





Action Pack 2

Second Grade
(New Edition)

Teacher's Book

Judith Greet



A Sayegh Company

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Scope & Sequence

Unit	Structures	Functions and activities	New vocabulary	Pronunciation	Song/ Project/ Game
1 Good morning, children	Imperatives <i>Put your books on your desks.</i> <i>Open your books, please.</i> <i>Turn to page four.</i> Yes/No short questions and answers <i>Is it a mosque?</i> <i>Is it a blue pencil case?</i> <i>Yes, it is./No, it isn't.</i>	Greeting and responding; giving and understanding instructions; describing classroom objects; asking and answering simple questions; learning letter sounds; singing a song.	board; children; desk; good morning; Jordan; mosque; page; pencil case; rubber; ruler; turn.	The letter sounds j, m, r	Song: <i>Is it a girl?</i>
2 Where do you live?	Present simple questions and answers with the verb live <i>Where do you/they live?</i> <i>I/They live in Amman.</i> <i>Where does he/she live?</i> <i>He/She lives in Aqaba.</i> Demonstratives this/that <i>Who is this?</i> <i>That's my uncle.</i>	Asking and answering simple questions; identifying and introducing family members; pronouncing letter sounds correctly; completing a project.	aunt; baby; cousin; grandma; grandpa; grandparents; live (v); uncle; who.	The letter sounds b, u	Project: <i>Trace and draw</i>
3 What day is it today?	Wh- question and the verb be <i>What day is it today?</i> <i>It's Tuesday.</i> Present simple first person statements <i>On Friday I visit my grandparents.</i>	Saying the days of the week; talking about activities; pronouncing letter sounds correctly; asking and answering questions; singing a song.	days of the week; help; park; play (v); read; tidy bedroom; school trip; today; visit (v); zoo.	The letter sounds p, z	Song: <i>What day is it today?</i>
4 Review	Yes/No short questions and answers <i>Is he your uncle?</i> <i>Yes, he is./No, he isn't.</i> Present simple questions and answers with the verb live <i>Where does he live?</i> <i>He lives in Aqaba.</i> Present simple first person statements <i>On Friday I visit my grandparents.</i>	Greeting; asking and answering simple questions; giving short descriptions of daily activities; completing a project.	aunt; board; cousin; days of the week; desk; good morning; grandma; grandpa; help; Jordan; live (v); park; pencil case; play (v); read; rubber; ruler; tidy bedroom; uncle; visit (v); zoo.	Revision of letter sounds	Project: <i>Make a picture diary</i>
5 What can you see?	The modal verb can for ability with sense verb see <i>What can you see, Asma?</i> <i>I can see a tiger.</i> <i>I can see two bears.</i> The verb be and adjectives of description <i>It's big.</i> <i>They're small.</i> Indefinite article a <i>Look! An elephant!</i> Regular plural nouns <i>Two bears!</i>	Describing animals with simple adjectives; asking and answering simple questions; identifying and describing a picture; completing a project.	animal; bear; big; elephant; lion; old; see; small; tiger; young; yellow.	The letter sounds a, t, y	Project: <i>Make a poster of zoo animals</i>

Unit	Structures	Functions and activities	New vocabulary	Pronunciation	Song/Project/ Game
6 Can turtles swim?	The modal verb can for ability: short questions and answers <i>Can turtles swim, Miss Rasm?</i> <i>Yes, they can.</i> <i>Can giraffes swim?</i> <i>No, they can't. Omar.</i>	Describing ability; asking and answering short simple questions; listening to and writing new words; talking about personal ability; singing a song.	catch (v); climb (v); fly (v); fox; giraffe; guess (v); sing; stork; turtle; walk (v).	The letter sounds k, x	Song: <i>Can you climb a tree?</i>
7 I've got a headache	The verb have got: short questions and answers <i>Have you got a stomachache?</i> <i>Yes, I have. / No, I haven't.</i> <i>Has he/she got a stomachache?</i> <i>Yes, he/she has. No, he/she hasn't.</i> Present simple questions and answers <i>What is the matter?</i> <i>I'm hungry!</i> Indefinite articles a/an <i>I've got a headache.</i> <i>I've got an antache.</i>	Describing illness and states; asking and answering short simple questions; listening to and writing new words; describing states; singing a song.	alright; earache; Excuse me; headache; home; hungry; ill; stomachache; thirsty; tired; toothache.	The letter sounds i, h	Song: <i>What's the matter, Mazon?</i>
8 Review	The modal verb can for ability: short questions and answers <i>Can it climb the tree? Yes, it can.</i> The modal verb can for ability <i>I can see three bears.</i> The verb have got: short questions and answers <i>She's got a toothache.</i>	Asking and answering short simple questions; describing ability and states; giving descriptions; completing a project.	bear; big; catch (v); climb (v); earache; elephant; fly (v); giraffe; guess (v); headache; hungry; ill; lion; sing; small; stomachache; stork; thirsty; toothache; turtle; walk; young.	Revision of letter sounds	Project: <i>Make a word game</i>
9 How many are there?	Present simple short questions and answers: There is/There are <i>How many olives are there?</i> <i>There are thirteen olives.</i> <i>There is one cake.</i> Polite requests and responses <i>Can I have some figs, please?</i> <i>How many would you like?</i> <i>Twelve, please.</i> <i>Here you are.</i>	Asking and answering short simple questions; identifying and counting using numbers 1-21; recognising letter sounds; making and responding to polite requests; playing a number game.	cake; fig; numbers 11-21; nut; olive; sweet.	The letter sounds c, f, o	Project: <i>Make a number game</i>
10 What time is it?	Wh- question and the verb be <i>What time is it, please?</i> <i>It's eleven o'clock.</i> Present simple short questions and statements of fact in the first person <i>What time do you get up?</i> <i>I get up at six o'clock.</i>	Asking and answering short simple questions; telling the time; describing daily routines; identifying letter sounds; singing a song.	dates; get up; go to bed; go to school; half past; (have) breakfast; (have) lunch; brush teeth; o'clock; time; visitor; watch (n).	The letter sounds d, v, w	Song: <i>The clock says five ...</i>

Unit	Structures	Functions and activities	New vocabulary	Pronunciation	Song/Project/ Game
11 What does he look like?	Wh- question What does your uncle look like, Mazen? The verbs have got with descriptive adjectives I've got short hair. He's got short grey hair and brown eyes.	Asking and answering short simple questions; describing oneself and others; recognising letter sounds; singing a song.	brown; grey; long; short; tall.	The letter sounds g, l	Song: What do you look like?
12 Review	Present simple short questions and answers: <i>There is/There are</i> How many are there for lunch, Mum? There are eight for lunch today. Present simple short questions and statements of fact in the first person What time do you get up? I get up at six. The verbs have got with descriptive adjectives I've got short brown hair and brown eyes.	Asking and answering short simple questions; offering help; identifying and counting using numbers 1-21; telling the time; describing daily routines; describing oneself and others; completing a project.	(have) breakfast; brown; brush teeth; cake; fig; get up; go to bed; go to school; grey; half past; (have) lunch; nut; o'clock; olive; short; sweet (<i>n</i>); tall; visitor.	Revision of letter sounds	Project: Draw and describe yourself
13 This is a present for you	Demonstrative pronouns: this/these This is a present for you, Mazen. These are for you, Aama. Object pronouns: me/you/him/her/them This is for him. These are for them.	Participating in short, simple guided exchanges; responding politely; asking and answering short simple questions; describing singular and plural objects; singing a song.	book; football; hat; notebook; present; pyjamas; sunglasses; tennis racquet; T-shirt.	The letter sounds n, q	Song: Here is a present. It's for you!
Unit 14 I like playing tennis	Present simple short questions and answers Do you like playing tennis, Mazen? Yes, I do./No, I don't. I like cycling and reading.	Asking and answering short simple questions; stating personal likes and dislikes; identifying letter sounds; completing a project.	cooking; cycling; painting; playing football; reading; running; tennis; salad.	The letter sounds s, e	Project: Ask and answer
Unit 15 How do you spell it?	Present simple short questions and answers How do you spell it? S-a-l-e-m, Salem. Possessive adjectives: his/her/their What is their surname, Dad?	Asking and answering short simple questions; using the letter names of the alphabet to spell; singing a song.	alphabet; letter; right; surname; their; wrong.	The alphabet a-z	Song: Let's sing the alphabet.
Unit 16 Review	Demonstrative pronouns: this/these These letters are for you and Mazen! Object pronouns: me/you/him/her/them This is for her. Present simple short questions and answers Do you like running? Yes, I do. I like running. These are my grandparents. How do you spell it? H-a-m-m-a-d. Possessive adjectives: his/her/their Their surname is 'Hammad'.	Asking and answering short simple questions; describing personal likes and dislikes; using the letters of the alphabet to spell; drawing a family tree; completing a project.	cooking; cycling; football; hat; letter; painting; playing football; playing tennis; pyjamas; reading; running; sunglasses; surname; tennis racquet; T-shirt.	Revision of letter sounds and names.	Project: Make a family tree

INTRODUCTION

Action Pack 2 (New Edition) is the second 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

The Pupil's Book consists of 16 units, four of which are Reviews. The Reviews offer opportunities for pupils to recycle new language. Each unit consists of seven lessons. Each Review unit consists of six lessons. This level continues to focus on the 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 family, the days of the week and activities, animals, illnesses, numbers, time, daily routines, and appearances*, all in a Jordanian context.

2 Activity Book

The Activity Book is also made up of 16 units, four of which are Reviews. The activities correspond to the material first met in the Pupil's Book. The Activity Book practises and develops the material presented in the Pupil's Book. Non-listening Activity Book exercises may be set as homework and checked as a class in the following lesson.

3 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. There are also tapescripts for all the recorded material.

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 that may be made use of during the lesson.

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 is also usually a Further practice activity and an End the lesson activity, usually a fun task that ends the lesson.

In some units there are also Extra practice activities in the Teacher's Book. Most of these have separate photocopiable sheets, which need to be prepared before the lesson begins and will be found towards the back of the Teacher's Book. Some of the Pupil's Book projects also have photocopiable sheets which, again, will be found in the Teacher's Book.

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

4 Cassette

The cassette includes all the recorded material and songs. 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, including the listening tests at the end of the Teacher's Book.

5 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. animals, 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, except for the Review units, covers seven 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 order to aid understanding, flashcards and wall charts can also be used. In addition, using real objects (realia) whenever possible can help bring the situation to life.

Lesson 2 develops the Pupil's Book's first exercise, often giving pupils the opportunity to role play, acting out the scene in small groups. Pupils also complete the corresponding exercise in the Activity Book.

Lessons 3-6 allow pupils to practise the language presented in the first lessons in a variety of ways. They will have to listen, speak, read and write using the structures and vocabulary learned. Typical exercises are Ask and answer, Look and say or Listen and say. There will always be a pronunciation exercise in this section too, where two or three-letter sounds are focused on. Pupils also complete corresponding exercises in the Activity Book.

Lesson 7 concludes the unit with either a song or a project, along with the corresponding task in the Activity Book. The project may, in some cases, have first been introduced in Lesson 6 and so may take up two lessons, for example where pupils have to make a game and then play it.

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

Activities and procedures: Pupil's Book

Listen and point

This activity opens every unit, and is based around a story. It introduces the new vocabulary and language structures to be covered in the unit. 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, point and say

In this activity, pupils listen to the information they hear on the cassette and point to 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 relevant vocabulary. Then play the cassette. Ask pupils to say and compare their answers before playing the cassette again for a second, or if necessary, a third time. Check pupils' answers as a class.

Look and say

Pupils refer to a picture in the Pupil's Book and then say what they can see usually in pairs or small groups. Before pupils begin, focus on the example and elicit answers for a subsequent picture.

Listen and say

In this activity, pupils listen to the sounds of letters and repeat them. Each sound is a letter sound found within a word or the initial letter sound of a word that pupils have met earlier in the unit. Pupils repeat the letter sounds. Then they repeat the complete words.

Look, 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 throughout the course, each incorporating vocabulary and grammatical structures studied during the lessons. Using Total Physical Response (TPR), encourage pupils to sing the song themselves with any appropriate actions. The TPR method is based on the fact that pupils learn their first language by relating the verbal input they receive and the physical movements or gestures. Similarly, pupils learning a foreign language learn faster and more efficiently as they respond physically to the teacher's verbal input – in this case it's a song. Through singing, pupils enjoy themselves 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.

Game

This activity practises the language learned with a game, giving the children the opportunity to use the language in a fun context.

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. Some projects have photocopiable sheets at the end of the Teacher's Book. The projects commonly ask pupils to use scissors, glue and coloured pencils to make a family tree or a number game, for example. Make sure the scissors used in class have round edges and are safe to handle. Always supervise pupils while they are using scissors.

First, talk about the project with the class and focus on the example in the Pupil's Book. Pupils then work alone, in pairs or in small groups on their projects. 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 and can act as motivation for pupils.

Activities and procedures: Activity Book

Match and write

This activity asks pupils to match pictures with words and write the word. The words to use in the exercise are provided in a box below the rubric.

Look and circle

Pupils read the sentences and then circle the correct answer from more than one choice.

Look and complete

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

Match, listen and check

In these activities, pupils first complete the activity and then listen to the cassette to check their answers. This activity brings in an element of self-assessment.

Listen and number

This exercise requires pupils to listen to the cassette and carry out the task, in this case numbering pictures according to what they hear.

Look and write

In this exercise, pupils look at pictures and write the word to either complete a sentence or label a picture.

Read and draw

Pupils read the sentences and draw the picture according to what they have read.

Listen, draw and write

Pupils listen to the cassette, draw what they hear and then complete a written sentence about the picture.

Trace and write

In these exercises, pupils trace lower- and upper-case letters using the directional arrows provided. They then copy the letters and write a word or words beginning with or containing those letters in the staves.

Trace, listen and say

In this activity, pupils trace and copy lower- and upper-case letters, then listen to the sounds of the letters in a word which they must then say.

Listen and circle

Pupils listen to words or sentences and circle the correct word 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. turn the page or open your books, 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 2 (New Edition)*'s outcomes reflect a broader kind of cross-curricular integration, in which the themes encompass various curricular areas. Examples of interdisciplinary teaching in *Action Pack 2 (New Edition)* include the following: communicating with people (PB Unit 7 p. 21 - Civics); numbers (PB Unit 9 p. 26 - Mathematics); projects (PB Unit 4 p. 14 - 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 spans of concentration followed by fun and lively tasks. At the end of this grade, pupils will be able to:

Listening

- demonstrate recognition of basic English sounds (letters of the alphabet) and their combination in basic words (hi+e-he) and sentences (I live in Amman.)
- demonstrate understanding of basic words in short, simple instructions (Come here!), questions and guided conversations (Who is this? That's my uncle.)
- develop strategies to understand basic spoken words, phrases and short sentences (use facial expressions, gestures, pictures and teacher's verbal clues to understand new words)

Speaking

- pronounce correctly the English alphabet and learned basic English words
- speak about names, objects and numbers in short basic sentences and develop a love of singing songs (speaking about animals)
- take part in basic, short, familiar exchanges and mini-class presentations (likes/dislikes)

Reading

- demonstrate recognition of the letters of the English alphabet and basic familiar words (swim, walk, sing)
- use strategies to understand basic reading material (through direct instructions, using clues, asking questions ...)
- demonstrate understanding of basic reading material (words, phrases and short sentences)
- make connections between prior knowledge and basic words, phrases and short sentences (match illustrations with scripts, match animals with actions)

Writing

- print the alphabet correctly, legibly and neatly
- write basic words and phrases for specific purposes (to describe objects)
- use appropriate basic organisational patterns (grouping items in a web)
- apply knowledge of basic spelling and punctuation (capitalisation, spelling of classroom objects)
- begin to revise written work with the assistance of the teacher (checking capital/small letters)

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 (Reviews) 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 Review 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).

Note that pupils at this level should not be assessed for proficiency in grammar but in usage of the language.

