4

- Tell the class briefly in Arabic that they are going to learn the English letter that represents the sound /t/. Say the *t* sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter *t* shown in Exercise 4. Post the letter Tt flashcard on the board. Draw a big *t* slowly on the board. Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw *ts* in the air together, saying the sound /t/.
- Hold up the wall chart of the letters and check that pupils are able to identify the letter *t*.
- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /t/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/t/ table tree two

Activity Book, Page 50, Exercise 2

- Pupils listen to the cassette and circle the person with the corresponding age after each sentence.
- Pause after each sentence to check that pupils have circled the correct pupil.

Tapescript

- How old is she? She's nine.
- How old is he? He's six.
- How old is he? He's ten.
- How old is she? She's seven.
- How old is he? He's eight.

Answers

1. Picture 4 2. Picture 1 3. Picture 5
4. Picture 2 5. Picture 3

End the lesson

- Ask pupils *How old is he/she?* about other members of the class. Pupils answer *He's/She's....*

Lesson 3

| | |
|-------------------|--|
| Outcomes | To pronounce some simple words correctly To follow number sequences To identify objects |
| Structures | <i>It's a (black) pen. It's a (clock).</i> |
| Functions | Describing objects |
| Topic | Objects |
| Functions | Describing colour and objects |
| Vocabulary | <i>blue, red, yellow, green, black, white, pen, bag, bird, door, clock, car, chair, table, tree</i> |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 24 Exercise 5, Say Exercise 6, Listen and say Activity Book, page 51 Exercise 3, Choose and circle Exercise 4, Find and circle two <i>t</i> sounds Cassette, Unit 6, Exercise 6 Flashcards: one, two, three, four, five, six, seven, eight, nine, ten Wall chart (3): Numbers |

Revision

- Place the number flashcards around the classroom.
- Revise numbers 1 to 10 with a team game. Divide your class into two teams. Teams take turns to send one pupil to the front of the class. You should say a number from 1 to 10 and ask the pupil to touch the corresponding flashcard.
- If he or she chooses the correct number, that team wins a point.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | A | S | N |
|--|---|---|---|
| demonstrate understanding by pointing to named and numbered objects. | | | |

A = Always S = Sometimes N = Never

Pupil's Book, Page 24, Exercise 5

5 **Say**

1. It's a black pen. 2. It's a blue bag.

6 **Listen and say**

3. It's a clock.

Unit 6

- Focus on the picture in Exercise 5. Ask the class if they can name any of the items in the picture.
- Choose items in the picture and have pupils give you the corresponding number. Say, e.g. *Find the tree, please. Point to the tree. (hold up your book and point to the tree) What number is it? (point to the number cards you used in the previous activity) Is it 8? Is it 2? It's 6. Good.*
- Say numbers and have the pupils give you the corresponding noun, e.g. *What's 2? (It's a bag.) What colour is it? (It's blue.) Good. It's a blue bag.*
- Have the class repeat your sentence: *It's a blue bag.* Then say another number and help them to formulate a similar sentence beginning *It's...*
- Once ten sentences have been formulated in this way, repeat the activity, going a little faster.

Pupil's Book, Page 24, Exercise 6

- The recording consists of five sound effects, corresponding to the five pictures at the bottom of page 24, but in a different order. Play the first item – the alarm clock – then pause the machine. Tell the class to point to the picture of what they have just heard.
- Ask *What is it?* and elicit the answer *It's a clock*, as in the example sentence.
- Continue in the same way with the other four items in the recording.

Tapescript

1. sound of a clock – alarm
2. sound of a bird – singing
3. sound of a door – opening/closing
4. sound of a car – starting and moving off
5. a boy saying 'Hello. I'm Ibrahim.'

Answers

1. Picture 3. It's a clock.
2. Picture 1. It's a bird.
3. Picture 2. It's a door.
4. Picture 5. It's a car.
5. Picture 4. It's Ibrahim.

Activity Book, Page 51, Exercise 3

- Pupils must consider each number sequence and decide what would be the fifth number in the sequence. They circle the correct number, as in the example. Give pupils a few minutes to complete the exercise. You can let them compare answers with their neighbour, but tell them that you only want to hear numbers in English.
- Correct the activity with the whole class, using the wall chart of the numbers as a reference. Say e.g. (pointing to the first sequence) *Look at number 1. What is it – 5 or 10?*

Answers

a. 5 b. 10 c. 6 d. 7 e. 4

Activity Book, Page 51, Exercise 4

- Pupils identify and circle the pictures with the words that have the initial sound /t/.
- Check pupils' answers as a class

Answers

tree, two

End the lesson

- Ask pupils to identify items in the classroom, using *It's a (yellow) clock*.

Lesson 4

| | |
|-------------------|--|
| Outcomes | To listen and match questions and answers to pictures To make a number chain To copy upper- and lower-case letters correctly To listen and draw objects they hear named |
| Structures | <i>How old are you? I'm (seven). How old is he/she? He's/She's (six).</i> |
| Functions | Counting Asking and answering questions |
| Vocabulary | <i>one, two, three, four, five, six, seven, eight, nine, ten</i> |
| Topic | Numbers; Age |
| Resources | <ul style="list-style-type: none">• Pupil's Book, page 25 Exercise 7, Listen and match Exercise 8, Project: Make a number chain• Activity Book, page 51 Exercise 5, Trace and copy Exercise 6, Listen and draw• Cassette, Unit 6, Exercise 7; Activity Book, Unit 6, Exercise 6• Flashcards: one, two, three, four, five, six, seven, eight, nine, ten• Wall chart (3): Numbers• Paper, coloured pencils and thread for the project |

Revision

- Revise numbers 1 to 10: count up to ten around the class, with one pupil saying each number.
- Say the numbers in random order and have pupils hold up the corresponding number of fingers.
- Consolidate using the flashcards or the wall chart of the numbers.