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, learning logs and anecdotal records, for example. The Teacher's Book suggests various assessment strategies for use in the classroom at the end of the book such as Cause-Effect, Concepts in Systems, Compare-Contrast and Clock Graphic Organisers. It also provides classroom/diagnostic assessment boxes to complete in each unit of the course.

There are also end of year tests of all the skills supplied at the end of the Teacher's Book specifically. These tests are based on all the material covered throughout the course.

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 societal change and their future employability. As technological developments gather pace in the contemporary world, human beings can no longer depend on the skills they acquire at school to see them through their working lives. There is therefore an ever more urgent need for pupils to 'learn how to learn' to enable themselves to continually adapt to the changing world around them.

Active Book 2 (New Edition) builds on the foundation of 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 cities in Jordan project (Pupil's Book, Unit 2, page 9), pupils first gather and record data about where their family members live before reporting it back and discussing it in pairs and in the class. They practise the skills of recording and explaining data as well as the skill of explaining this data to others.

Phonics

The sounds of letters are introduced in the Pupil's Book with a Listen and say exercise, where pupils listen to and repeat an initial letter sound, or a letter sound within a word, and then the whole corresponding word. These words have already been met in context and will be familiar to pupils. The letters are then reinforced with exercises in the Activity Book, where pupils also trace and copy the upper- and lower-case letters and the words concerned.

Towards the end of the course, once pupils have learned all of the single letter sounds, pupils bring their knowledge together and meet again the alphabet in its entirety, revising all of the letter names.

Writing

The Activity Book has carefully guided activities that extend pupils' writing ability in English. At this level, pupils need to be reminded how to write from left to right as well as how to form English upper- and lower-case letters and numbers. There are plenty of tracing, copying and writing tasks that help them further develop these motor skills.

Most of the writing tasks can be done individually. Pupils should practise writing letters and words in a separate copybook. Go round and check that pupils are writing well. Give them plenty of help 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.

Classroom management

Throughout the course there are various activities that require pupils to work in pairs or small groups. Such activities are potentially motivating and useful. They offer pupils the opportunity to communicate in English in class time with the EFL teacher's guidance. They also have the advantage of allowing more pupils to participate in the use of English in contrast to a teacher-oriented EFL class.

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.



Above all, good luck and enjoy the course!

Lesson 1

Outcomes	To recognise simple word phrases To respond to short simple questions before and after listening To give and respond to short simple commands and instructions
Structures	Imperatives: <i>Put your books on your desks.</i> <i>Open your books, please.</i> <i>Turn to page five.</i>
Functions	Greeting and responding
Vocabulary	<i>Journal, children, desk, good morning, Jordan, mosque, page, turn</i>
Topic	In the classroom
Resources	- Pupil's Book, page 4 - Exercise 1, Listen and point - Cassette, PB, Unit 1, Exercise 1 - Flashcards: board, book, children, mosque

Presentation

- Greet the pupils by saying *Good morning, children*. Encourage them to respond saying *Good morning, (teacher/your name)*. Ensure the stress on the word *morning* is on the first syllable.
- Greet individual pupils in the same way and encourage them to respond.
- Ask some individual pupils *How are you?* They should respond *Very well, thank you*. Then put a short conversation together with individual pupils.

Example:

Teacher: *Good morning, (pupil's name).*

Pupil: *Good morning, (teacher/your name).*

Teacher: *How are you?*

Pupil: *Very well, thank you.*

- If your class is in the afternoon, teach *Good afternoon*. Show the class the difference by using a clock. Up to 12 o'clock (midday) we say *Good morning*. From midday to five o'clock we say *Good afternoon*. Then, draw a bedroom on the board. Draw a person sleeping in bed and a moon in the background. Say *Good night*. Pupils respond.
- Now, show the class the flashcards and teach the new words. Teach them by holding the picture side out to the class and saying the word. Ask pupils to repeat after you. Then show the word. After several repetitions, hold the picture side out to the class again and ask them to say the word without prompting. Then hold the word out to the class and ask them to say it without prompting.
- Finally, teach the new imperatives and revise known instructions *Open your books, please. Turn to page four. Look at the board. Sit down, please.* You may teach children *board* alone or *blackboard/whiteboard/chalkboard* depending on what you use in your classroom and what you feel most comfortable with.
- Say each imperative again and do the action yourself.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
say <i>Good morning/afternoon/night</i> at the correct time.			
respond correctly to imperatives.			

Pupil's Book, Page 4, Exercise 1

- Open your book to page 4 and hold it up to show the class. Say *Open your Pupil's Book, please. Turn to page four. Point to the page and repeat page four.*
- Ask pupils to listen to the recording and point to the pictures as they listen. When they have listened the first time, point to characters *Miss Rasmi, Mazen, Omar, Asma* and *Huda* in the four frames and introduce them to the class. Pupils will remember *Mazen* and *Asma* from *Action Pack 1 (New Edition)*.
- Play the recording for pupils again. Pause after each line for the pupils to repeat as a class.
- Play it once again for pupils to practise the conversation. One pupil plays the part of *Miss Rasmi*, another of *Mazen's* and the whole class as the pupils.



Tapescript

- MISS RASMI: Good morning, children.
PUPILS: Good morning, Miss Rasmi.
MISS RASMI: Sit down, please.
- MISS RASMI: How are you?
PUPILS: Very well, thank you.
PUPILS: How are you, Miss Rasmi?
MISS RASMI: Very well children, thank you.
- MISS RASMI: Put your books on your desks.
Open your books, please.
Turn to page four.
- MAZEN: Is it a mosque?
MISS RASMI: Yes, it is. It is a mosque in Jordan.

Further practice

- Show pupils the flashcards of the new words they have met throughout this lesson. Ask them to repeat the words after you. Write the words on the board and ask pupils to say them.

End the lesson

- Say *Goodbye, children* to the class as you leave and encourage them to reply saying *Goodbye, [teacher/your name]*.

Lesson 2

Outcomes	To recognise learned simple words and phrases. To make connections between illustrations and simple written material. To give and respond to short simple commands and instructions.
Structures	Imperatives: <i>Put your books on your desks.</i> <i>Open your books, please.</i> <i>Turn to page five.</i>
Functions	Greeting and responding.
Topic	In the classroom.
Resources	- Pupil's Book, page 4 - Exercise 1, Listen and point - Cassette, PB, Unit 1, Exercise 1 - Flashcards: board, children, mosque

Revision

- Greet the pupils saying (*Good morning, children*). Ask individuals *How are you?* Encourage them to answer. Then say to one pupil *Ask [name of another pupil]*. The pupils have a short conversation in front of the class. Choose other pupils to do the same.
- Show the pupils the flashcards. Ask them if they remember the words. Volunteers read the words. Check the stress on *children* and *mosque*, also the *b* sound of *board*.
- Play a game with the pupils to revise imperatives. First ask them to do the following: *Stand up! Sit down! Touch your head! Open your book! Close your book! Look at the board! Touch your bag! Point to the board!* etc.
- Then play the game 'Teacher says ...'. You begin giving the instructions. If you say, *Teacher says stand up*, the pupils should all stand up. If you say just *Sit down*, they should not follow the instruction. They only follow the instruction if you say *Teacher says* first. If they do it incorrectly, then they have to sit out.

Pupil's Book, Page 4, Exercise 1

- Ask pupils *Open your Pupil's Books, please. Turn to page four. Listen.* Play the tape once. Tell pupils you are going to play it again for them to practise the conversation.
- As pupils read the different parts take note of errors in pronunciation to correct. Pupils work in groups to act out the scene for the class. You may like to record this activity for future assessment.

Example:

Teacher: *Good morning, Mazen.*
Pupils: *No. Good morning, children.*
Teacher: *Hello, Miss Rami.*
Pupils: *No. Good morning, Miss Rami.*
Teacher: *Stand up, please.*
Pupils: *No. Sit down, please.*

End the lesson

- Play the 'Teacher says ...' game again, this time letting pupils take the leading role in the activity.
- Ask individuals to come to the front of the class. They must start every command they want by saying 'I say ...'.
- Encourage the less confident pupils to take part in the activity and give lots of praise to all participants.

Lesson 3

Outcomes	To follow short, simple oral instructions. To show understanding of new words. To fill in blanks to form basic short sentences.
Structures	Imperatives: <i>Put your books on your desks.</i> <i>Open your books, please.</i> <i>Turn to page five.</i>
Functions	Giving and understanding instructions.
Topic	In the classroom.
Resources	- Pupil's Book, page 5 - Exercise 2, Listen, point and say - Activity Book, Page 4 - Exercise 1, Match - Activity Book, page 4 - Exercise 2, Look and copy - Cassette, PB, Unit 1, Exercise 2

Revision

- Greet individual pupils, saying *Good morning [name]. How are you?* Pupils respond.
- Revise the classroom commands pupils met in lessons 1 and 2. Invite some pupils to come to the front of the class to give the instructions. This allows them the opportunity to practise saying the words as well as understanding them.

Pupil's Book, Page 5, Exercise 2

- Say *Open your Pupil's Books, please. Turn to page five and hold up your book to show the class.*
- Pupils work in groups of four. They will hear four short dialogues. They must decide which of the four pictures matches each dialogue.
- Tell the pupils to *Listen and point*. Play the first part and then pause the tape. Pupils point to the picture they think matches the first dialogue. Check they are all pointing to the correct one. If there is a problem, play the dialogue again.
- Proceed in the same way with the other dialogues.
- Before checking answers with the class, play the cassette through in its entirety one last time to allow pupils to check their own answers.
- When checking answers ask the class to *Say* what they think is being said in the pictures.



Tapescript

NARRATOR: 1
MISS RASMI: Good morning, children.
How are you?
CHILDREN: Very well, thank you.
NARRATOR: 2
MISS RASMI: Put your books on your desks.
NARRATOR: 3
MISS RASMI: Open your books, please.
Turn to page five.
NARRATOR: 4
MISS RASMI: Look at the board, please.

Answers

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

Activity Book, Page 4, Exercise 1

- Show the pupils your Activity Book and say *Open your Activity Books, please. Turn to page four.*
- Ask pupils to look at the three pictures and tell you what they can see.
- Choose pupils to read the words. Explain that they must match the correct words with the pictures. Do the first one as a class.
- Ask pupils to work in pairs to complete the exercise. Check answers as a class. Say *Picture 1* and ask a pupil or pupils to read the words aloud.

Answers

1. b 2. a 3. c

Activity Book, Page 4, Exercise 2

- Tell the class to look at Exercise 2 in their Activity Books.
- Write the words from the word box on the board. Point

to each word and say *Look*, then say the word and ask the class to repeat after you. Then point to each word without saying it and ask the class to say the word.

- Read the example with the class. Go through the rest of the exercise orally with the class. They then copy the words into the correct places to complete the sentences. Pupils can do this exercise individually or working with a partner.
- Monitor and help where necessary and check answers as a class.

Answers

1. children 2. books 3. board

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, with their family members.
- Congratulate the class for all their hard work.

Lesson 4

Outcomes	To use learned basic words to describe something in a picture. To use simple adjectives to describe classroom objects.
Structures	<i>It's a white rubber.</i>
Functions	Describing objects.
Vocabulary	<i>desk, pencil case, rubber, ruler.</i>
Topic	In the classroom.
Resources	- Pupil's Book, page 5 - Exercise 3, Look and say - Flashcards: children, mosque, board, desk, pencil case, rubber, ruler

Revision

- Revise the words *children, mosque, board*. Put the flashcards up on the wall. Tell a pupil: *Touch the board*. The pupil comes to the front and touches the correct flashcard. Repeat with other words and pupils. Then ask the last pupil to give the instruction to another pupil.
- Practise the instruction with other things in the classroom. Use *Touch* and *Look at* this time, saying for example, *Touch the board. Look at the window*. Then ask the pupils to give the commands.
- Put pupils in groups of four or five to revise the colours pupils know (*black, blue, green, orange, pink, red, yellow, white*). Pupils take turns to point to different things in the classroom and ask *What colour is it?* Other pupils in the group answer *It's [red]*. Pupils point to different things and ask the question.
- Then ask about objects in the classroom *What colour is the door? What colour is your bag?* Pupils then ask the questions working in pairs to test each other. Go round the class as they are working, helping where necessary.

Presentation

- Teach the new words using the flashcards. Show the *desk*. Tell them the word and ask them to repeat after you. Show it to various pupils and ask them to say the word. Then, ask the class to say the word. Repeat with the other new words.
- Next, hold up one of the flashcards and ask *What is it?* and try to elicit a full answer *It's a [desk]*. Then, ask *What colour is it?* Try to elicit full sentence answers *It's [green]*.
- Then ask the class again to describe what they can see on the flashcard using a fuller sentence.

Example:

Teacher: *What is it?*
Pupils: *It's a desk.*
Teacher: *What colour is it?*
Pupils: *It's green.*
Teacher: *What is it?*
Pupils: *It's a green desk.*

- Continue this way until pupils are comfortable using single adjectives to describe the classroom objects.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Appropriate	Inappropriate
recognise and say the words <i>desk</i> , <i>penal case</i> , <i>rubber</i> , <i>ruler</i> .		
ask and answer questions describing classroom objects using simple adjectives (colours).		

Pupil's Book, Page 5, Exercise 3

- Tell pupils *Open your Pupil's Book, please. Turn to page five. Hold up your book to show the pupils.*
- Point to Mazen and ask *Who is this?* Pupils respond.
- Point to the chalkboard and to Mazen's speech bubble. Read the sentence to the class: *It's a mosque.* Ask the class and then individuals to repeat.
- Point to the rubber. Ask *What is it?* Pupils reply *It's a rubber.* Ask *What colour is it?* Pupils reply *It's white.* Say *It's a white rubber. What is it?* Pupils reply *It's a white rubber.*
- Repeat with the other items in the picture (a green pencil case, a blue ruler, a red desk).
- Now, ask pupils to work in groups of three to take turns in looking at the picture and describing the objects they can see using full sentences.
- Monitor and help where necessary.

Further practice

- Start drawing something on the board, for example a pencil case. Draw a small part of it and ask *What is it?* Let the pupils guess, saying *It's a ...*. Draw a bit more and ask the question again. Keep adding parts to the drawing until they guess the correct answer.
- When you have completed the drawing, add colour and ask the class to describe the object fully, *It's a blue penal case.*
- Ask a pupil to come to the board and do the same.

End the lesson

- Write the following on the board:
blue and yellow =
red and yellow =
red and white =
- Point to each one and ask *What is it?* Pupils answer *It's green/orange/pink.*
- Ask the pupils *What is green in the classroom?* Encourage them to give you full sentences, for example *The desk. It's a green desk.*

Lesson 5

Outcomes	To ask or respond to short simple questions about colours using short sentences To respond to short, simple questions before and after listening To recognise simple words and phrases
Structures	<i>Is it a blue pencil case?</i> <i>Yes, it is./No, it isn't.</i>
Functions	Asking and answering simple questions
Topic	In the classroom
Resources	• Pupil's Book, page 6 Exercise 4, Ask and answer • Activity Book, page 4 Exercise 3, Listen and say Yes, it is./No, it isn't. • Cassette, AB, Unit 1, Exercise 3 • Flashcards: desk, pencil case, rubber, ruler

Revision

- Revise the colours the pupils know. Point to things and ask *What colour is it?* Mix this with the question *What is it?* Pupils must listen carefully to answer the questions correctly.

Presentation

- Show the class the flashcard of ruler and ask *What is it?* Pupils answer.
- Then show the picture of the ruler again and ask *Is it a ruler?* Repeat the question. Say Yes, it is. Ask the question again. Pupils answer Yes, it is. Show the other flashcards and ask the question.
- Now show the picture of the ruler and ask *Is this a rubber?* Pupils answer No. Teach *No, it isn't.* Pupils repeat. Ask questions with the other pictures.
- Ask the question with items around the classroom that the class know. Ask questions to ensure you get a mix of answers Yes, it is./No, it isn't.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Yes	No
respond correctly to <i>Is this a rubber?</i>		

Pupil's Book, Page 6, Exercise 4

- Hold up your Pupil's Book and say *Turn to page six, please.*
- Point to the first sentence and read it. Then read the answer. Repeat this and ask pupils to repeat after you following the words with their fingers.
- Do the same with the second picture.
- Choose pupils to play Huda and Asma. They read the sentences to the class. Repeat with different pairs.
- Now put pupils into pairs to ask and answer the questions. When they have completed the example task, ask them to create new dialogues by one partner hiding a ruler, rubber or pencil case behind their back and asking them to ask different questions to find out what object they are hiding.
- Pupils should take turns asking and answering the questions.
- Monitor the class as they complete the exercise, helping where necessary.



Activity Book, Page 4, Exercise 3

- Hold up your Activity Book and say *Turn to page four, please*. Check pupils have the correct page.
- Point to the first picture and elicit what pupils can see. A desk. Now, say *Listen*. Play the first question and pause the cassette. Ask pupils to answer. Model the answer again *Yes, it is*, and choose other pupils to repeat.
- Do the same with the other pictures.
- Repeat the activity to allow different pupils to answer the questions.
- Put pupils into pairs and ask them to ask and answer the questions themselves by looking at the pictures in Exercise 3.

Tapescript

NARRATOR: 1
BOY 1: Is it a ruler?
NARRATOR: 2
BOY 2: Is it a mosque?
NARRATOR: 3
BOY 1: Is it a book?

Answers

1. No, it isn't. 2. Yes, it is. 3. Yes, it is.

Further practice

- Pick up a classroom object, for example a ruler, and ask individual pupils questions to elicit full sentence answers.

Example:

Teacher: *Is this a rubber?*

Pupil: *No, it isn't.*

Teacher: *What is it?*

Pupil: *It's a ruler.*

- Ask the pupil to choose a classroom object and have the same conversation with another pupil. Include colours too.

If the objects will elicit colours that pupils know, *Is this a red ruler?*

End the lesson

- Divide the class into groups.
- Show the groups a classroom object and ask questions *Is it a black ruler?* They answer, for example *No, it isn't. It's a blue ruler*. Each group can leave when they have answered the question correctly.
- Before you leave the classroom, ask pupils to practise what they have learned in this lesson, like colours and objects, with their family members.

Lesson 6

Outcomes

To identify small and capital letters of the English alphabet (j, m, r)
To recognise learned simple words and phrases
To use capital letters for the names of places
To print the English alphabet (j, m, r) (capital and small letters) and simple words correctly, legibly and neatly

Structures

It's a mosque.

Functions

Identifying letter sounds

Topic

In the classroom

Resources

- Pupil's Book, page 6
- Exercise 5, Listen and say
- Activity Book, page 5
- Exercise 4, Match, trace and copy
- Cassette, PB, Unit 1, Exercise 5
- Flashcards: mosque, ruler

Revision

- Hold up a red book and ask *Is it a blue book?* Pupils reply *No, it isn't*. Ask further questions to elicit a mix of replies *Yes, it is*, *No, it isn't*, and practise the colours.

Presentation

- Put the flashcard of mosque on the board. Ask *What is it?* Pupils answer *It's a mosque*. Write the letters *m M* on the board and say the sound of the letter. Pupils repeat. Then write the word *mosque* on the board and underline the letter *m*.
- Do the same with *ruler*. Write the letters *r R* on the board and say the sound of the letter. Pupils repeat. Write the word *ruler* on the board and underline the letter *r*.
- Now show the mosque flashcard again and ask the pupils *Is it a mosque in Jordan?* Pupils answer *Yes, it is*. Write the letters *j J* on the board and say the sound of the letter. Pupils repeat. Then write the word *Jordan* on the board and underline the letter *j*.
- In Arabic, ask the pupils if they can see the difference between the capital and small letters. Ask them if they know why. Explain that names of places and names of people have big letters/capital letters. If you have any children with names beginning with *J*, *M* or *R*, write them on the board to show them.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Effective	Ineffective
pronounce the letter sounds <i>j</i> , <i>m</i> and <i>r</i> correctly.		

Pupil's Book, Page 6, Exercise 5

- Hold up your Pupil's Book and ask pupils to turn to page 6.
- Ask pupils to point to the first picture in Exercise 5 and listen. Play the tape. Pupils repeat after the tape.
- Using the letters you have on the board, point to each one and ask pupils to say the letter sound again and also the full word.

Tapescript

NARRATOR:	(j)	Jordan	Jordan
	(m)	mosque	mosque
	(r)	ruler	ruler

Activity Book, Page 5, Exercise 4

- Hold up your Activity Book and say *Turn to page five, please.*
- Point to the letters and ask pupils to say the corresponding letter sounds.
- Then ask the pupils to trace the upper- and lower-case letters and match them correctly. Check as they work and help where necessary.
- Next, ask the pupils to look at the pictures. Ask *What is it?* Pupils respond. As they say the words, write them on the board.
- Ask the pupils to write the words in their Activity Books. You can leave the words on the board, remove some letters or if your class is very confident, you may remove the words completely.

Answers

1. A ruler 2. A mosque 3. Jordan

End the lesson

- Say the letter *r* and ask pupils to say words they know beginning with the *r* sound - *ruler, rubber, red, robot*. Do the same with the letter *m* - *mosque, mum, milk, man, mouth*.

Lesson 7

Outcomes	To sing a short, simple song after listening to a tape. To recognise learned simple words and phrases. To show understanding of learned basic words and short sentences about classroom objects when reading.
Structures	<i>Is it a girl?</i> <i>Yes, it is. / No, it isn't.</i>
Functions	Singing a song.
Topic	Singing.
Resources	- Pupil's Book, page 6 Exercise 6, Sing - Activity Book, page 5 Exercise 5, Look, circle and say - Cassette, PB, Unit 1, Exercise 6 - Small classroom objects

Revision

- Put a small object, for example a blue rubber, on a desk so the class can see it. Alternatively, hide it in your hands. Ask the pupils *Is it a green ruler?* Pupils reply *No, it isn't*. Ask other similar questions. Then ask *Is it a blue rubber?* Pupils reply *Yes, it is*.

Pupil's Book, Page 6, Exercise 6

- Hold up your Pupil's Book and say *Turn to page six, please.*
- Ask pupils to look at the picture. Point to the children and ask *What's his name? [Mazen]. What's her name? [Asma].*
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words. Check if the pupils are following in the correct place.
- Play the first part again and say *Sing*. Tell pupils to sing along with the tape. Repeat the first part then play the second part for them to sing along with.
- Divide the class into two groups. Ask one group to sing the first part and the other group to sing the second. They should all sing the third part together.
- If the class is singing confidently, you may also like to add actions to the song. For example every time they sing *Yes* they must nod their heads, when they sing *No* they must shake their heads.

Tapescript

Is it a girl?
No, it isn't.
Is it a boy?
Yes, it is.
Is it a boy?
No, it isn't.
Is it a girl?
Yes, it is.
Look! Look! Look over there!
It's Mazen and Asma.

Activity Book, Page 5, Exercise 5

- Hold up the Activity Book and say *Turn to page five, please.*
- Look at the first one as an example and read the question. Ask pupils to answer.
- Go through the rest of the exercise orally.
- Ask pupils now to read the questions and circle the answers in pairs. They should then read out the question and give the correct response that they have circled.
- Check answers as a class. You may also ask pupils to give you the correct name of the item when the response is *No, it isn't*.

Answers

1. Yes, it is. 2. No, it isn't. (It's a desk.) 3. Yes, it is. 4. Yes, it is.
5. No, it isn't. (It's a pencil case.) 6. Yes, it is.

End the lesson

- Remind the pupils of the different things they have learned in this unit. Ask different pupils *How are you? What is it? Is it a book? Is it a red book?*
- Congratulate pupils on all their hard work in Unit 1.

Unit 2

Where do you live?

Lesson 1

Outcomes	To recognise simple words and phrases To respond to short, simple questions before and after listening
Structures	Where do you live? I live in Amman. Who is this? That's my uncle. He lives in Aqaba.
Functions	Asking wh- questions
Vocabulary	uncle, cousin, grandma, grandpa, grandparent(s), live (x), uncle, who
Topic	My family
Resources	- Pupil's Book, page 7 - Exercise 1, Listen and point - Cassette, PB, Unit 1, Exercise 6 - Cassette, PB, Unit 2, Exercise 1 - Photos of cities in Jordan

Revision

- Play the song from Unit 1 to the class again and ask them to join in. Ask groups to sing each verse.
- Point to things in the classroom and ask *Is it a [book]?* Pupils respond *Yes, it is. No, it isn't.* If they answer *No*, ask them to say what it is. *No it isn't, it's a [ruler].* Extend the activity by asking questions including colours *Is it a blue book?* for example.

Presentation

- On the board, draw a picture of you (head and shoulders only). Say *This is me*. Then draw one or two people beside you and say *This is my brother. This is my sister.* Above them, as in a very basic family tree (see Wall chart 1: My family for reference), draw your mother and father. Say *This is my mum. This is my dad*.
- Point to your brother and ask *Who is this?* Pupils reply *It's your brother.* Make sure they change *my* to *your*.
- Add more members to your family tree. Above your parents, draw your grandparents. Say *My grandparents. Grandpa and grandma.* Pupils repeat the word. Then draw a man beside your father and a man beside your mother. Touch each one and say *This is my uncle. Uncle.* Pupils repeat the word *uncle*. Use the same technique to teach *aunt* and *cousin*.
- Then, take a step back and point to each one and repeat the words saying *That's my uncle.* Show them if you touch the picture, you say *This is my uncle.* If you point to the picture from further away, you say *That's my uncle.*
- Point to the different people on the family tree and ask the pupils to say the name, *brother, uncle*, etc.
- Now show the pupils the cities. Point to Amman and ask *Where is this?* Repeat with other places.
- Then say *I live in [Amman]. Where do you live? I live in [Amman].* Ask the question to different pupils. Repeat your answer regularly to help them.
- Ask the pupils to repeat the question after you. Hold up four fingers to show that there are four words. As you say each word, point to a finger. As they say each word, point to your fingers in the same way.
- Choose pupils to ask you the question. Then choose pupils to ask other pupils in the class.

- Write on the board *I live in [Amman]*. Then choose the name of one of your pupils and say *[Fatima] lives in [Amman]*. Repeat the sentence making sure you pronounce the *s* at the end of *lives* clearly.
- Ask pupils to repeat. Say *I live in [Amman]. [Fatima] ...* Pupils complete the sentence saying *[Fatima] lives in [Amman]*. Write the sentence on the board and point out the *s* at the end of *lives*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Not achieved	Achieved	Well achieved
repeat and recognise the names of family members.			
respond correctly to <i>Where do you live?</i>			

Pupil's Book, Page 7, Exercise 1

- Hold up your Pupil's Book and say *Turn to page seven, please.* Point to the different characters and ask *Who is this?*
- Ask the pupils to listen to the cassette and look at the pictures. Play the tape twice for them to listen to. Then say *Point to the uncle. Point to the grandparents.* Make sure pupils are pointing to the correct picture.
- Ask pupils to work in pairs. They listen again and follow the words in their books. Then, give them time to practise the dialogue.



Tapescript

1. MISS RASMI: Look at the board, Asma.
Where do you live?
ASMA: I live in Amman.
2. MISS RASMI: Who is this?
ASMA: That's my uncle.
3. ASMA: He lives in Aqaba.
4. MISS RASMI: Where do your grandparents live?
ASMA: They live in Irbid.

End the lesson

- Write the various family member words on the board with missing letters. Ask individual pupils to come to the board to complete the words.

Lesson 2

Outcomes	To ask and answer basic, short simple questions To show understanding of new words To use pictures to make a simple dialogue with a partner To write basic phrases to describe a picture
Structures	Where do you live? I live in Amman. Who is this? That's my uncle. He lives in Aqaba.
Functions	Writing about myself
Topic	My family
Resources	- Pupil's Book, page 7 - Exercise 1, Listen and point - Activity Book, page 6 - Exercise 1, Draw, colour and write - Cassette, PB, Unit 2, Exercise 1

Revision

- Draw your very basic family tree on the board again. Ask *Who is this?* Pupils reply *That's your brother.*
- Now, ask individual pupils to ask the question. This time you answer and say *That's my uncle. He lives in [Amman].* Repeat with *grandpa, grandma, uncle, aunt and cousin.*
- Write *live* and *lives* on the board. Say the names of various family members and ask the class to say which form of the verb they should use in the question and answer.

Example:

Teacher: *grandpa*
Pupils: *lives*
Teacher: *grandparents*
Pupils: *live*

Pupil's Book, Page 7, Exercise 1

- Play the tape through and ask pupils to follow in their books. Then play the tape again this time stopping at different places and asking pupils to tell you the next word.
- Put pupils into pairs and ask them to practise reading the dialogue. Listen as they are working and help where necessary.
- Choose pairs to read the dialogue aloud.

Activity Book, Page 6, Exercise 1

- Hold up your Activity Book and tell pupils *Turn to page six, please.*
- Point to the picture frame and say *Draw your picture. Colour it.* Give pupils time to complete their drawings of themselves.
- When they have finished, ask them to look at their books again. Read the sentence under the picture. Pupils follow. Pupils read after you. Ask them to finish the sentence. Help them by writing the names of places they live on the board for them to copy. Encourage the pupils to write neatly.
- Before they begin writing, write the first letter of the name of the place on the board in upper- and lower-case letters, for example *a A* for *Amman*. Ask them which letter they will write first when they write where they live.
- Monitor as they are completing their sentences.

End the lesson

- Ask individual pupils to come to the board and write the sentence they wrote in their Activity Books on the board. Amend where necessary.

Lesson 3

Outcomes	To respond to short, simple questions To respond in short, simple guided exchanges
Structures	Where do you live, Omar? I live in Wadi Mousa.
Functions	Asking and answering questions
Topic	My family
Resources	- Pupil's Book, page 8 - Exercise 2, Listen, ask and answer - Cassette, PB, Unit 2, Exercise 2

Pupil's Book, Page 8, Exercise 2

- Ask different pupils to stand up, point to their neighbour and ask the rest of the class *Who is this?* Pupils give the name, *That's [Fatima].*
- Ask pupils to open their Pupil's Book to page 8. Point to the characters and ask *Who is this?* Pupils give the characters' names *Mazen* and *Omar*.
- Pupils listen to the tape and follow the words.
- Play the tape again. Pupils work in pairs to repeat after the tape.
- Choose pupils to act as *Mazen* and *Omar* and read the dialogue. Help them with pronunciation particularly. Then ask pupils to work in pairs asking and answering the question where they live.

Tapescript

MAZEN: Where do you live, Omar?
OMAR: I live in Wadi Mousa.

Unit 2

2 Listen, ask and answer

3 Look, ask and answer

Further practice

- Ask groups of ten pupils to stand in circles. The first pupil asks the pupil on his left *Where do you live, [Omar]?* The pupil answers and asks the person on his left. Go round the circle until the first pupil answers. Monitor as they are working, checking pronunciation and accuracy.
- Play a game with the children. Ask the children to stand in the middle of the classroom. Label four corners of the classroom with names of places, for example *Amman, Aqaba, Irbid, Wadi Mousa*. Say sentences such as *I live in Aqaba*. Pupils then run to the correct place. When you say *Where do you live?* they should run back to the middle.

End the lesson

- On separate pieces of paper write the words: *Where do you live? I live in Amman*. Hand them out to different pupils who stand at their desk and hold up the piece of paper. Ask the rest of the class to tell the pupils to go to the front of the class so that they are standing in the correct order. Pupils read the question and answer aloud.

Lesson 4

Outcomes	To respond to short, simple questions To respond in short, simple guided exchanges To recognise simple words and phrases To match simple words with their printed form
Structures	<i>Where does Suha live?</i> <i>She lives in Amman.</i>
Functions	Asking and answering questions
Topic	My family
Resources	- Pupil's Book, page 8 - Exercise 3, Look, ask and answer - Activity Book, page 6 - Exercise 2, Listen and circle - Cassette, AB, Unit 2, Exercise 2 - Extra practice worksheet 2: Family words (one photocopy per pupil) page 125

Revision

- Ask a pupil *Where do you live?* Elicit the answer and then tell that pupil to ask another. Continue round the class for a few minutes.
- Say to a few pupils *You live in [Aqaba]*. They reply saying *No, I live in [Amman]*.