Classroom Assessment

With reference to the teacher's prompt, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| respond correctly to numbers 1-10. | | |
| answer correctly <i>How old are you?</i> | | |

Pupil's Book, Page 25, Exercise 7

7 Listen and match

8 Project: Make a number chain

- Pupils listen to the short dialogues and match them with the corresponding picture, as usual.
- Once dialogues and recordings have been matched, play the recording again, pausing immediately after each question. See if pupils can give you the answer.

Tapescript

- Girl 1: How old are you?
Girl 2: I'm ten.
- Female teacher: How old is she?
Girl: She's six.
- Female teacher: How old is he?
Boy: He's seven.
- Girl 1: What colour is it?
Girl 2: It's blue.

Answers

- Picture 2
- Picture 1
- Picture 3
- Picture 4

Pupil's Book, Page 25, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Working in pairs, pupils use sheets of paper and thread to make number chains like the one shown in the Pupil's Book. They fold the sheets of paper in two and write the numbers on one half. Then hang the sheets of paper over the thread, like towels on a washing line.
- Let them choose different colours for each number, using blue, red, green, yellow, black or white.
- While they work, circulate and talk to pupils about what they're doing: *What's this number? What colour is it? Show me a blue number.* etc.
- Pupils show their number chains to the class. They can play the role of teacher, pointing to numbers and asking their friends *What is it? What colour is it?*
- Display all the chains as they appear on page 25 in the Pupil's Book. Ask pupils to find particular numbers in particular colours. Say, for example, *Seven. Red.* Pupils must then find and point to a red number 7 on one of the chains.

Activity Book, Page 51, Exercise 5

- Pupils trace and copy the letters *t* and *T* following the arrows shown.
- Pupils draw a vertical line down from the top of the stave which curves upwardly right when it reaches the bottom of the stave. Then they cross the vertical line with a short horizontal line halfway up.
- For the capital letter *T*, they trace a vertical line from the top to the bottom of the stave and then a shorter horizontal line across the top of the vertical line.

Activity Book, Page 51, Exercise 6

- Pupils listen and draw the items in the correct boxes.
- Pupils hear the numbers of the boxes in a non-sequential order. They find the correct box, and then draw the corresponding picture.

Tapescript

- It's a chair.
- It's a tree.
- It's a pen.

End the lesson

- Ask pupils to tell you about their number chains.

Lesson 1

| | |
|-------------------|---|
| Outcomes | To understand new words using pictures, flashcards and real objects To identify family members To read English from left to right To listen and circle the correct picture To match pictures using a line |
| Structures | <i>This is (my) ...</i> <i>He's my (friend).</i> |
| Functions | Talking about the family |
| Vocabulary | <i>mum, dad, brother, sister, friend</i> |
| Topic | The family |
| Resources | <ul style="list-style-type: none"> ■ Pupil's Book, page 26 ■ Exercise 1, Listen and point ■ Activity Book, page 52 ■ Exercise 1, Listen and circle ■ Exercise 2, Match ■ Cassette, Unit 7, Exercise 1; ■ Activity Book, Unit 7, Exercise 1 ■ Flashcards: mum, dad, brother, sister ■ A photo of your family, if possible |

Revision

- Warm up with some number practice. Count round the class from 1 to 10. Point to a different pupil to say each number, moving randomly around the class.
- Hold up fingers or number cards in random order to elicit the numbers.
- Hold up your copy of the Pupil's Book open at page 26. Point to the number '7' at the top of the page and elicit the number.

Presentation

- Show the class a photo of your family. Say *This is my mum. This is my dad*, etc. Ask pupils to repeat.
- Reinforce the new vocabulary with the flashcards.
- Teach *friend* using an example of a friend of a pupil in the class.

Pupil's Book, Page 26, Exercise 1



- Say *Open your books at page 26. Pointing to the picture of Mazen, ask 'Who's this?' Do the same with the picture of Ali.*
- Point to Mazen's father in picture 2. Ask *'Who's this?'* Model the English word *Dad*.
- Set a listening task. Tell the pupils that they are going to meet Mazen and Asma's family.
- Play the recording all the way through two or three times. Pupils point to the person who is speaking.
- Play the recording again. Pause the machine after each sentence and have the class repeat.

Tapescript

Asma: This is Dad.
Mazen: This is Mum.
Mazen: This is my sister.
Asma: This is my brother.
Mazen: This is Ali. He's my friend.
Ali: Hello.
Mum: Hello, Ali.

Further practice

- Draw a man's face on the board. Make it simple to show whether it is a man or a woman, a boy or a girl (use a moustache, short hair for males, long hair for girls). Say *This is my dad*. Continue with three more faces: your (imaginary) mother, sister and brother.
- Point to the pictures in random order and have the class recite with you: *This is my sister*, etc.

Activity Book, Page 52, Exercise 1

- Look at the pictures of the family. Pupils listen, and circle the corresponding picture after each sentence.
- Pause after each sentence to check that pupils have circled the correct picture.

Tapescript

1. This is my sister.
2. This is my dad.
3. This is my brother.
4. This is my mum.

Answers

1. Picture 2
2. Picture 4
3. Picture 1
4. Picture 3

Activity Book, Page 52, Exercise 2

- Pupils draw a line from each picture to its match.
- Check that pupils have done the matching correctly.

Answers

1. Picture b
2. Picture d
3. Picture a
4. Picture c

End the lesson

- Point again to the faces you drew on the board. Encourage the pupils to say with you *This is my mum*, etc.
- Ask pupils to bring photos of their families to the next lesson if possible.

Lesson 2

| | |
|-------------------|---|
| Outcomes | To listen and match sentences with pictures To pronounce some simple words correctly To recognise the sounds of the letters of the English alphabet To identify words beginning with the <i>s</i> sound |
| Structures | <i>This is my/his/her (brother).</i> <i>He's my friend.</i> <i>His/her name is...</i> |
| Functions | Talking about the family |
| Topic | The family |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 27 Exercise 2, Listen and point Exercise 3, Say Exercise 4, Listen and say • Activity Book, page 53 Exercise 3, Find and circle three <i>s</i> sounds • Cassette, Unit 7, Exercises 2 and 4 • Flashcards: <i>Ss</i>, <i>mum</i>, <i>dad</i>, <i>brother</i>, <i>sister</i>, <i>Mazen</i>, <i>Asma</i> • A photo of your family, if possible • Wall chart (8): Letters |

Revision

- Play the recording of the picture story from Lesson 1. Pause the machine after each line of dialogue and have pupils repeat.
- Draw the faces of your family on the board again, as you did in Lesson 1. As you draw each one, say *This is my...*. Pause and see if pupils can supply the word.
- Revise the new family vocabulary from the last lesson with the flashcards.

Presentation

- Point to your drawing of your brother. Say *This is my brother. His name's Ahmad* – or whatever name you wish.
- Point to the drawing of your sister and say *This is my sister. Her name's Fadia* – or whatever.
- Point alternately to your 'brother' and 'sister', saying *His name's Ahmad. Her name's Fadia*. Be sure to pronounce distinctly the possessive adjectives *his* and *her*.
- Hold up the flashcards showing the children from the picture story.

- Alternate between boys and girls, saying *His name's Mazen. Her name's Asma.* etc. Pause before the name of the character and see if the class can say it without your help.
- Continue, gradually saying less of the sentence and eliciting the remainder from the class. Try mouthing the entire sentence without actually saying it. Hold your hand to your ear to show that you want the class to say it for you.
- Ensure that everyone understands that we say *His name's...* for a boy or man and *Her name's...* for a girl or woman.

Pupil's Book, Page 27, Exercise 2

- Pupils turn to page 27 in the Pupil's Book and look at Exercise 2. Tell them to listen to Mazen and point to the person he is speaking about.
- Play the recording, pausing after each family member is mentioned. Check that pupils are pointing to the correct person.
- Play the recording again, pausing after each sentence for pupils to repeat.

Tapscript

Mazen: 1. This is my brother. His name's Ibrahim.
2. This is my sister. Her name's Fadia.
3. This is my mum.
4. This is my dad.

Answers

1. Picture 1 2. Picture 3 3. Picture 2 4. Picture 4

Further practice

- See if any pupils would like to show their family photos to the class. Help them to formulate sentences of the type *This is my brother/sister. His/Her name's...* Prompt them with questions if necessary: *Who's this? What's his/her name?*

Pupil's Book, Page 27, Exercise 3

- Hold up your book and point the people in Exercise 3 one by one, beginning with *Mazen*. Say *This is Mazen. This is his mum. This is his dad. This is Asma. This is her mum. This is her dad.* Pause in the middle of each sentence to encourage the class to complete.
- Ask the pupils to point along with you. Repeat the sentences. Gradually say less of each sentence and encourage the class to say more.

Presentation

- Point to one of the pictures of Mazen and Asma's sister in the Pupil's Book. Say *sister* and have the class repeat.
- Write the number 6 on the board. Point to it and say *six*. Repeat the words *sister* and *six* several times.
- Say the sound /s/ in isolation and encourage pupils to say it with you.
- Draw the letter *s* on the board. Ask the class to draw big *Ss* in the air.
- Hold up the wall chart of the letters and check that pupils are able to identify the letter *s*.

Pupil's Book, Page 27, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /s/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapscript

/s/ six seven sister

Activity Book, Page 53, Exercise 3

- Pupils look at the pictures and circle those that begin with the /s/ sound.

Answers

six, seven, sister

End the lesson

- Pupils repeat the /s/ words once again.

Lesson 3

| | |
|------------|---|
| Outcomes | To recognise some basic English words To listen and match sentences with pictures To circle the odd one out in a series of pictures To use <i>this</i> and <i>that</i> in appropriate contexts |
| Structures | <i>That's my/his/her (school).</i> |
| Functions | Talking about school |
| Vocabulary | <i>school, teacher, car, friend, dad, my, her, his</i> |
| Topic | The school |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 28 Exercise 5, Listen and point Activity Book, page 53 Exercise 4, Circle the odd one out Cassette, Unit 7, Exercise 5 Flashcards: mum, dad, brother, sister, Mazen, Asma, Ali, Samira, school, teacher |

Revision

- Hold up flashcards of the story characters. Help pupils to formulate sentences: *Her name's Samira. His name's Ali.* etc.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | G | F | P |
|--|---|---|---|
| use correctly <i>This is...</i> and <i>That's...</i> | | | |

G = Good F = Fair P = Poor

Presentation

- Invite two pupils to help you demonstrate the difference between *This is* and *That's*: ask one helper to stand near you and the other to stand on the other side of the room.
- Point to the nearer pupil and say *This is Samia* (or whoever it is). Point to your other helper and say, for example, *That's Badria*. Say both sentences again, pointing to each pupil in turn. Encourage the rest of the class to repeat after you.
- Ensure everyone understands that *this* is used for something near to you and *that* is used for something further away.