Presentation

- Draw your family tree on the board again. Point to yourself on the family tree and say *I live in ...*. Then point to your grandparents and say *They live in ...*
- Now point to a brother or sister and say *He lives in ...*. Repeat the sentence a few times. Ask pupils to repeat after you, making sure they are pronouncing the *s*. Repeat the same with the other family members they now know.
- Then ask pupils some questions about their family, for example *Where does your brother/uncle/sister live?* Elicit answers. Then ask pupils to work in groups of three or four to ask and answer. Make sure they are using *does* in the question and *lives* in the answer for the third person singular form.
- Write the two forms of the questions and answers on the board for pupils to read aloud. Highlight the differences.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
respond correctly to <i>Where does/ do he/she/they live?</i>			

Pupil's Book, Page 8, Exercise 3

- Hold up your Pupil's Book and say *Turn to page eight, please*.
- Point to the pictures and ask *Where is it?* Elicit *Amman/Irbid/Aqaba/Wadi Mousa*. Point to the places and read the names. Pupils repeat after you.
- Then point to the girl next to Amman and ask *Where does Suha live?* Elicit the answer. Ask pupils to look at the speech bubble and choose two pupils to read the question and answer.
- Go through the rest of the exercise with the whole class. Make sure they understand that where there is more than one person, the question and answer will change: *Where do they live? They live in Aqaba/Irbid*. Then ask them to work in pairs to ask and answer the questions. Monitor as they are working and help if necessary.

Activity Book, Page 6, Exercise 2

- Say *Open your Activity Books. Turn to page six, please.*
- Explain that they will hear two people talking and they have to choose the correct form of the verb in each sentence. Play them the example.
- Play number two and ask the class to circle the correct forms. Check the answers. Choose two pupils to read the correct sentences aloud.
- Ask the pupils what they think the correct answer to the third one is. Ask them not to circle the words at the moment.
- Play the tape for them to check the answer. Choose two pupils to read the correct sentences aloud.

Tapescript

NARRATOR: 1
BOY 1: Where does he live?
BOY 2: He lives in Aqaba.
NARRATOR: 2
GIRL 1: Where does she live?
GIRL 2: She lives in Irbid.
NARRATOR: 3
BOY 3: Where do they live?
BOY 4: They live in Zarqa.

Answers

1. does/lives
2. does/lives
3. do/live

Extra Practice

- Hand out Extra practice worksheet 2: Family words, page 125 to each pupil.
- Point to each half of the family word and ask pupils to read out loud.
- Then ask pupils to cut out the words and match them up. Check and monitor as they are working. Help where necessary.

Answers

grandpa, grandma, mum, dad, cousin, uncle, aunt

End the lesson

- Ask quick questions around the class: *Where do you/your grandparents live? Where does your brother/sister/mum/dad/uncle live?* Mix up the questions so that the pupils have to listen carefully. Encourage them to answer quickly to keep the tempo up.

Lesson 5

Outcomes	To ask and answer basic, short simple questions To work with a partner using pictures to make a simple dialogue To respond to short simple questions before and after listening To print simple words correctly, legibly and neatly
Structures	<i>Who is this?</i> <i>That's my grandpa.</i>
Functions	Talking about your family
Vocabulary	baby
Topic	My family
Resources	• Pupil's Book, page 9 Exercise 4, Listen and point • Activity Book, page 7 Exercise 3, Look and write • Cassette, PB, Unit 2, Exercise 4 • Flashcard: baby • Wall chart 1: My Family

Revision

- On pieces of paper or on the board, write: *grandparents, brother, sister, you, mum, dad.* Hold them up or point to them and elicit questions and answers from the class: *Where do your grandparents live? They live in [Amman].*

Presentation

- Using the flashcard, teach *baby*.
- Then show the class Wall chart 1: My Family. Revise the words they know.
- Imagine that the Wall chart is showing your family. Pupils come to the chart, point at someone and ask *Who is this?* You reply *That's my [aunt].*
- Ask some pupils to come to the chart and have similar conversations.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Occasionally	Sometimes	Always
respond correctly to <i>Who is this?</i>			
use correct family vocabulary in answers.			

Pupil's Book, Page 9, Exercise 4

- Tell pupils *Open your Pupil's Books, please. Turn to page nine.*
- Ask them to look at the picture in Exercise 4. Point to the characters and ask *Who is this?* Elicit *Mazen and Omar.*
- Tell the class that Omar is showing Mazen his family photograph album and Mazen is asking who each person is.
- Tell the pupils to *Listen and point* as they hear the name of each of Omar's family members. Play the first part and pupils point to the photograph of *grandpa*. Stop the tape and check that everyone is pointing to the correct picture.
- Play the next parts one by one, checking that the pupils are pointing to the correct people.

Tapescript

MAZEN: Who is this?
 OMAR: That's my grandpa.
 MAZEN: Who is this?
 OMAR: That's my grandma.
 MAZEN: Who is this?
 OMAR: That's my uncle.
 MAZEN: Who is this?
 OMAR: That's my aunt.
 MAZEN: Who is this?
 OMAR: That's my cousin. He's a baby.

Activity Book, Page 7, Exercise 3

- Hold up your Activity Book and say *Turn to page seven, please.*
- Ask pupils to look at the picture and tell you which family members they can see.
- Then choose pupils to read the words in the box aloud. Point to each picture so pupils say the word.
- Pupils copy the word from the word box above, crossing them off as they use them. Go round the class checking they are writing carefully and neatly.
- Check the answers again as a class.

Answers

1. grandpa 2. grandma 3. uncle 4. aunt 5. cousin

End the lesson

- Ask ten pupils to come to the front of the class. Tell them they are a family. They need to decide who each person is, for example *grandma, grandpa, etc.*
- One person is the spokesperson. The group sits down or stands as if in a family photo. The spokesperson points to the different family members and introduces them to the class, saying *That's my grandpa, That's my aunt.*

Lesson 6

Outcomes

To print the English alphabet (b, u)
 (capital and small letters)
 To recognise the letters of the alphabet
 (b, u)
 To pronounce letters of the alphabet
 correctly (b, u)
 To identify small and capital letters of the
 English alphabet (b, u)

Functions

Pronouncing letter sounds correctly

Topic

My family

Resources

- Pupil's Book, page 9
- Exercise 5, Listen and say
- Activity Book, page 7
- Exercise 4, Trace and write
- Cassette, PB, Unit 2, Exercise 5
- Wall chart 1: My family

Revision

- Show the class Wall chart 1: My family. Point to the individual people and ask pupils to say the correct family member's name.

- Ask one of the pupils to come to the front and stand beside the wall chart. Say *This is your family.* Then ask other pupils to come to the front, point to a person on the wall chart and ask *Who is this?*
- You can ask different pupils to come up and pretend it's their family. Encourage the other pupils to think of other questions they can ask, for example *What's his name? Where does he live?*

Presentation

- Write the words *baby* and *uncle* on the board. Ask pupils to read the words. Underline the initial letters and say the letter sounds. Pupils repeat after you.
- Write the letters *b B* and *u U* on the board. Say *baby* and ask a pupil to point to the correct letter. Repeat with *u*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Needs improvement
pronounce the letter sounds <i>b</i> and <i>u</i> correctly.		

Pupil's Book, Page 9, Exercise 5

- Tell pupils *Open your Pupil's Books, please. Turn to page nine.*
- Ask pupils to listen and point to the correct picture. Play the tape.
- Play the tape again, pause and ask pupils to repeat.
- Write the letters on the board. Point to each one and ask pupils to say the letter sound and then the full word.



Tapescript

NARRATOR: (b) baby baby
(u) uncle uncle

Activity Book, Page 7, Exercise 4

- Tell pupils *Open your Activity Books. Turn to page seven, please.*
- Remind pupils how to write *b B* by modelling on the board.
- Pupils write the letter *b*. Check as they are writing.
- Then model the word *baby*. Pupils write.
- Repeat with *u U* and *uncle*.
- Refer to page 128 for writing instructions.

End the lesson

- Write the five letters the class has practised so far on the board. Point to each letter and ask pupils to say the letter sound before you leave the classroom.

Lesson 7

Outcomes	To use pictures to make a simple dialogue To respond in short, simple guided exchanges
Structures	<i>Where does he live?</i> <i>He lives in Irbid.</i>
Functions	Asking and answering questions Completing a project
Topic	My family
Resources	• Pupil's Book, page 9 • Exercise 6, Project, Point, read and draw • Wall chart 1: My family • Project worksheet 1: Cities in Jordan (one photocopy per pupil) page 121 • Photographs of family members • Glue

Revision

- Write family words on the board. Point to them and ask individual pupils to read them. Ask the rest of the class to repeat.
- Put Wall chart 1: My family on the board. Ask two pupils to come to the front. One pupil asks the other *Who is this?* The pupil replies *That's my uncle.* The first pupil asks *Where does he live?* The pupil replies *He lives in (Aqaba).*

Pupil's Book, Page 9, Exercise 6

- Refer to page 8, Introduction, of the Teacher's Book and read the instructions under *Project*.
- Hold up your Pupil's Book and say *Turn to page nine, please.*
- This is the first project the pupils will do this year. It will take them some time to do it properly so make sure they have enough time in the lesson to do it well.
- Give each pupil a copy of Project worksheet 1, page 121. Ask them to look at it carefully and point to the names and read them with the class.

- Tell pupils to draw members of their family or glue photographs of their family members next to the places where they live. If they are not sure, they can pretend for the sake of the exercise.
- Pupils then work in pairs asking and answering questions about where their partner's family members live.

Example:

Pupil 1: *Where do your grandparents live?*

Pupil 2: *They live in Irbid.*

Pupil 2: *Where does your cousin live?*

Pupil 1: *She lives in Aqaba.*

- Monitor as they are working and help where necessary.

End the lesson

- Make a classroom display of the projects.
- Point to one and say *This is [Ziad's]. Where does his uncle live?* etc.
- Before you leave the classroom, ask pupils to practise what they have learned in this unit with their family members.
- Congratulate the class for completing their projects well.

Lesson 1

Outcomes	To respond to short, simple questions before and after listening To say the days of the week correctly To ask and answer basic, short simple questions
Structures	What day is it today? It is Tuesday.
Functions	Saying the days of the week
Vocabulary	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, school trip, zoo, today
Topic	Days of the week
Resources	- Pupil's Book, page 10, Exercise 1, Listen and point - Cassette, PB, Unit 3, Exercise 1 - Flashcards: school, zoo - A calendar

Revision

- Ask pupils to look at their projects in the display you have made. Point to one and say *This is [Ziad's]. Who is this?* Point to the Grandpa. Elicit an answer from the pupils. Then ask *Where does he live?* Elicit the answer.
- Ask two pupils to come to the display and talk about their own projects.

Presentation

- Hold up the calendar and point to today. Say: *Today is [Sunday].* Repeat the day and ask pupils to repeat after you. Ask *What day is it today?* Pupils answer *It is [Sunday].*
- Point to the days on the calendar, starting with *Sunday* and say the days in order. Repeat them again, stopping after each one for pupils to repeat.
- Give each pupil the name of a day in order round the class. Point to each one and ask them to say their day.
- Ask seven pupils, each with a different day, to come to the front of the class. Ask the rest of the class to put them in order.
- Teach *school* and *zoo* using the flashcards.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Fair	Poor
respond correctly to <i>What day is it today?</i>		
understand the new vocabulary.		

Pupil's Book, Page 10, Exercise 1

- Say *Open your Pupil's Book, please. Turn to page ten.* Point to the characters and ask *What's his name?*
- Tell the pupils in Arabic that the children are going to the zoo this week on a school trip. Ask them to listen and to point to which day they are going.
- Play the tape once or twice without stopping. Pupils follow in their books. Ask them to tell you the day they are going to the zoo. Elicit *Thursday*.
- Play the tape once more, stopping it and asking pupils to repeat after the tape.

Unit 3 What day is it today?

1 Listen and point

Tapescript

- MAZEN: Sunday, Monday, Tuesday...
- MAZEN: Wednesday...
- MAZEN: What day is it today, Omar?
- OMAR: It is Tuesday.
MAZEN: Good! The school trip to the zoo is on Thursday!

Further practice

- Point to yourself. Say *Sunday*. Point to a pupil. Elicit *Monday*. Point to another pupil and elicit the days of the week around the class. Do this a few times, getting faster as the pupils become more familiar with the vocabulary.

End the lesson

- Ask a few pupils *What day is it today?* and elicit the answer.

Lesson 2

Outcomes	To respond to short, simple questions before and after listening. To ask and answer basic, short simple questions. To use capital letters for the days of the week.
Structures	<i>What day is it today?</i> <i>It is Tuesday.</i>
Functions	Saying the days of the week.
Topic	Days of the week.
Resources	- Pupil's Book, page 10 - Exercise 1, Listen and point - Activity Book, page 8 - Exercise 1, Say and write - Cassette, PB, Unit 3, Exercise 1 - Flashcards: school, zoo

Revision

- Ask *What day is it today?* Let a few pupils answer the question.
- Put pupils in groups of four or five. Ask a pupil to say *Sunday* and the others say the rest of the days in turn.
- Show the class the two flashcards. Point to each and elicit the words. Write the words on the board and choose pupils to read them. Ask *Do you like school? Do you like the zoo?* Ask pupils to ask others across the class.

Pupil's Book, Page 10, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page ten.*
- Ask pupils to follow the words in their books as they listen. Play the tape again, pausing now and then for a pupil to tell you the next word.
- Play it again, pausing after each frame and asking the class and individuals to repeat after the tape.
- Ask pupils to practise in pairs and see if they can make up a new sentence for the last one, for example *The school trip to Petra is on Tuesday.*

Activity Book, Page 8, Exercise 1

- Say *Open your Activity Books. Turn to page eight, please.*
- Ask them to say the days of the week in order, starting with *Sunday*. Point to the words in the exercise and ask pupils to read them aloud. Explain that they have to complete the exercise by writing the missing days, as in the example. Give them enough time to work on their own and complete the activity. Check as they are working, making sure they are writing correctly and clearly.

Answers

Monday, Wednesday, Friday

Further practice

- Play a game. You will need space to do this. Ask pupils to stand in a circle or two circles if you have too many pupils. Put one pupil in the centre of the circle. Give each pupil around the circle a day of the week, *Sunday, Monday, etc.*

- When you shout a day of the week, all those pupils have to run clockwise to the next space and the pupil in the middle must also run to a gap in the circle.
- The pupil who does not reach a gap in time must then stand in the centre of the circle.
- Repeat a few times and then say *Monday and Thursday*. All the pupils with those days have to move. Put the last two in the centre. Then choose one of the pupils in the centre to shout out the days.

End the lesson

- Say groups of three days of the week in the correct order and wrong order. Pupils correct if necessary, for example *Monday, Tuesday, Wednesday* (nobody puts their hand up); *Wednesday, Friday, Thursday* (pupils put their hands up and correct to *Wednesday, Thursday, Friday*).
- Before you leave the classroom, ask pupils to practise the days of the week with their family members.

Lesson 3

Outcomes	To respond to short, simple questions before and after listening. To ask and answer basic, short simple questions.
Structures	<i>What day is it today?</i> <i>It is Tuesday.</i>
Functions	Saying the days of the week.
Topic	Days of the week.
Resources	- Pupil's Book, page 11 - Exercise 2, Ask and answer - Activity Book, page 8 - Exercise 2, Listen and circle - Cassette, AB, Unit 3, Exercise 2 - The days of the week on small pieces of paper

Revision

- Write the days of the week on small pieces of paper. Fold them up and invite a pupil to come and choose one. Ask the pupil to open it up and read it to themselves. They must not show the word to the rest of the class.
- The class then asks questions about the piece of paper, for example *Is it Tuesday?* The pupil answers *Yes, it is. or No, it isn't.* The class asks until they get the right day.
- Then choose another pupil to come and choose a piece of paper. The rest of the class asks questions again, but this time they should not ask a question with the previous day as it has already gone.
- Continue like this until the last two. Then ask two pupils to come to choose a piece of paper each. The class has to decide who has which day. You can take a vote. The pupils read their days aloud. Give a clap to those who guessed correctly!
- Write the days of the week randomly on the board. Point to each one and choose a pupil to read it aloud. Point first and then say the pupil's name, not the other way round. Do this as quickly as possible so that pupils have less and less time to think about it.
- Finally, ask pupils to come up to the board and number the days, starting with 1 for *Sunday*.

Pupil's Book, Page 11, Exercise 2

- Say *Open your Pupil's Book, please. Turn to page eleven. Hold up your book and point to Exercise 2.*
- Point to each character and ask *Who is this? Aina and Huda.*
- Choose two pupils to read the speech bubbles. Help them if necessary by saying the sentences and letting them repeat after you.
- Then ask *What day is it today?* and elicit the name of the day. Ask pairs to practise asking and answering the question, giving today's day.

Activity Book, Page 8, Exercise 2

- Say *Open your Activity Book. Turn to page eight, please. Hold up your book and point to Exercise 2.*
- Point to the example. Play the tape and pause. Show them the circled word. Repeat *It's Tuesday.*
- Play the rest of the tape, pausing it so that the pupils can circle the correct day of the week. Play once again and then check the answers as a class.

Tapescript

NARRATOR: 1
BOY 1: What day is it today?
GIRL 1: It's Tuesday.
NARRATOR: 2
GIRL 2: What day is it today?
BOY 2: It's Wednesday.
NARRATOR: 3
GIRL 1: What day is it today?
BOY 1: It's Saturday.
NARRATOR: 4
BOY 2: What day is it today?
GIRL 2: It's Friday.
NARRATOR: 5
GIRL 3: What day is it today?
BOY 3: It's Sunday.
NARRATOR: 6
BOY 3: What day is it today?

GIRL 3: It's Thursday.
NARRATOR: 7
BOY 1: What day is it today?
GIRL 1: It's Monday.

Answers

1. It's Tuesday.
2. It's Wednesday.
3. It's Saturday.
4. It's Friday.
5. It's Sunday.
6. It's Thursday.
7. It's Monday.

End the lesson

- Say the days of the week in order but leave out one day. Can the pupils tell you which day you have left out?

Lesson 4

Outcomes	To use pictures, flashcards and wall charts to understand new words when listening. To use teacher introduction to understand new words when listening. To demonstrate understanding of basic familiar information when reading. To make connections between illustrations and simple written materials.
Structures	<i>On Monday I read a book. And you?</i>
Functions	Talking about activities
Vocabulary	<i>help, play, read, tidy bedroom, visit, ride a bike</i>
Topic	Days of the week
Resources	• Pupil's Book, page 11 • Exercise 3: Listen and point • Activity Book, page 9 • Exercise 3: Listen, write and say • Cassette, PB, Unit 3, Exercise 3 • Cassette, AB, Unit 3, Exercise 3 • Flashcard: park • Wall chart 1: My family • Wall chart 2: Days of the week and activities

Revision

- Ask pupils *What day is it today?* Choose different pupils to give you the answer.
- Show pupils Wall chart 2: Days of the week and activities. Say a day of the week and ask a pupil to come and point to it. Ask that pupil to say a different day and choose another pupil to come and point. Do this until you have covered each day at least twice.

Presentation

- Show the class the flashcard of the park. Say the word; pupils repeat. Then say *On Saturday I go to the park. Say And you?* Choose a pupil to say the sentence for themselves.
- Start cleaning the board or moving your desk. Then say to a pupil *Help me, please.* Encourage them to come and help you. Do this with a few things. Then say *On Friday I help my mum. And you?*
- Show the class Wall chart 1 with the family tree. Point to the grandparents and ask *Who is this?* Elicit an answer. Say *On Friday I visit my grandparents.* Repeat the sentence and say *And you?*
- Point to Wall chart 2 and indicate the picture showing *read a book.* Say *read a book.* Pupils repeat. Then say *On Thursday I read a book.* Repeat and then say *And you?*
- Point to Wall chart 2 again and indicate the picture showing *play in the park.* Repeat the phrase. Pupils repeat after you. Then say *And you?* Pupils should now be able to give you a sentence, for example *On Sunday I play in the park. On Saturday I ride my bike.*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Performed with ease	Performed with difficulty
say what they do on different days of the week.		

Pupil's Book, Page 11, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page eleven.*
- Ask pupils to look at the pictures and give you a phrase, for example *read a book, ride a bike, etc.*
- Tell the pupils to listen and match the sentences to the correct picture. Play the first one as an example. Check pupils are pointing to the correct picture.
- Play the tape through once and ask pupils to work in pairs to point to the pictures. Play the tape again and this time stop after each one to check they are pointing to the correct picture.

Tapescript

NARRATOR: 1
HUDA: On Sunday I go to the shops.
NARRATOR: 2
OMAR: On Tuesday I tidy my bedroom.
NARRATOR: 3
ASMA: On Monday I read a book.
NARRATOR: 4
MAZEN: On Wednesday I help my mum.
NARRATOR: 5
MAZEN: On Saturday I ride my bike.
NARRATOR: 6
ASMA: On Friday I visit my grandparents.

Answers

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

Activity Book, Page 9, Exercise 3

- Say *Open your Activity Books, please. Turn to page nine.*
- Choose different pupils to read the days of the week. They should point to them and say the words.
- Explain that they have to listen and write the day of the week to an activity. Look through the pictures with them.
- Play the tape and stop after the example. Tell the class you will play the tape twice. They should listen the first time and write the correct day to every activity. Play the tape twice. Check the answers after they have completed the second listening.
- Encourage pupils to give full sentence answers.

Tapescript

BOY 1: On Sunday I play in the park.
GIRL 1: On Monday I visit my grandparents.
GIRL 2: On Tuesday I go to the shops.
BOY 2: On Wednesday I read a book.

Answers

1. Monday 2. Tuesday 3. Sunday 4. Wednesday

Further practice

- Ask pupils to work in pairs to look at the pictures in their Activity Books again and ask and answer about themselves, for example *On Sunday I help my mum. And you?*

End the lesson

- Before the pupils leave, set them some extra homework.
- Ask them to think about what they do every day. Tell them you will ask them tomorrow. They should create full sentences, for example, *On Saturday I visit my aunt and uncle.*

Lesson 5

Outcomes	To pronounce the sounds of the letters of the alphabet correctly (p, z) To print the alphabet (p, z) (capital and small letters) and simple words correctly, legibly and neatly
Functions	Pronouncing letter sounds correctly
Topic	Days of the week
Resources	• Pupil's Book, page 12 • Exercise 4, Listen and say • Activity Book, page 9 • Exercise 4, Trace, listen and write • Cassette, PB, Unit 3, Exercise 4 • Cassette, AB, Unit 3, Exercise 4 • Flashcards: park, zoo

Revision

- Ask different pupils to give you sentences they thought about for homework. Help them where necessary and praise their efforts.

Presentation

- Show the flashcard of *park*. Ask the class to say the word. Say the sound *p* and ask them to repeat. Repeat for *zoo*.
- Show one flashcard and then the other to different pupils and ask them to say the sounds *p* or *z*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Precise	Not precise
pronounce the sounds <i>p</i> and <i>z</i> correctly.		

Pupil's Book, Page 12, Exercise 4

- Tell pupils *Open your Pupil's Books, please. Turn to page twelve.*
- Ask them to listen, point to the correct picture and repeat after the tape. Play the tape twice.

Tapescript

NARRATOR: (p) park park
(z) zoo zoo



Activity Book, Page 9, Exercise 4

- Tell pupils *Open your Activity Books, please. Turn to page nine.*
- Remind pupils how to write *p* by modelling on the board.
- Pupils trace the letter *p*. Check as they are writing. Repeat with *z*.
- Pupils now write the letters independently.
- Go round the class as they are writing, making sure that their writing is neat. They should all be writing in pencil so that they can correct any mistakes.
- Now play the cassette, pausing to allow pupil to repeat the words. Correct any pronunciation problems here and ask pupils to repeat the words several times to improve their pronunciation of the letter sounds within the words.
- Refer to page 128 for writing instructions.

Tapescript

NARRATOR: park park
zoo zoo

End the lesson

- Show the picture of the park and say *On Sunday I go to the park. And you?* Elicit answers from the pupils before they leave the class.

Lesson 6

Outcomes	To use learned basic words to describe something in a picture
Structures	<i>On Friday I visit my grandparents.</i>
Functions	Talking about activities
Topic	Days of the week
Resources	- Pupil's Book, page 12 - Exercise 5, Look and say - Flashcards: park, zoo - Wall chart 2: Days of the week and activities

Revision

- Show the flashcards and write the words *park* and *zoo* on the board. Point to the first letters and ask the pupils to say the correct sound and then the word.
- Put up Wall chart 2: Days of the week and activities. Ask individual members of the class to come and point to a picture and give a sentence.

Pupil's Book, Page 12, Exercise 5

- Tell pupils *Open your Pupil's Books, please. Turn to page twelve.*
- Point to the girl in the pictures and ask *Who is this?* Elicit *Asma*.
- Say *Look at this picture. On Friday...* Encourage the pupils to finish the sentence for Asma saying *On Friday I visit my grandparents.* Ask a few pupils to repeat.
- Then tell them to work in pairs and form more sentences about Asma using the pictures. Go round the class as they are working, helping where necessary.
- Check the answers as a class. They can give whichever day of the week they choose.

Further practice

- Write the verb phrases, for example *read a book, play in the park, etc.* on small pieces of paper. Fold them and invite a pupil to choose one. On the board write *On Saturday...*
- Other pupils have to guess what is written on the piece of paper. They say to the pupil with the piece of paper *read a book*. The pupil replies *Yes* or *No* according to the piece of paper. If the answer is yes, they give the full sentence, for example *On Saturday I read a book*.

End the lesson

- Say the sounds of the letters they have learned so far and ask the pupils to give you a word, for example you say *zzzz* and the class says *zoo*. The other letter sounds are *b, j, m, p, v, f*.

Lesson 7

Outcomes	To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English To ask and answer basic, short simple questions
Structures	<i>What day is it today?</i>
Functions	Asking and answering questions Singing a song
Topic	Days of the week
Resources	- Pupil's Book, page 12 - Exercise 6, Sing - Cassette, PB, Unit 3, Exercise 6 - Flashcards: school, park - Wall chart 2: Days of the week and activities

Revision

- Show the pupils the flashcard of *school*. Elicit sentences from the pupils, for example *On Monday I go to school*.
- Show them *park* and elicit similar sentences.

Presentation

- Ask pupils *What day is it today?* Elicit the answer.
- Then ask *Is it Monday?* Pupils answer *Yes, it's Monday.* or *No, it's Tuesday.* Ask other similar questions.
- Then say *It's Monday. Let's go to the park.* Elicit other suggestions.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
respond correctly to <i>Is it Monday?</i> by answering <i>Yes, it's Monday.</i> or <i>No, it's Tuesday.</i>			
make suggestions as to what activities to do today.			

Pupil's Book, Page 12, Exercise 6

- Tell pupils *Open your Pupil's Books, please. Turn to page twelve.*
- Ask pupils to look at the picture. Ask what they can see.
- Tell the pupils *Listen and play the song to the class.* Play it again and ask the pupils to follow the words. Check if the pupils are following in the correct place.
- Play the first verse again and ask pupils to sing along with the tape if they can. Repeat the verse then play the second verse for them to sing along with.
- Divide the class into two groups. Ask each group to sing the song and then the whole class sings the whole song together.

Tapescript

What day is it today?
What day is it today?

Is it Sunday?
Is it Monday?
Tuesday, Wednesday,
Thursday,
Friday?
Is it Saturday today?
Yes! Let's go out and play!

Further practice

- Show the pupils Wall chart 2. Point to a day of the week and ask *Is it Monday?* Elicit answers from the pupils.
- Then say *It's Monday. I go to the park. It's Monday.* Invite the pupils to say what they do on that day. Practise with the other days of the week.

End the lesson

- Remind the pupils of everything they have learned in this unit. Practise saying the sounds they have learned too.

Lesson 1

Outcomes	To revise language and letter sounds from previous units. To recognise simple words and phrases
Structures	Is he your uncle? Yes, he is. Where does he live? He lives in Aqaba.
Functions	Greeting people Asking and answering questions
Vocabulary	board, pencil case, rubber, ruler, zoo
Topic	Revision
Resources	- Pupil's Book, page 13 - Exercise 1, Listen and point - Cassette, PB, Unit 4, Exercise 1 - Flashcards: board, pencil case, rubber, ruler

Revision

- Greet the pupils individually saying *Good morning, [pupil's name]. How are you?* Pupils answer and then ask other pupils across the class.
- Put the flashcards on the board. Point to each one and ask *What is it?* Choose pupils to reply. Then choose pupils to come to the board, point to a flashcard and ask *What is it?* They choose others to answer.
- Say a letter sound, for example, *r* and ask a pupil to point to a picture beginning with that sound and say the word. Repeat with the other sounds they have met in lessons 1-3.
- Then point to, for example the rubber and ask *Is it a ruler?* Pupils answer *No, it isn't. It's a rubber.* Repeat making sure pupils can answer correctly. Sometimes point to, for example, the rubber and ask *Is it a rubber?* to elicit *Yes, it is.* Point to other things in the classroom the pupils know the name of and practise further. Add in colours too, for example *Is it a green ruler?*
- Then point to a project. Ask *Where do you live?* Pupils answer *I live in Jordan/I live in [Amman].* When a pupil has answered, ask another pupil *Where does he/she live?* Give incorrect information about a pupil, for example *He lives in [Amman].* A pupil replies *No, he lives in [Aqaba].*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Yes	No
pronounce the letter sounds <i>b, j, m, p, r, u, and z</i> correctly.		
ask and answer <i>Is it a ruler?</i> correctly.		
reply to <i>Where do you live?</i>		
say where other people live <i>He/She/They lives/live in ...</i>		

Pupil's Book, Page 13, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page thirteen.*
- Point to the pictures and ask *Who is he?* Ask *Where do you think the uncle lives?* Pupils should be able to guess that he lives in Aqaba. Ask *Are the children happy? Are the children sad?*
- Play the tape. Ask pupils to work in pairs to point to the pictures as they listen. Check they are pointing to the correct picture. Then play the tape again and ask the pupils to point to the words as they listen. Check where they are pointing.
- Play the tape for pupils to repeat after each sentence. Ask pairs to read the dialogue, helping where necessary.



Tapescript

- ASMA: Good morning, Huda. Look!
- HUDA: Is he your uncle?
ASMA: Yes, he is.
- HUDA: Where does he live?
ASMA: He lives in Aqaba.
- ASMA: We can see him today!