- Present the words *school* and *teacher* using the flashcards.

Pupil's Book, Page 28, Exercise 5



- Pupils turn to page 28. Set a listening task: ask the class to listen and follow the pictures and count the cars. Ask *How many cars?* as you indicate the whole of the page.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking. Be ready to pause the machine after each line of text.
- Ask *How many cars?* If necessary, hold up your book and help the pupils count. (There are two cars, including the one in which the boy who is speaking is sitting.)
- Play the recording again. Pause for pupils to repeat.

Tapescript

Boy: That's my school.
That's my teacher. That's her car.
That's my friend.
That's his dad.

Activity Book, Page 53, Exercise 4

- Pupils circle the odd one out in each row of pictures.
- When you check the answers, ask pupils why each picture is the odd one out by identifying the words in the pictures.

Answers

1. car 2. dad

End the lesson

- Before you leave the classroom, ask pupils to identify an item that belongs to either them or a friend, and to say a sentence using *this/that* and a possessive adjective, e.g. *That's his pen.*

Lesson 4

| | |
|-------------------|--|
| Outcomes | To listen and match dialogues with pictures To sing short, simple songs after listening to a cassette To demonstrate a love of listening to songs To copy upper- and lower-case letters correctly |
| Structures | <i>This/That is my... His/Her name is...</i> |
| Functions | Talking about the family Singing along with songs |
| Topic | The family |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 29 Exercise 6, Listen and match Exercise 7, Sing Activity Book, page 53 Exercise 5, Trace and copy Cassette, Unit 7, Exercises 6 and 7 Flashcards: mum, dad, brother, sister, Mazen, Asma, Ali, Samira, school, teacher |

Revision

- Play the recording from the exercise on page 28 of the Pupil's Book. Pupils listen and follow in their books.
- Hold up your book and point to each picture in turn. Read out what the boy says, but pause before the final noun. Mouth it, but don't say it out loud. See if pupils can remember the words or if they can lip-read them as you mouth them.
- Revise the story characters using the flashcards.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| introduce people to others using <i>This / That is my...</i> <i>His / Her name is...</i> | | |

Pupil's Book, Page 29, Exercise 6

6 Listen and match

7 Sing

She's my friend.
Her name's Aisha.
How old is she?
She's eight.

He's my friend.
His name's Ben.
How old is he?
He's ten.

- Play the recording, pausing after each mini-dialogue. Pupils find and point to the corresponding picture.

Tapescript

- Girl 1: Hello, Mum.
Mother: Hello, Laila.
- Girl 1: This is my friend. Her name's Aisha.
Mum: Hello, Aisha.
- Girl 1: This is my brother. His name's Ali.
Boy: Hello.
Girl 1: And this is my sister. Her name's Zainab.
Girl 2: Hello.
- Girl 1: That's my Dad. Hello, Dad.
Father: Hello, Laila.

Answers

- Picture 2
- Picture 4
- Picture 1
- Picture 3

Presentation

- Draw a sketch of a girl (such as that in the Pupil's Book, page 29) on the board. Tell the class *She's my friend. Her name's Kate. She's eight.* Say this two or three times, then point to your drawing and ask *What's her name? How old is she?* Write a number '8' next to your drawing.
- Tell the class that *Kate* is a common English name for a girl.
- Draw a picture of a boy (such as that in the Pupil's Book, page 29). Say *He's my friend. His name's Ben. He's ten.* And, as before, ask *What's his name? How old is he?* Write a number '10'.
- Tell the class that *Ben* is a common English name for a boy.

Pupil's Book, Page 29, Exercise 7

- Ask pupils to look at Exercise 7 on page 29. Tell them that the children in the picture are drawing their friends on the board.
- Play the song through once or twice. Point to your drawings and to the numbers at the appropriate moments.
- Play the song again, encouraging pupils to join in.

Tapescript

She's my friend.
Her name's Kate.
How old is she?
She's eight.

He's my friend.
His name's Ben.
How old is he?
He's ten.

Activity Book, Page 53, Exercise 5

- Starting from just below the middle of the staff, pupils trace an anticlockwise curve until the line is just beyond a semicircle in shape and has reached half way between the middle and the bottom of the staff. Next, the line curves in a clockwise semicircle continuing down to the bottom of the staff.



- For the capital letter *S*, pupils follow the same instructions, replacing 'the middle' for 'the top'.



- Pupils trace and copy the letters *s/S* in the staves provided.
- Help pupils as they work.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 7. Draw sketches of your family members' faces again, and point and elicit sentences: *This is my brother.* etc.
- Congratulate the pupils on all their hard work in Unit 7.

Lesson 1

| | |
|-------------------|--|
| Outcomes | To understand new words when listening using pictures and real objects To learn to say which rooms people are in, using the preposition <i>in</i> To match characters with the rooms they are in |
| Structures | <i>Where's [Mum]? [Ibrahim] is in the [bathroom].</i> |
| Functions | Talking about location |
| Vocabulary | <i>bathroom, bedroom, in, kitchen, living room</i> |
| Topic | The house |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 30 Exercise 1, Listen and point Activity Book, page 54 Exercise 1, Listen and match Cassette, Unit 8, Exercise 1; Activity Book, Unit 8, Exercise 1 Flashcards of Mazen and his family Wall chart (4): The house |

Revision

- Review the names of Asma's brother, *Ibrahim* and her sister, *Fadia*.
- Tell the class that they are going to begin work on a new topic. Put wall chart 4, 'The house', on a wall where all pupils can see it. See if pupils can guess what the new topic is going to be. Accept guesses in Arabic but repeat them back to the pupils in English: *No. Not sport, etc.*

Presentation

- Point to the wall chart of the house. Tell the class *It's a house*. For the present, teach the word *house* for understanding only.
- Point to the room as a whole, say *This is the bedroom*. Have the class repeat *bedroom*.
- Point to the remaining rooms, teaching the names for the rooms in the same way: *the bathroom, the living room, the kitchen*.
- Point to items in the rooms, teaching the words *a sofa, a bed, a chair, a table, etc.*

Pupil's Book, Page 30, Exercise 1



- Say *Open your books at page 30. Say Point to Ibrahim and make sure the pupils are pointing to Ibrahim, top left. Ask Who's this? (Ibrahim) Where is he? (He's in the bathroom.)* Point to the other people in the house and ask questions about them: *Who's this? Where is he/she? (He/She is in ...)*
- Ask pupils to listen and be ready to tell you afterwards which room each of Asma's family members is in.
- Play the recording. Pupils listen and follow in their books.
- Play the recording again. Pause the machine after each of Asma's sentences and have the class repeat.
- Ask about the different family members: *Where's Mum? Where's Dad?* etc.

Tapescript

Asma: Ibrahim is in the bathroom.
Fadia is in the bedroom.
Mazen is in the kitchen.
Mum is in the living room.

Activity Book, Page 54, Exercise 1

- Pupils listen to the tapescript and draw lines linking the characters to the correct rooms.
- Check that pupils have done the matching correctly.

Tapescript

1. Mum is in the bathroom.
2. Dad is in the living room.
3. Ibrahim is in the kitchen.
4. Fadia is in the bedroom.

Answers

1. Picture b
2. Picture d
3. Picture c
4. Picture a

Further practice

- Invite pupils to draw different objects on the board. For example, someone draws a bag and points to the bedroom.
- Ask the rest of the class *Where's the bag?* and elicit the answer *In the bedroom.*
- Ask other pupils to draw different objects on the board and point to a room (a chair, a table, a book, a clock and a (toy) car.) Ask *Where's the chair?* etc.
- Repeat the procedure many times to practise earlier questions.

End the lesson

- Ask pupils to close their books. Ask questions about Asma's family.

Lesson 2

Outcomes

To learn to ask and answer questions about which rooms people are in
To say simple sentences containing object words and rooms
To learn the phonic value of the letter *f*
To fill in missing letters to complete a word
To draw objects after listening to questions and answers

Structures

Where is he/she?
Where's the (bag)? It's in the (bedroom).

Functions

Talking about location

Vocabulary

bathroom, bedroom, kitchen, living room

Topic

The house

Resources

- Pupil's Book, page 31
Exercise 2, Ask and answer
Exercise 3, Find and say
Exercise 4, Listen and say
- Activity Book, page 54
Exercise 2, Write the missing letters
Exercise 3, Listen and draw
- Cassette, Unit 8, Exercise 4,
Activity Book, Unit 8, Exercise 3
- Flashcards: Ff
- Wall charts (4 and 8): The house, Letters

Revision

- Use the wall chart of the house. Point to the rooms and the items.
- As you point, say the name of the room and the items and have the class repeat. When you have finished your drawing, point to the different rooms and items and elicit the word.
- Remind pupils of another word they know for a room. Point to the classroom around you and have the class say *classroom* with you. Continue pointing to the rooms in the house and – occasionally – to the classroom around you, saying the words with your class.

Presentation

- Play the recording for the picture sequence from Lesson 1 (Pupil's Book, page 30). Pupils listen with their books closed.
- Ask what rooms the different people are in: *Where's Fadia?* etc. Either play the recording right through and ask questions at the end, or pause the machine during the recording and ask the class about what they have just heard.

- Ask about a pupil in your class, e.g. *Where's (Raed)? In the kitchen? In the bedroom?* Help pupils to say *In the classroom*.

Pupil's Book, Page 31, Exercise 2

2 Ask and answer
1. Where is she? She's in the bathroom.

3 Find and say
Where is the bag? It's in the bedroom.

4 Listen and say
f 4 5
four five

Unit 8 31

- Ask pupils to look at the first picture in this exercise. Ask the question *Where is she?* Elicit the response, *She's in the bathroom*.
- Ask pupils to work with a partner, taking turns to point to a picture and ask, *Where is he/she?*

Answers

- Where is she? She's in the bathroom.
- Where is he? He's in the bedroom.
- Where is he? He's in the kitchen.
- Where is she? She's in the living room.

Pupil's Book, Page 31, Exercise 3

- Revise the nouns *boy, girl, table, chair, bag, and clock*. Either do simple drawings on the board, asking *What's this? Is it a girl? Is it a boy?* or use the pictures on the left in exercise 3 and help pupils formulate sentences: *It's a bag, etc.*
- Ask about the first item: *Where's the bag?* Elicit the answer, *It's in the bedroom*.
- Help individual pupils to ask about the other items, using *Where's the ...?* Invite other pupils to answer.

Answers

- | | |
|--------------------|--------------------------|
| Where's the bag? | It's in the bedroom. |
| Where's the girl? | She's in the bedroom. |
| Where's the clock? | It's in the living room. |
| Where's the table? | It's in the kitchen. |
| Where's the chair? | It's in the kitchen. |
| Where's the boy? | He's in the bathroom. |

Pupil's Book, Page 31, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /f/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/f/ four five

Activity Book, Page 54, Exercise 2

- Ask the pupils to look at the three pictures in Exercise 2. See if they can name the rooms.
- Focus on the first picture and instruct pupils to trace over the letter *t*.
- Explain that they must write the missing letters for the other two pictures. Post the wall chart of the letters on the board for pupils to use as a reference.