End the lesson

- Point to various things around the class, asking *Is this a [desk]?* etc. to elicit the answers *Yes, it is./No, it isn't.* Add colours to describe the objects too, *Is it a [black desk]?*

Lesson 2

Outcomes	To revise language from previous units To respond to short simple questions before and after listening To ask or respond to short simple questions about classroom objects and colours
Structures	<i>Is it a green ruler?</i> <i>Yes, it is. / No, it isn't.</i>
Functions	Describing objects using colours Asking and answering questions
Vocabulary	<i>desk, pencil case, rubber, ruler</i>
Topic	Revision
Resources	- Pupil's Book, page 13 - Exercise 2, Listen and say Yes, it is / No, it isn't. - Cassette, PB, Unit 4, Exercise 2 - Flashcards: pencil case, rubber, ruler, desk - Extra practice worksheet 1: Objects and colours (one photocopy per pupil) - page 124

Revision

- Show pupils the flashcards and ask *Is it a ...?* to elicit the answers *Yes, it is. / No, it isn't.*
- Choose a student to come to the front and choose a flashcard. They shouldn't show it to the class. The rest of the class asks *Is it a [desk]?* The pupil answers *Yes, it is. / No, it isn't.* Continue until a pupil has guessed correctly. That pupil then comes and chooses a card.
- Write the two answers on the board and ask different pupils to read them.
- Start drawing an object on the board. Stop after a few lines. Pupils guess what it is asking *Is it a [book]?* The pupil who guesses correctly, comes and draws another object.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good	Fair	Poor
reply to questions with <i>Yes, it is. / No, it isn't.</i>			

Pupil's Book, Page 13, Exercise 2

- Say *Open your Pupil's Books, please. Turn to page thirteen.*
- Point to each picture and ask questions. Pupils reply *Yes, it is. / No, it isn't.*
- Then point to the first picture and ask *Is it a blue ruler?* Pupils reply *No, it isn't. It's a green ruler.* Practise with the other pictures.
- Ask the pupils to point to the first picture. Play the tape. Pause the tape and ask the pupils to answer the question. Ask the question yourself to individuals. Repeat with the other pictures.

Tapescript

NARRATOR: 1
GIRL 1: *Is it a green ruler?*
NARRATOR: 2
BOY 1: *Is it a blue pencil case?*
NARRATOR: 3
GIRL 1: *Is it a white rubber?*
NARRATOR: 4
BOY 1: *Is it a red desk?*

Answers

1. Yes, it is. 2. No, it isn't. It's a red pencil case.
3. Yes, it is. 4. No, it isn't. It's a brown desk.

Extra practice

- Give each pupil a copy of the Extra practice worksheet 1: Objects and colours, page 124. Ask them to tell you the name of each object.
- Now, ask them to colour each of the six objects in a different colour. They should try not to let other pupils see what they are doing.
- They then work in pairs. They must not show their pictures to their partner. They take turns to ask questions, for example *Is it a red desk?* They count the number of questions they ask before they get the answer *Yes, it is.* The pupil who asks fewer questions before their correct guess is the winner.

End the lesson

- Ask some questions about pupils' pictures, for example *Is your bag blue?*

Lesson 3

Outcomes	To revise language from previous units To produce simple groups of related items in a web To respond in short, simple guided exchanges
Structures	<i>Where does Salim live?</i> <i>He lives in Amman.</i>
Functions	Talking about your family
Vocabulary	<i>went, cousin, grandma, grandpa, uncle</i>
Topic	Revision
Resources	- Pupil's Book, page 14 - Exercise 3, Look, ask and answer - Wall chart 1: My family

Revision

- Show pupils Wall chart 1 again. Point to each family member and ask *Who is this?* Pupils imagine it is your family and give answers, for example *It's your uncle.*
- Point to your uncle and say *Where does he live? He lives in Amman.* Ask the question and elicit the answer from the pupils. Then pupils ask questions about the rest of your family, asking *Where does he/she live? Where do they live?* Answer the questions and then ask pupils questions about their family, for example *Where does your aunt live?*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good	Fair	Poor
respond correctly to <i>Where does/do he/she/they live?</i>			

Pupil's Book, Page 14, Exercise 3

- Tell pupils *Open your Pupil's Books, please. Turn to page fourteen.*
- Point to Mazen and Omar and ask *Who are they?* Elicit answers.
- Point to the first picture and the example dialogue. Ask two pupils to read the question and answer.
- Do the rest of the exercise orally with the class.
- Pupils work in pairs taking turns to practise asking and answering the question.

Answers

- Where does Salim live?
He lives in Amman.
- Where does Suha live?
She lives in Zarqa.
- Where do they live?
They live in Irbid.

End the lesson

- Draw a large circle on a piece of paper with the word *family* in the middle and stick it to a wall in the classroom.
- Ask individual pupils to come up and add to the word web by writing family names.
- Discuss with the class when the word web is complete.

Lesson 4

Outcomes	To revise language from previous units To sing short simple songs after listening to a tape To fill in blanks to form basic short sentences
Structures	What day is it today?
Functions	Singing a song
Vocabulary	Days of the week, live (v)
Topic	Revision
Resources	- Activity Book, page 10 Exercise 1, Look and complete - Cassette, PB, Unit 3, Exercise 6 - Seven pieces of paper with the days of the week written on

Revision

- Write the days of the week on seven pieces of paper. Give seven pupils a day of the week each. Read out the days, starting with *Sunday* and ask the pupil with the corresponding day to stand up.
- Each of the pupils who is standing up says *What day is it?* Another pupil answers reading the day of the week from the piece of paper they are holding up.
- Pupils with a piece of paper hand them to another pupil. Invite them to the front and ask them to put themselves in order, starting with *Sunday* on the left of the class (so that the pupils in the class read left to right).
- Ask the other pupils to look at what they have done and decide if it is correct or not.
- Finally, ask *What day is it today?* Pupils give the answer of today's day.
- Play the song from Unit 3 to the class. Ask them to join in.
- Play the tape again; pause it and ask a group of pupils to continue. Do this a couple of times.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good performance	Weak performance
respond correctly to <i>What day is it today?</i>		

Activity Book, Page 10, Exercise 1

- Say *Open your Activity Books, please. Turn to page ten.*
- Write the words from the box on the board. As you write the word, say it aloud. Point to it and ask the class and then individuals to read it.
- Read the first question and point to the picture. Choose a pupil to read the answer.
- Point to the second picture and ask the question. Again choose a pupil to give an answer. Repeat with the rest of the exercise.
- Check as they are writing, helping where necessary.
- When they have finished, let them practise asking and answering the questions.

Answers

- Yes
- lives
- Where

End the lesson

- Ask a few pupils some questions: *What day is it today? Where do you live? Where does your friend live? Where do your grandparents live? Where does your uncle/aunt live? Where do your cousins live?*

Lesson 5

Outcomes	To revise language from previous units To describe daily activities
Structures	<i>On Friday I visit my grandparents.</i>
Functions	Talking about activities
Vocabulary	<i>help, play, read, tidy bedroom, visit</i>
Topic	Revision
Resources	■ Pupil's Book, page 14 ■ Exercise 4, Project: Make a picture diary ■ Wall chart 2: Days of the week and activities ■ Project worksheet 2: A picture diary (one photocopy per pupil) page 122

Revision

- Show the pupils Wall chart 2 again. Point to the days and ask pupils to read the names.
- Point to one picture and make a sentence about it, for example *On Friday I visit my grandparents.*
- Point to other days and elicit similar sentences.
- Take the chart down. Say *I visit my grandparents. What day is it today?* Pupils have to try to remember what happened on each day and answer, *It's Friday.*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Mastery	Non mastery
give information about their activities on different days of the week.		

Pupil's Book, Page 14, Exercise 4

- Refer to page 8, Introduction, of the Teacher's Book and read the instructions under Project.
- Say *Open your Pupil's Books, please. Turn to page fourteen.*
- Ask pupils to look at each picture and imagine they have drawn these pictures. Ask them to give sentences about each picture, for example *On Saturday I draw and paint.*
- Hand out a copy of Project worksheet 2, page 122 to each pupil.
- Pupils trace over the days of the week.
- Next, tell pupils to draw pictures of themselves doing what they do on each of these days.
- When they have finished, they talk to a partner about their pictures and say what they do on each day.

End the lesson

- Ask pupils to show the rest of the class their diary and give one sentence about it.
- Again, projects can be nicely displayed around the classroom walls.
- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.

Lesson 6

Outcomes	To revise language from previous units To use learned basic words to describe something in a picture To practise the English alphabet
Structures	<i>On Monday I read a book.</i>
Functions	Talking about activities
Topic	Revision
Resources	■ Activity Book, page 10 ■ Exercise 2, Look, circle and say ■ Wall chart 2: Days of the week and activities

Revision

- Choose some pupils to hold up their project sheets from the previous lesson and give sentences about their diaries. Choose seven pupils to give sentences and say to the other pupils *Listen carefully.*
- Then say a sentence about one of the pupils. For example, *On Sunday I read a book.* Pupils tell you who said the sentence, for example *[Omar].*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good	Fair	Poor
respond correctly to teacher's instructions.			
listen carefully to each other and understand.			

Activity Book, Page 10, Exercise 2

- Say *Open your Activity Books, please. Turn to page ten.*
- Look at the example with the class. Read the sentence and point to the picture. Then point to the tick. Pupils repeat the sentence.
- Ask pupils to complete the exercise alone. Help where necessary.
- Check answers as a class.

Answers

1. X 2. X 3. ✓

Further practice

- Write all of the letters (lower case) the class have practised writing in Units 1-3 on the board. Ask pupils to give you words they know beginning with each letter.
- Then, write the capital letters. Say a word and ask pupils to point to the correct letter. Use names, the days of the week and *Jordan* to practise the use of the capital letters.

End the lesson

- Congratulate the class on a good lesson.

Lesson 1

Outcomes	To use flashcards to understand new words when listening. To use picture clues to predict the meaning of simple words when reading.
Structures	Look! An elephant. What can you see, Asma? I can see a tiger. It is young. Tim bears. They are small.
Functions	Describing animals with simple adjectives.
Vocabulary	animal(s), bear, big, elephant, lion, see, small, tiger, young, yellow.
Topic	At the zoo.
Resources	- Pupil's Book, page 15 - Exercise 1, Listen and point. - Cassette, PB, Unit 5, Exercise 1. - Flashcards: bear, elephant, lion, tiger.

Revision

- Ask *What day is it today?* Elicit the answer, for example *It's [Tuesday]*. Say *On [Tuesday] I go to the shops. And you?* Choose pupils to tell you what they do.

Presentation

- Stand at the back of the class and look towards the front. Say *I can see a [chalk/white/black] board*. Point towards it. Say *I can see a desk*. Give them a few examples and then say *And you?* Get some examples from the class.
- Then move to the side of the class and say *Look! What can you see?* Help the pupils to say, for example *I can see a window*.
- Teach the names of the animals using flashcards. Hold up *elephant* and say *Look! An elephant*. Pupils repeat *An elephant*. Then ask *What can you see?* Elicit *I can see an elephant*. Repeat with *bear*, *lion* and *tiger*.
- Show the flashcards at random quickly and elicit the correct words.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Completed	Needs more work
respond correctly to <i>What can you see?</i>		

Pupil's Book, Page 15, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page fifteen*.
- Point to the page and ask *Who can you see?* Elicit *Mazen, Omar, Asma, Huda and Miss Razmi and the other children. Where are they?* At the zoo. Point to each animal in the exercise and ask *What is it?*
- Play the tape to the class. Ask them to point to the correct picture.
- Play the tape again and ask them to follow the words. Check where the pupils are pointing.
- Choose different pupils to repeat the conversations of each picture.



Tapescript

- ASMA: I can see the animals in the zoo!
HUDA: Look! An elephant.
ASMA: It is big.
- MAZEN: Look! Two bears.
OMAR: They are small.
- HUDA: What can you see, Asma?
ASMA: I can see a tiger. It is young.
- MAZEN: I can see a lion. It is old.

End the lesson

- Ask pupils to look at page 15 again. Ask *What can you see?* Elicit answers. Correct where necessary, asking pupils to repeat the corrected sentence.

Lesson 2

Outcomes	To show understanding of new words. To recognise learned simple words and phrases. To use words (<i>I need help, please, I don't know</i>) to show inability to understand. To pronounce plural words correctly when talking about animals.
Structures	Look! An elephant. What can you see, Aimi? I can see a tiger. It is young. Two bears. They are small.
Functions	Describing animals with simple adjectives
Vocabulary	big, small, old, young
Topic	At the zoo
Resources	- Pupil's Book, page 15 - Exercise 1, Listen and point - Activity Book, page 11 - Exercise 1, Look and circle - Cassette, PB, Unit 5, Exercise 1 - Flashcards: bear, elephant, lion, tiger - Wall chart 3: In the zoo

Revision

- Put the four flashcards on the board. Ask pupils *What can you see?* Pupils answer, for example *I can see an elephant*.

Presentation

- Show the pupils Wall chart 3: In the zoo. Ask pupils questions to name the animals they can see that they know without further prompting. Ask *What is it?*
- Check they have understood the plural forms. Point to a bear. Say *Look! A bear*. Then point to the two bears on the wall chart. Say *Look! Two bears*. Point to one and say *Look! A bear*. Repeat with one and two elephants, asking pupils to repeat after you. Listen carefully and check they are pronouncing the *s* in the plural form.
- Point to the wall chart again and say *What can you see? I can see animals*. Ask the question again. Pupils answer, pronouncing the *s* at the end of *animals*. Point to the individual animals and ask *What can you see?* Make sure the pupils answer in the plural or singular form as required.
- Then point to one animal and say *It is big*. Pupils repeat after you. Check all the adjectives *big, small, old, young* in this way with the class. Point to two animals and say *They are big*. Practise with other adjectives.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and say the animal names.			
describe animals with simple adjectives.			

Pupil's Book, Page 15, Exercise 1

- Say *Open your Pupil's Book, please. Turn to page fifteen*.
- Play the tape again, pausing after each sentence and asking the pupils to repeat following the words.

- Ask *What did the children see at the zoo?*
- Choose pupils to be each character and ask them to read their parts. Help where necessary. Change the pupils to read each frame. Put the pupils into groups of four to practise reading the story. They should help each other.
- Invite different groups to the front of the class to act out the dialogue. Again, you may like to record this for future assessment purposes.

Activity Book, Page 11, Exercise 1

- Say *Open your Activity Book, please. Turn to page eleven*.
- Hold up your book, point to the first picture and say *An elephant*. Ask pupils to do the same with the other picture.
- Then point to the first sentence. Read it aloud and ask pupils to follow. Say the words individually and ask the pupils to point to them.
- Read the other sentence aloud. Pupils read after you.
- Draw a tick and a cross on the board. Point to the picture of the elephant. Read *I can see a tiger*. Point to the tick and say *Yes* and the cross and say *No*. Indicate with your face that you want to know which is the right answer. Ask a pupil to read the sentence aloud. Ask the pupils to circle the cross by demonstrating on the board.
- Ask pupils to complete the other sentence. If they have a problem, teach them to put their hand up and say *I need help, please (teacher's name)*.
- Check their answer. Ask different pupils to read the sentences aloud and then point to the tick or cross on the board so that everyone can see the correct answer.

Answers

1. X 2. ✓

End the lesson

- Choose pupils to come to the front of the class. Let them choose a flashcard without showing the rest of the class. They start to draw it on the board. Stop them after they have drawn a small part and ask *What is it?*
- You can now teach the pupils *I don't know* and ask the pupil to draw a little bit more. The pupil can then ask the class *What is it?* Pupils can make a guess or say *I don't know*.

Lesson 3

Outcomes	To recognise sounds of the letters To recognise simple words and phrases To identify small and capital letters of the alphabet (a, t, y) To print small and capital letters of the alphabet (a, t, y) To fill in blanks to form basic short sentences
Structures	It's a tiger. They're animals.
Functions	Describing animals
Vocabulary	yellow
Topic	At the zoo
Resources	- Pupil's Book, page 16 - Exercise 2, Listen and say - Activity Book, page 11 - Exercise 2, Match, trace and copy - Cassette, PB, Unit 5, Exercise 2 - Flashcard: tiger - Wall chart 3: In the zoo

Revision

- Show pupils Wall chart 3 again. Point to the animals and ask *What is it?* Pupils answer, for example *It's a tiger*.
- Ask pupils *What can you see?* Pupils describe the wall chart. Point to individual animals to elicit *I can see a tiger*, and multiple animals to elicit *I can see two bears*. Point to things pupils know in the class and say, for example *Look! A bag*. *Look! Two bags*. Choose pupils to do the same. Listen carefully for the plural *s* sound.
- Play a game with the class to see if they can hear the difference between the singular and plural nouns. If you say, for example *Bag* they stay seated; if you say *Bags*, they stand up. Don't always say a plural after a singular noun - mix it up, *Door, Bags, Penals, Book, Books*, etc.

Presentation

- Show the pupils a group of animals either with the flashcards or with Wall chart 3. Say *animals - a* (say the sound of the letter) - *animals*. Pupils repeat. Draw an apple on the board and ask pupils *What is it?* Pupils answer. You say *a - apple*. Pupils repeat.
- Put a flashcard of a tiger on the board and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter *t* and say the sound. Pupils repeat. Point to yourself and say *t - teacher*. Pupils repeat.
- Look at the wall chart again. Point to the young tiger. Say *It's a tiger. It's young. y - young*. Pupils repeat. Point to something yellow. Ask *What colour is it?* Pupils answer. You say *y - yellow*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Acceptable	Not acceptable
pronounce correctly the letter sounds <i>a</i> , <i>t</i> , and <i>y</i> .		

Pupil's Book, Page 16, Exercise 2

- Hold up your Pupil's Book and say *Open your Pupil's Books, please. Turn to page sixteen*.
- Point to the exercise and say *Listen and point*. Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to repeat. Check that all pupils are pointing at the correct picture.
- Write the three words on the board. Point to them randomly, choosing pupils to say the starting letter and then the full word.

Tapescript

NARRATOR:	(a) animals	animals
	(t) tiger	tiger
	(y) yellow	yellow



Activity Book, Page 11, Exercise 2

- Hold up your Activity Book and say *Open your Activity Books, please. Turn to page eleven*.
- Point to the first letter. Say the sound. Pupils repeat. Model writing the letter on the board. Pupils trace in the correct way. Repeat with the others.
- Pupils then draw lines matching the small and capital letters.
- Write the words in the box on the board. Choose pupils to read them. Point to the pictures and ask *What is it?* With the first one ask *Is it a tiger?*
- Look at the example with the class. Choose a pupil to read the answer. Pupils complete the other sentence.

Answers

- It's a tiger.
- They're animals.

End the lesson

- Say the sounds of the letters the pupils have just met. Pupils give you as many words beginning with that letter sound as they know. Write the words on the board. Choose pupils to read them.
- Congratulate the class on a good lesson.

Lesson 4

Outcomes	To use pictures to understand new words when listening To count 1 to 5 To make connections between pictures and simple spoken material
Structures	<i>What can you see?</i> <i>I can see four bears.</i>
Functions	Asking and answering questions describing pictures
Topic	At the zoo
Resources	- Pupil's Book, page 16 - Exercise 3, Listen and point - Activity Book, page 11 - Exercise 3, Listen and number - Cassette, PB, Unit 5, Exercise 3 - Cassette, AB, Unit 5, Exercise 3 - Flashcard: tiger - Wall chart 3: In the zoo

Revision

- Write the three letters a, t and y from the previous lesson on the board. Ask pupils to say the sound and tell you which words begin with that letter sound.
- Make sure you have the flashcard of the tiger somewhere in the classroom for the pupils to see. Ask *Can you see a tiger?* Pupils point at it. Then say *Give me the name of an animal.* Pupils give names of the other animals they know.

Presentation

- Point to yourself and say *One*. Point to a pupil who says *Two*. Continue pointing to pupils up to ten and then point to yourself again, say *One* and repeat the activity with different pupils. Choose pupils to count from one to ten.
- Then hold up a pencil and ask *What can you see?* Pupils answer *I can see a pencil*. Hold up two pencils and repeat the question. Pupils answer *I can see two pencils*. Repeat with three, four and five. Make sure they say the *s* at the end of the noun.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
use singular and plural nouns as appropriate.			

Pupil's Book, Page 16, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page sixteen.*
- Point to the pictures and ask *What can you see?* Pupils give you sentences about the pictures, including the number, *I can see three elephants.*
- Tell pupils *Listen and point*. Play the first part. Pupils point to the second picture. Pause the tape and check all pupils are pointing to the correct picture. Ask *What can you see?* Choose individual pupils to reply *I can see a lion.*

Tapescript

NARRATOR: 1
WOMAN: What can you see?
BOY 1: I can see a lion.
NARRATOR: 2
MAN: What can you see?
GIRL 1: I can see four bears.

NARRATOR: 3
WOMAN: What can you see?
GIRL 2: I can see three elephants.
NARRATOR: 4
MAN: What can you see?
BOY 2: I can see two tigers.

Answers

1 = 2 2 = 1 3 = 3 4 = 4

Activity Book, Page 11, Exercise 3

- Say *Open your Activity Books, please. Turn to page eleven.*
- Ask pupils *What can you see?* They describe the picture.
- Play the first item on the tape.
- Play the tape through twice and let the pupils do the exercise. Check to see if anyone is struggling and help where necessary.
- Play the tape again, pausing after each item to check the answer with the class.
- Then say *Number 1. What can you see?* Pupils reply:

Tapescript

NARRATOR: 1
WOMAN: What can you see?
BOY 1: I can see two lions.
NARRATOR: 2
MAN: What can you see?
GIRL 1: I can see five bears.
NARRATOR: 3
WOMAN: What can you see?
GIRL 2: I can see four elephants.
NARRATOR: 4
MAN: What can you see?
BOY 2: I can see three tigers.

Answers

1 = two lions 2 = five bears
3 = four elephants 4 = three tigers

End the lesson

- Make sure Wall chart 3 or the flashcards are on display for the class to see. Say *I can see a t t t*. Pupils guess the word *tiger*.

Lesson 5

Outcomes	To use learned basic words to describe something in a picture To match simple words with their printed form To show understanding of learned basic words when reading To use simple single adjectives to describe animals
Structures	<i>It is big.</i> <i>They are small.</i>
Functions	Describing animals
Topic	At the zoo
Resources	- Pupil's Book, page 17 - Exercise 4, Point and say - Activity Book, page 12 - Exercise 4, Write and match - Wall chart 3: In the zoo

Revision

- Ask students to start counting from one to ten. Then see if they can count backwards from ten to one.
- Show Wall chart 3 to the class. Ask *What can you see?* Make sure they give answers with numbers, for example *I can see two tigers.*

Presentation

- Pupils have come across *It is/it's* and *They are/They're* in this unit already. It is important that they use the singular or plural noun with each structure correctly.
- Practise with objects in the classroom. Hold up a pencil and ask *What is it?* Pupils reply *It's a pencil.* Practise with a few more singular items that they know so that they are answering easily and fluently. Make sure you only use items they know.
- Then add two or three to each item. For example, hold up four pencils and ask *What are they?* Try to elicit *They're pencils.* Hold up one pencil and say *It's a pencil.* Hold up four and say *They're pencils.*
- Repeat the sentences again this time showing with your fingers. Hold up a pencil. Show four fingers. Point to each one as you say each word *It is a pencil.* Ask pupils to do the same. Say the sentence again putting your first two fingers together to show that they are said as one word. Pupils repeat after you. Count the fingers (4).
- Then hold up three fingers, show some pencils and say *They are pencils.* Point to each finger as you say the words. Say the sentence again putting your first two fingers together to show that they are said as one word. Pupils repeat after you. Count the fingers (3). They should now realise that we say *a pencil* when there is one but just *pencils* when in the plural form.
- Write the sentences on the board. Read the sentences to the pupils, pointing to each word. Choose pupils to read.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Satisfactory
respond correctly to <i>What is it?</i> and <i>What are they?</i>		

Pupil's Book, Page 17, Exercise 4

- Tell pupils *Open your Pupil's Books, please. Turn to page seventeen.*
- Point to the pictures. For each picture ask *What is it? What are they?* Pupils reply.
- Now point to the first picture and say *It's a bear. It's big.* Ask some pupils to repeat after you. Point to the elephants and indicate you want the pupils to say the sentences *They're elephants. They're small.* Encourage pupils to put the nouns and adjectives together in one sentence.
- Then ask pupils to work in pairs and talk about the pictures. Go round the class, listening and helping where necessary. Check answers as a class.

Answers

- It's a bear. It's big. (It's a big bear.)
They're elephants. They're small. (They're small elephants.)
- It's an elephant. It's big. (It's a big elephant.)
They're bears. They're small. (They're small bears.)
- It's a lion. It's old. (It's an old lion.)
They're tigers. They're young. (They're young tigers.)



Activity Book, Page 12, Exercise 4

- Tell pupils *Open your Activity Books, please. Turn to page twelve.*
- Point to the first picture. Ask *What is it?* Pupils reply *It's an elephant. It's small.* Repeat with the other pictures.
- Write the adjectives from the word box on the board. Model how they should be written. Read them aloud one by one and ask pupils to read them.
- Pupils now write the word, matching the first letter and then matching the sentence to the correct picture. Check answers as a class.

Answers

- It's big. - c. elephant
- They're young. - b. tigers
- They're old. - d. lions
- It's small. - a. elephant

End the lesson

- Ask pupils to put their books away. Say this in English and demonstrate - *Put your book in your bag.*
- Then say *It's small.* Pupils have to try to remember which animal it was from Exercise 4. They say *It's a bear.* Repeat with the other adjectives.

Lesson 6

Outcomes	To follow short, simple oral instructions
Structures	What can you see? I can see a tiger. It's big and old.
Functions	Identifying and describing a picture Completing a project
Topic	At the zoo
Resources	- Pupil's Book, page 17 - Exercise 5, Project: Make a poster of zoo animals - Wall chart 3: In the zoo - Project worksheet 3: My zoo (one photocopy per pupil) page 123 - Colouring pencils

Revision

- Show pupils Wall chart 3 again. Point to an animal and describe it with an adjective, for example *It's big*. Pupils correct you if it is wrong, saying *No, it's small*.
- Then give two adjectives, for example *It's big and old*. Pupils correct the adjective(s), for example *It's small and young*, *It's small and old*.

Pupil's Book, page 17, Exercise 5

- Refer to page 8, Introduction, of the Teacher's Book and read the instructions under Project.
- Say *Open your Pupil's Books, please. Turn to page seventeen*.
- Ask pupils to look at the picture and ask *Who are they?* *Mazen and Asma*. Say *Look at Asma's picture. What can you see?* Pupils give answers. Repeat with Mazen's picture.
- Hand out the Project worksheet 3, page 123. Ask the children to read and then trace *My zoo*. Tell pupils they can draw bears, elephants, lions and tigers as they wish to in each area. Ask them to add anything else they wish, trees, water, etc. Ask them to draw the animals differently to practise the adjectives *young/old/big/small*.
- Give pupils enough time to complete their drawings and colour them. Go round as they are drawing asking the pupils questions about their zoos, for example *What is this? Is this a bear?*

End the lesson

- Go round the class picking up different pupils' pictures. Show them to the class, saying, for example *I can see a lion. It's old*. Congratulate the pupils on their projects. Ask them to put them away safely as they will need them in the next lesson.

Lesson 7

Outcomes	To recognise simple word phrases To fill in blanks to form basic short sentences
Structures	What can you see? I can see a tiger. It's big and old.
Functions	Identifying and describing a picture
Topic	At the zoo
Resources	- Pupil's Book, page 17 - Exercise 5, Project: Make a poster of zoo animals - Activity Book, page 12 - Exercise 5, Listen, count and write - Cassette, AB, Unit 5, Exercise 5 - Flashcards: bear, elephant, lion, tiger

Revision

- Show the flashcards of the animals to the pupils. Ask *What can you see?* Pupils reply, *Say Is it big, small, old or young?* Pupils reply. Encourage them to use two adjectives, for example *It's small and young*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Yes	No
use two adjectives joined by <i>and</i> .		

Pupil's Book, page 17, Exercise 5

- Refer to page 8, introduction, of the Teacher's Book.
- Hold out your Pupil's Book and say *Turn to page seventeen, please*.
- Ask pupils to take out their project pictures. As they do so, go round the class commenting on them, saying phrases like *It's good. It's very nice*.
- Pupils sit in pairs and talk about each other's pictures. One pupil asks *What can you see?* The other replies, *I can see a tiger. It's big and old*. Go round as they are talking, helping where necessary.

Activity Book, page 12, Exercise 5

- Refer to page 111 of the Teacher's Book.
- Tell pupils *Open your Activity Books, please. Turn to page twelve*.
- Say *Listen and count*. Play the tape through twice.
- Pupils count the elephants in the picture. Ask *What can you see?* Pupils answer *I can see three elephants. They're small and young*.
- Ask pupils to come to the board and write *three*. Other pupils can help and correct. Continue with the other words: *elephants, small and young*. Choose different pupils to read the words.
- Say *Listen and write*. Play the first sentence. Pause the tape. Pupils write *three elephants*. You can leave the words on the board or remove them as you wish. Play the second sentence and pupils complete it.
- Choose pupils to read the sentences out loud.

Tapescript

GIRL 1: I can see three elephants.
They're small and young.

Answers

I can see three elephants.
They're small and young.

End the lesson

- Write the words from this unit on pieces of paper or card which the class will be able to read. Show the cards one by one to the class. They read the cards. Do this more and more quickly until you are flashing them at the pupils. See how quickly the class can recognise the words.
- Before you leave the classroom, ask pupils to practise the names of the animals and the adjectives they have learned in this unit with their family members.

Lesson 1

Outcomes	To use teacher demonstration to understand new words when listening. To describe what some animals can do. To pronounce the <i>a</i> in <i>am</i> and <i>ain't</i> correctly.
Structures	Can turtles swim, Miss Rasm? Yes, they can. Can giraffes swim? No, they can't, Omar.
Functions	Describing ability
Vocabulary	climb, fly, giraffe, stork, turtle, walk
Topic	Animals
Resources	- Pupil's Book, page 18 - Exercise 1, Listen and point - Cassette, PB, Unit 6, Exercise 1 - Flashcards: climb, fly, giraffe, stork, swim, turtle, walk

Revision

- Ask the class to look round the classroom. Ask *What can you see?* When they reply, for example *I can see a book*, ask *Is it big? Is it small? What colour is it?*

Presentation

- Show the flashcards of *giraffe*, *stork* and *turtle*. Teach the new animal words. Pupils repeat after you. Show the cards to the class and ask *What is it?* Show them to individuals and repeat the question. Help with pronunciation where necessary. Make sure pupils are pronouncing *giraffe* correctly, with the stress on the second syllable.
- Show the flashcard of *turtle* and ask *Is it a stork?* Pupils reply *No, it isn't. It's a turtle*.
- Show the flashcard of the person walking. Say *walk*. Demonstrate by walking around the classroom. Pupils repeat the word after you. Show the flashcard of the giraffe. Say *A giraffe can walk*. Pupils repeat after you. Show the flashcard of the stork and help the pupils to form the sentence *A stork can walk*. (note - stork and walk rhyme)
- Show the flashcard of *fly*. Teach the word. Pupils repeat after you. Show the flashcard of the stork. Help pupils form the sentence *A stork can fly*.
- Finally show the flashcard for *swim*. Teach the word. Pupils repeat after you. Show the flashcard of the turtle. Help pupils form the sentence *A turtle can swim*.
- Write the verbs *climb*, *fly* and *walk* on the board. Practise reading them with the class.
- Then teach the question with *can*. Ask *Can storks fly?* Give the answer *Yes, they can*. Practise with *Can giraffes walk?* *Can turtles swim?*
- Then ask *Can giraffes fly?* Give the answer *No, they can't*. Pupils repeat after you. Ensure pupils pronounce *can't* with a long *a* sound (as opposed to *Yes, they can*, which has a short *a* sound).

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	High	Medium	Low
respond correctly to <i>Can storks fly?</i>			
pronounce the words <i>can</i> and <i>can't</i> correctly.			

Pupil's Book, Page 18, Exercise 1

- Say *Open your Pupil's Book, please. Turn to page eighteen.*
- Ask *Who can you see?* Pupils tell you the names of the characters. Ask *Where are they?* *At the zoo.*
- Say *Listen and point.* Play the tape. Pupils point to each picture as they are listening.
- Play the tape again. Stop after each question in the dialogue for the pupils to give the answer. Then play the tape so they can hear the answer.