Answers

- kitchen
- bathroom
- bedroom

Activity Book, Page 54, Exercise 3

- Refer to page 131 of the Teacher's Book.
- Hold up your book, pointing to each room in turn. Elicit the rooms from the pupils.
- Say *Point to the bedroom* and make sure everyone is doing as you tell them. Do the same for the living room.
- Now explain to the pupils that they must draw each object in the correct room of the house. Pause after each question and answer.

Tapescript

1. Where's the robot? It's in the living room.
2. Where's the bag? It's in the bedroom.

Answers

1. Picture 2
2. Picture 1

End the lesson

- Ask pupils about items in their house.

Lesson 3

| | |
|-------------------|---|
| Outcomes | To connect a spoken description to a matching picture To interpret a mime and talk about it verbally To distinguish between the /f/ sound and other letter sounds To trace and copy the letters f/F |
| Structures | <i>Where's it/he/she?</i> <i>He's/She's in the (kitchen).</i> <i>It's in the (living room).</i> |
| Functions | Discussing location |
| Vocabulary | <i>bathroom, bedroom, kitchen, living room</i> |
| Topic | The house |
| Resources | • Pupil's Book, page 32 Exercise 5, Listen and match. Say Exercise 6, Look and say • Activity Book, page 55 Exercise 4, Find and circle two f sounds Exercise 5, Trace and copy • Cassette, Unit 8, Exercise 5 • Wall chart (4): The house |

Revision

- Ask pupils to open their Activity Books at page 54 and look at Exercise 3, which they did in the previous lesson. Play a memory game, with the pupils asking you the questions. Encourage them to ask you about the two pictures: *Where's the chair?*, etc. They will enjoy correcting your mistakes, whether unintended or deliberate.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | C | P | I |
|--|---|---|---|
| ask appropriate questions. | | | |
| correct the teacher's deliberate mistakes. | | | |

Unit 8 C = Complete P = Partial I = Incomplete

Presentation

- Before pupils open their Pupil's Books, play the first item of the recording for Exercise 5: the sound of the TV. Ask *Where is it? In the bathroom? In the kitchen?*

Pupil's Book, Page 32, Exercise 5



- Pupils open their Pupil's Books at page 32 and look at Exercise 5. Tell them to listen to the different sounds in the recording and point to the corresponding picture.
- Play the recording again, pausing the cassette after each sound. Pupils have to match each sound to its accompanying picture.
- Play the recording once more. Pause after each sound and ask *Where is it?*

Tapescript

1. Special effect: sound of a television
2. Special effect: sound of a shower
3. Special effect: sound of cutting vegetables
4. Special effect: sound of someone brushing their teeth
5. Special effect: sound of a mixture being whisked in a bowl by hand
6. Special effect: sound of an alarm clock – ticking then ringing

Answers

1. Picture 1 It's in the living room.
2. Picture 3 It's in the bathroom.
3. Picture 2 It's in the kitchen.
4. Picture 4 It's in the bathroom.
5. Picture 6 It's in the kitchen.
6. Picture 5 It's in the bedroom.

Pupil's Book, Page 32, Exercise 6

- Invite two confident pupils to come to the front of the class: choose pupils who enjoy games involving miming. Whispering so that the rest of the class cannot hear, tell your first helper to mime washing their face.
- Ask the rest of the class *Where's (Raed)?* – or whatever your helper is called. Elicit the answer *In the bathroom*.
- Whispering to your second helper, tell them to pretend they are asleep in bed with their eyes shut. Again, ask the class *Where's ...?*
- Thank your helpers and ask them to sit down.
- Ask the class to think of the different things they usually do in the different rooms of their house. See if anyone has ideas for other mimes. Invite these pupils to mime while the rest of the class try to guess what room they are in. Alternatively, whisper suggestions to them, for example:

- In the kitchen:** doing the washing-up, slicing vegetables, taking ice cream from the freezer
- In the living room:** turning on the TV, reading a magazine, sitting and talking on the telephone
- In the bedroom:** waking up in the morning and stretching, making your bed, folding your clothes and putting them in the wardrobe
- In the bathroom:** brushing your teeth, washing your hair, turning on the bath taps

Activity Book, Page 55, Exercise 4

- Give pupils a few minutes to find and circle the items that begin with the /f/ sound.
- Circulate and work with pupils individually. Encourage them to point to the /f/ items and say the word.

Answers

four, five

Activity Book, Page 55, Exercise 5

- Pupils trace and copy the letters *ff* in the staves provided.
- Pupils should trace an anticlockwise arch from just below the top of the staff. The line then straightens out and descends vertically to the bottom of the staff.

To finish, they should cross the line halfway down with a short horizontal line.



- For the capital letter *F*, they draw a vertical line from the top to the bottom of the staff. Then draw two horizontal lines on the right hand side of the vertical line, one at the top and one in the middle. The lines should touch but not cross the vertical line.



- Help pupils as they work.

End the lesson

- Show the pupils the wall chart of the house and ask them to say where an object is located.

Lesson 4

| | |
|-------------------|--|
| Outcomes | To connect a spoken description to a matching picture To do a project |
| Structures | <i>Where's (Mum)?</i> <i>Where are you?</i> <i>I'm/She's in the bathroom.</i> |
| Functions | Talking about location |
| Topic | The house |
| Resources | <ul style="list-style-type: none"> • Pupil's Book, page 33 Exercise 7, Listen and match • Exercise 8, Project: Make a picture of a house • Activity Book, page 55 Exercise 6, Project: Make a picture of a house • Cassette, Unit 8, Exercise 7 • For the project: display paper, drawing paper, coloured pencils, blunt-ended plastic scissors |

Revision

- Revise words for rooms by playing the mime game again from the last lesson. Invite new volunteers to repeat the mimes that their friends did last time.

Classroom Assessment

With reference to the pupils' miming, pupils can:

| Scoring criteria | Yes | No |
|--|-----|----|
| identify that the mimed action takes place in the bathroom. | | |
| identify that the mimed action takes place in the bedroom. | | |
| identify that the mimed action takes place in the living room. | | |
| identify that the mimed action takes place in the kitchen. | | |

Presentation

- Ask a pupil to pretend that they are in the room of a house. Ask them, 'Where are you?' When the pupil has replied *I'm in the ...* ask a different pupil to name where he/she is. Alternate between the first and third person until the pupils are confident using both.

Pupil's Book, Page 33, Exercise 7

7 Listen and match

8 Project: Make a picture of a house

Unit 8 55

- Pupils listen to the mini-dialogues and match each one to the corresponding picture. Pause the recording after each mini-dialogue.

Tapescript

- Girl: I'm in the bathroom.
- Boy: Dad! Where are you?
Dad: I'm in the bedroom.
- Girl: This is my brother. He's in the kitchen.
- Boy: Where's Mum?
Girl: She's in the living room.

Answers

- Picture 3
- Picture 2
- Picture 4
- Picture 1

Pupil's Book, Page 33, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils can do the project in small groups, or you can make one big house picture for the class, with pupils contributing different elements.
- For each picture, you will need a large piece of display paper on which a cut-away house is drawn like the one shown in the Pupil's Book. You may want to draw this yourself.
- Pupils can draw different family members – mother, father, brother and sister – and items of furniture appropriate for each room.
- Pupils colour in their drawings and cut them out, using round-ended plastic scissors for safety.
- Pupils stick the cut-out furniture and people in different rooms. Use Blu-tack or a similar adhesive which will allow repositioning.
- Display and use the completed pictures for further language practice. Ask *Where's the girl?* *Where's her mum/brother?*

Activity Book, Page 55, Exercise 6

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils complete the 'Make a picture of a house' project.
- Each pupil chooses one of the completed pictures on display and copies this picture into the space provided on page 55 of their Activity Book.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 8.

Lesson 1

| | |
|------------|--|
| Outcomes | To understand new words when listening using pictures and real objects To connect a spoken description to a matching picture |
| Structures | <i>What's this?</i> <i>Who's this?</i> <i>This is my ...</i> <i>Look at my ...</i> |
| Functions | Expressing possession |
| Vocabulary | CD, computer, game |
| Topic | Toys |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 34 Exercise 1, Listen and point Activity Book, page 56 Exercise 1, Listen and match Cassette, Unit 9, Exercise 1 Activity Book, Unit 9 Exercise 1 A CD game in its plastic case |

Revision

- Revise the names for classroom objects. Tell pupils *Point to the door*, etc. Point to items around the room – the door, a window, etc. – and ask *What's this?*
- Hold up your book and say *This is my ...*. Pupils complete your sentence.
- Encourage pupils to hold up different possessions and say *This is my pen*, etc. They can touch their chairs and desks and say *This is my chair/table*. Demonstrate by holding up your own pen, etc. and saying the sentence.
- Do the actions without speaking, and let the pupils say the sentences.

Presentation

- If you have a computer in your classroom, use it to teach the word *computer*. Touch the computer and say *This is my computer*. Repeat the word *computer* and have the class say it after you.
- If there is no computer, ask the class *What's this?* and mime typing on a computer. Accept guesses in Arabic then model the English word and have the class repeat.

- Alternate between holding up objects and touching the computer (or miming). Say with the class *This is my computer*, etc.

Pupil's Book, Page 34, Exercise 1



- Tell the class to open their books at page 34. Hold up your book, point to Mazen and ask *Who's this? Where is he?* If necessary, use closed questions: *Is it Ali?* (No. It's Mazen.) *Is he in the kitchen?* (No. He's in the living room.)
- Point to Dan and ask *Who's this?*
- Set a listening task, using the pupils' own language. Hold up a CD game and ask the class to listen and tell you the word for it – (CD) game – in English.
- Play the recording once. Pupils listen and follow in their books. Play the recording, pausing the machine after each of Mazen's sentences for pupils to repeat.
- Hold up your computer game and ask *What's this?* Help pupils to answer *It's a CD game*.

Tapescript

Mazen: This is my computer.

Look at my CD games.
This is my CD game.

Look at my cars.
This is my blue car.

Dan: Oh!

Activity Book, Page 56, Exercise 1

- Pupils look at the picture of Mazen and the items/objects around him.
- Tell them that they have to listen to each description and draw lines from Mazen to the relevant toy.
- Make sure pupils match correctly.

Tapescript

1. This is my computer.
2. This is my book.
3. This is my pen.
4. This is my bag.
5. This is my car.
6. This is my CD game.

Answers

1. Picture f
2. Picture d
3. Picture a
4. Picture e
5. Picture b
6. Picture c

Further practice

- Invite volunteers to mime the story. First, let someone mime the role of Mazen while you play the recording again.
- Then let a confident pupil take the role of Mazen and speak his lines. You and the other pupils can help by saying the words for your volunteer to repeat.

End the lesson

- Pupils can pretend that Dan is visiting their classroom and they are showing him their school things and introducing him to their friends. Help them to use phrases such as *This is my book/pencil/bag/chair. This is my friend. Her name's (Asma), etc.*
- For the next lesson, ask pupils to bring in small toys (car, ball ...).

Lesson 2**Outcomes**

To ask people if something belongs to them
To respond to a new question when listening using pictures and real objects
To learn the phonic value of the letter *c*
To listen to a question and link it to a corresponding picture

Structures

Is this your (book)? Yes/No.

Functions

Expressing possession

Topic

Toys

Resources

- Pupil's Book, page 35
- Exercise 2, Listen and say
- Exercise 3, Listen and match
- Exercise 4, Listen and say
- Activity Book, page 56
- Exercise 2, Listen and circle
- Cassette, Unit 9, Exercises 2, 3 and 4; Activity Book, Unit 9, Exercise 2
- Small toys brought in by the pupils (car, ball ...)
- A tray
- Flashcards: Cc

Revision

- With their books closed, invite confident pupils to act out the role of Mazen showing Dan his toys, etc. Play the recording from the Pupil's Book picture sequence on page 34 which pupils heard in Lesson 1, pausing after each sentence.
- Pupils repeat what they heard, miming Mazen's actions.

Classroom Assessment

With reference to the teacher's instructions, pupils can:

| Scoring criteria | G | F | P |
|------------------------------|---|---|---|
| act out Mazen's role. | | | |
| repeat what they have heard. | | | |
| mime Mazen's actions. | | | |

G = Good F = Fair P = Poor

Presentation

- Invite pupils to show the class the toys they have brought in, using *This is my ...*. Help them with new vocabulary.
- Teach the question *Is this your ... ?* Pick up a toy and ask a pupil who is not the owner *Is this your car?* (or whatever it is). Then ask the real owner. Pupils answer *Yes* or *No*.

Pupil's Book, Page 35, Exercise 2

2 Listen and say

Is this your ball?

Yes.

3 Listen and match

4 Listen and say

C car computer clock

- Pupils look at the picture of Dan and Mazen in Exercise 2. Ask them if they can guess what question Dan is asking.
- Play the recording. Pupils listen and see if they guessed Dan's question correctly.
- Play the recording again. Pupils repeat the question as a class and individually.

Tapescript

Dan: Is this your ball?
Mazen: Yes.

Pupil's Book, Page 35, Exercise 3

- Pupils listen to each question and match it to the correct picture. Pause the cassette after each question and check that everyone has chosen correctly.

Tapescript

1. Man: Is this your ball?
2. Teacher: Is this your book?
3. Girl: Is this your pencil?
4. Boy: Is that your computer?

Answers

1. Picture 3
2. Picture 2
3. Picture 4
4. Picture 1

Pupil's Book, Page 35, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /k/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/k/
car
computer
clock

Activity Book, Page 56, Exercise 2

- Hold up your book and point to the boy in the first picture. Ask the pupils what they can see in the picture. Do the same with the picture of the two girls.
- Play the recording and make sure the pupils circle the correct box after each question.

Tapescript

1. Is this your ball?
2. Is this your bag?

Answers

1. Picture 1
2. Picture 2

End the lesson

- Go round the class with a tray. Ask pupils to put their toys on the tray, telling you what they are at the same time: *This is my car*, etc.
- Return the toys to their owners, asking *Is this your car?*, etc.
- Tell the pupils to bring the toys again to the next lesson, or to bring a different toy if they wish.

Lesson 3

| | |
|-------------------|--|
| Outcomes | To practise asking and saying who toys belong to, using <i>my</i> and <i>your</i> To practise counting toys and using plural nouns To distinguish between the /k/ sound and other letter sounds To count objects and match them with corresponding numerals |
| Structures | <i>This is my doll.</i> <i>Is this your book?</i> <i>Four red balls.</i> |
| Vocabulary | doll |
| Functions | Expressing possession Counting |
| Topic | Toys |
| Resources | <ul style="list-style-type: none"> Pupil's Book, page 36 Exercise 5, Listen and match Exercise 6, Ask and answer Activity Book, page 57 Exercise 3, Find and circle three c sounds Exercise 4, Count and circle Cassette, Unit 9, Exercise 5 Small toys brought in by the pupils, a tray, a small doll/car of your own, coloured pencils for each pupil, one small sheet of drawing paper for each pupil |

Revision


- Ask pupils to imagine again that Dan is visiting their classroom. Tell them to show him their school things using *This is my ...*
- Now Dan has come to visit them in their homes. He is looking at the toys in their bedrooms and is asking questions about them. Ask the pupils to make up three questions each for Dan, beginning *Is this your ...?*

Presentation

- Show the class the doll/car you have brought in. Say *This is my doll/car*. Put the doll/car on your tray.
- Go round with your tray and ask each pupil to put one object onto it – either a toy they have brought in or one of their school things, such as a pen or a book. Put the tray at the front of the classroom where everyone can see it.
- Pick your doll/car from the tray, saying *This is my doll/car*. Tell pupils to go to the tray one by one and take their possessions. Each pupil must say *This is my car*, etc. before they sit down again.

Pupil's Book, Page 36, Exercise 5

5 Listen and match



6 Ask and answer

Four red balls.



- Focus on the picture of the boy and the girl with their objects spread on the table. Ask pupils to listen to the recording and to match each piece of dialogue with a corresponding picture. Play the recording, pausing after each line of dialogue. Check that everyone has matched the correct picture.

Tapescript

Girl: This is my doll.

Boy: This is my car.

Girl: This is my ball. It's green.

Boy: This is my ball. It's red.

Girl: Is this your book?

Boy: No.

Boy: Is this your pen?

Girl: Yes.