Tapescript

1. ASMA: Can turtles swim, Miss Rasm?
MISS RASM: Yes, they can.
2. MAZEN: Can they climb trees?
OMAR: No, they can't. Look!
3. HUDA: Can storks fly?
ASMA: Yes, they can. They can walk and they can fly.
4. OMAR: Can giraffes swim?
MAZEN: No, they can't, Omar.

Further practice

- Say *Stand up*. Teach the pupils miming actions for walk (swinging arms), fly (flapping arms by their sides), climb (as if climbing a ladder) and swim (front crawl).
- Now shout out actions, for example *Walk!* Pupils do the actions. Keep going as quickly as possible.

End the lesson

- Say *Give me the name of an animal*. Individual pupils say the names of the animals they know.

Lesson 2

Outcomes	To recognise learned simple words To show understanding of new words To write words by choosing from a given list.
Structures	<i>Can turtles swim?</i> <i>Yes, they can./No, they can't.</i>
Functions	Describing ability
Vocabulary	<i>catch, sing</i>
Topic	Animals
Resources	■ Pupil's Book, page 18 ■ Exercise 1, Listen and point ■ Activity Book, page 13 ■ Exercise 1, Look and write ■ Cassette, PB, Unit 6, Exercise 1 ■ Flashcards: catch, climb, fly, giraffe, sing, stork, swim, turtle, walk ■ A ball ■ Wall chart 3: In the zoo

Revision

- Show the pupils Wall chart 3. Ask *What can you see?* Pupils tell you the animals they can see.
- Ask questions about the animals, for example *Can bears climb trees/walk/swim/fly?*
- Encourage pupils to ask the questions across the class. Help them with pronunciation.

Presentation

- Throw up a ball and catch it. Say *I can catch*. Throw the ball to a pupil. Hopefully the pupil will catch the ball, so say *You can catch*. That pupil should then throw the ball gently to another pupil and say *You can catch*.
- Ask *Can a stork catch?* (No, it can't.) Practise with other animals.
- Show the flashcard of sing. Say *I can/can't sing*. And you? Pupils make sentences about themselves.
- Ask about the animals.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Not quite achieved	Achieved	Well achieved
recognise new words and use them correctly in sentences.			

Pupil's Book, Page 18, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page eighteen*.
- Play the tape of Exercise 1 again. Ask pupils to follow. Ask *Can turtles climb trees? Can they swim?*
- Play it again. Ask five pupils to repeat the conversation taking the roles of the children and Miss Rasm.
- Then all pupils practise reading the story aloud. Help where necessary.
- Ask individual groups to come to the front of the classroom and act out their parts.

Activity Book, Page 13, Exercise 1

- Show the pupils the verb flashcards again. Show each one, pupils tell you the word.
- Write the words on the board. Show a flashcard. Choose a pupil to come to the board, point to the word and read it.
- Say *Open your Activity Books, please. Turn to page thirteen*.
- Point to the words in the box. Pupils read them out loud.
- Point to the first picture. Ask *What can you see?* Pupils say the verb walk. Do the rest of the exercise orally.
- Pupils then write the verbs under the correct pictures. Check as they are writing, helping where necessary.
- Check answers as a class.

Answers

1. walk 2. fly 3. swim 4. sing

Further practice

- Say *Stand up*. Remind the pupils of the miming actions for the verbs they have learned. Add two more: *catch* (hold hands up together and look up as if about to catch a ball) and *sing* (mouth open and hands out to side as if singing loudly).
- Divide the class into four groups: turtles, storks, giraffes, children. Each group can stand in the corner of the classroom. You stand in the middle and call out a verb. If their groups can do this action, they mime, for example *Climb!* Only the children do the mime.

End the lesson

- Show the flashcards of the stork, giraffe or turtle to individual pupils. They make a sentence, for example *Storks can fly*. Ask them to think about other animals they know and what they can do. Tell them to prepare three sentences before the next lesson.

Lesson 3

Outcomes	To use pictures to make a simple dialogue To show understanding of learned words when reading To choose the correct answer from two items
Structures	<i>Can turtles swim? Yes, they can.</i> <i>Can turtles sing? No, they can't.</i>
Functions	Describing ability
Vocabulary	<i>fox (foxes)</i>
Topic	Animals
Resources	■ Pupil's Book, page 19 ■ Exercise 2, Look, ask and answer ■ Activity Book, page 13 ■ Exercise 2, Look, circle and say ■ Flashcards: fox, foxes

Revision

- Ask pupils to tell you sentences they prepared about different animals.
- Ask individual pupils to come to the front and read their sentences to the group.

Presentation

- Teach the new word *fox*, using the flashcard. Point to one fox and say *fox*. Pupils repeat. Show the flashcard of two foxes and say *Two foxes*. Pupils repeat.
- Ask *Can a fox sing/swim/walk?*. Pupils reply.
- Ask four or five pupils to come to the front of the class. Ask *Can they walk?* Pupils answer *Yes, they can*. Ask *Can they fly?* Help pupils reply *No, they can't*.
- Practise repeating *can* and *can't*, making sure when pronouncing, pupils know the difference between the short *a* in *can* and the long *a* in *can't*.
- Choose a pupil to ask the class a question about the group at the front of the class. Pupils raise their hands and the pupil chooses someone to answer.
- Write *Yes, they can* and *No, they can't* on the board. Read them to the pupils. Choose pupils to read them. Show the flashcard of the foxes again. Ask a few questions, for example *Can foxes fly?* and choose a pupil to come and point to the correct answer and read it aloud.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Satisfactory
respond correctly to <i>Can they fly?</i>			
pronounce the singular and plural of <i>fox</i> correctly			

Pupil's Book, Page 19, Exercise 2

- Hold up your Pupil's Book and say *Open your Pupil's Books, please. Turn to page nineteen.*
- Ask the class to look at the first couple of pictures. Ask *What can you see?* Pupils answer.
- Point to Huda and Asma. Choose pupils to read the questions and answers.
- Look at the second couple of pictures. Let pupils try to ask and answer the questions. Remind them that the tick means *Yes* and the cross means *No*.
- Do the same with the third set of pictures.
- In pairs, pupils ask and answer the questions. Go round the class as they are working, helping where necessary.

Answers

- Can turtles swim? Yes, they can.
Can turtles sing? No, they can't.
- Can storks fly? Yes, they can.
Can storks catch? No, they can't.
- Can foxes walk? Yes, they can.
Can foxes fly? No, they can't.



Activity Book, Page 13, Exercise 2

- Hold up your Activity Book and say *Open your Activity Books, please. Turn to page thirteen.*
- Point to the first picture and ask *What are they?* Pupils reply *foxes*.
- Pupils must look at the pictures, then read the questions and circle the correct answers. They must then work in pairs asking and answering the questions.
- Check answers as a class.

Answers

- No, they can't.
- Yes, they can.
- No, they can't.
- Yes, they can.

End the lesson

- Give pupils sentences to correct. You say *Foxes can sing*. They say *Foxes can't sing*. They must listen carefully for the difference between *can* and *can't*.

Lesson 4

Outcomes	To recognise small and capital letters (k, x) To pronounce words with k and x To print words To recognise learned simple words To match simple words with their written form
Functions	Listening to and writing new words
Topic	Animals
Resources	• Pupil's Book, page 19 • Exercise 3, Listen and say • Activity Book, page 14 • Exercise 3, Trace, listen and write • Cassette, PB, Unit 6, Exercise 3 • Cassette, AB, Unit 6, Exercise 3 • Flashcards: climb, fly, fox, giraffe, stork, walk

Revision

- Put the flashcards on the board in two columns – *fox, giraffe* and *stork* on the left-hand side and *climb, fly* and *walk* on the right-hand side.
- Point to the *fox* and *walk* and ask *Can a fox walk?* Pupils reply.
- Then, point to an animal and a verb and indicate to a pupil to form a question. Another pupil answers. Continue practising.

Presentation

- Show the pupils the flashcard of the stork. Ask *What is it?* Pupils reply. Point to the letter *k* and say the sound.
- Repeat with *fox*, saying the sound *x*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the letter sounds <i>k</i> and <i>x</i> correctly.			

Pupil's Book, Page 19, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page nineteen.*
- Point to the exercise and say *Listen and point.* Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to say the words. Check that all pupils are pointing at the correct picture.
- Write the two words on the board. Point to them, choosing pupils to say the letter and word.

Tapescript

NARRATOR: (k) stork stork
(ks) fox fox

Activity Book, Page 14, Exercise 3

- Say *Open your Activity Books, please. Turn to page fourteen.*
- Point to *k*. Say the sound. Pupils repeat. Model writing the letter on the board in small and capital letters. Pupils trace in the correct way. Repeat with *x*.
- Tell the pupils that the letters sounds *k* and *x* are at the end of the words *stork* and *fox*.

- Play the tape. Ask pupils to listen, point to the pictures and say the words.
- Pupils write the words. Monitor and help where necessary.
- Refer to page 128 for writing instructions.

Tapescript

NARRATOR: stork fox

End the lesson

- Mime some words with the *k* sound in them. Ask pupils to guess the words and practise saying the *k* letter sound. Words they know include: *park, kitchen, jacket*.

Lesson 5

Outcomes	To ask and answer basic, short simple questions To show understanding of learned basic words when reading To respond to simple questions after listening
Structures	<i>Guess my animal.</i>
Functions	Playing a game Asking and answering questions
Vocabulary	<i>guess</i>
Topic	Animals
Resources	• Pupil's Book, page 20 • Exercise 4, Play • Activity Book, page 14 • Exercise 4, Listen, ask and answer <i>Yes, they can/No, they can't.</i> • Cassette, AB, Unit 6, Exercise 4 • Flashcards of animals

Revision

- Write the letters *k* and *x* on the board. Point to each one and ask pupils to say the letter sound and give you words beginning with or containing the sounds.

Presentation

- Show the pupils the flashcards of the animals. Pupils say the name of each animal. Then choose one card without showing it to the pupils. Say *Guess my animal.*
- Pupils must guess your animal by asking *Can ...?* questions about it, for example *Can it fly? Can it sing?* You must answer *Yes, it can.* or *No, it can't.*
- When the class guess the correct animal, say *Yes, it is.* and show them the flashcard. Ask pupils to now tell you what they learned about the animal, what can or can't it do?

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Accurate	Not accurate
respond correctly to <i>Can it fly?</i>		
state what an animal can and can't do.		

Pupil's Book, Page 20, Exercise 4

- Tell pupils *Open your Pupil's Books, please. Turn to page twenty.*
- Ask *Who can you see? (Mazen and Owen)*
- Point to the bear in the first picture and ask *What is it?* Pupils reply. Point to the words and read them aloud. Pupils repeat after you.
- Go through the other pictures in the same way.
- Put pupils into groups of four to play the game.
- If a pupil does not guess the correct animal, encourage him to say to his partner *I don't know your animal. What is it?*
- Go round the class and help where necessary.



Activity Book, Page 14, Exercise 4

- Tell pupils *Open your Activity Books, please. Turn to page fourteen.*
- Point to the pictures and ask *What are they?* Pupils reply *They're storks.* Make sure they are using the plural forms.
- Write *Yes, they can / No, they can't* on the board. Pupils read them aloud.
- Say *Listen* and play the first question. Ask pupils to answer. Point to the board where the answers are written to help them.
- Play the rest of the tape, pausing after each question for pupils to answer.
- Then ask pupils to look at the pictures and ask the questions across the class. They choose pupils to answer.
- Pupils practise asking and answering the questions in pairs.

Tapescript

NARRATOR: 1
NARRATOR 2: Can tigers fly?
NARRATOR: 2
NARRATOR 2: Can storks walk?
NARRATOR: 3
NARRATOR 2: Can giraffes sing?
NARRATOR: 4
NARRATOR 2: Can bears climb?
NARRATOR: 5
NARRATOR 2: Can elephants catch?
NARRATOR: 6
NARRATOR 2: Can turtles swim?

Answers

1. No, they can't. 2. Yes, they can. 3. No, they can't.
4. Yes, they can. 5. Yes, they can. 6. Yes, they can.

End the lesson

- Go round the class starting sentences that pupils have to finish, for example *Tigers can ...* (pupils say *walk, swim, etc.*). *Tigers can't ...* (climb trees, catch, fly, sing, etc.). They need to listen carefully for *can* or *can't*.

Lesson 6

Outcomes	To ask and answer basic, short simple questions To ask and answer using flashcards of animals To respond in short, simple guided exchanges
Structures	Can you ...? Yes, I can. / No, I can't.
Functions	Asking and answering questions Talking about personal ability
Topic	Animals
Resources	• Extra practice worksheet 3: Can you ...? page 126 • Flashcards of animals

Revision

- Play a game of *Guess my animal* with the class. The winner can then be the 'teacher'.

Presentation

- Show some of the flashcards of animals and ask *Can a stork fly?*
- Then ask *Can you fly?* Answer yourself *No, I can't.* Ask a few pupils. Then ask *Can you walk?* Answer yourself *Yes, I can.* Ask a few pupils.
- Write on the board: *Can a stork fly? Yes, it can. Can you fly? No, I can't.*
- Choose some pupils to read the questions and answers in pairs.
- Write the verbs the class know on the board and practise reading them aloud with the class.
- Point to the verbs at random and ask pupils to read them aloud. Then say the words and ask pupils to come to the board and point to the word. They then make a sentence with that word, for example *catch - I can catch*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Efficient	Inefficient
ask and respond correctly to <i>Can you ...?</i>		

Extra practice

- Hand out Extra practice worksheet 3: Can you ...?, page 126 Read through the verbs in the left hand column with the class.
- Ask the class to tick or cross for themselves in the first column. A tick means they can do the activity and a cross, they can't do it.
- When the class have finished answering for themselves ask them to work with two other pupils, asking and answering the questions in order for all to complete the tables with their responses.
- When every pupil has a completed table of information, ask them to work with new groups asking and answering questions about their old groups using the information in their tables, for example *Can you catch a ball?* *Can [Samu] swim?*
- Monitor and help where necessary.

Further practice

- Ask pupils to tell you something about their group or themselves from their table of information, for example *I can ride a bike, He/[name] can climb a tree, She/[name] can sing a song.*
- Make sure they get the correct personal pronoun and also check they are pronouncing *can* and *can't* clearly.

End the lesson

- Say *My friend and I can ...*. Pupils finish the sentence. Start other sentences, for example *My friend and I can't ...*

Lesson 7

Outcomes	To ask and answers basic, short and simple questions To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English
Structures	<i>Can you climb a tree?</i> <i>Yes, I can.</i>
Functions	Singing a song Asking and answering questions
Topic	Animals
Resources	- Pupil's Book, page 20 Exercise 5; Song - Cassette, PB, Unit 6, Exercise 5

Revision

- Ask pupils questions about themselves, for example *Can you swim/sing?*
- Give the pupils a verb, for example *sing*. Ask them to work in pairs to ask another pupil a question and answer it. Encourage them to vary the noun, for example *you, your brother, a bear*, etc.

Pupil's Book, Page 20, Exercise 5

- Say *Open your Pupil's Books, please. Turn to page twenty.*
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words. Check the pupils are following in the correct place.
- Play the first verse again and ask pupils to sing along with the tape if they can. Repeat the verse then play the second verse for them to sing along too.
- Divide the class into three groups. Ask each group to sing a verse and then the whole class sings the last verse together.

Tapescript

Can you climb a tree?
Yes, I can.

Can you walk in the park?
Yes, I can.

Can you catch a ball?
Yes, I can.

Can you sing a song with me?
Yes, we can.

End the lesson

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

Lesson 1

Outcomes	To use flashcards to understand new words when listening. To use teacher demonstration to understand new words when listening. To say two-syllable words with the correct stress. To ask and answer short simple questions.
Structures	<i>What is the matter, Asma?</i> <i>I'm tired.</i> <i>You're ill.</i> <i>Have you got a stomachache?</i> <i>Yes, I have./No, I haven't.</i>
Functions	Describing illnesses Asking and answering short simple questions
Vocabulary	<i>alright, Excuse me, headache, home, ill, stomachache, tired</i>
Topic	Illnesses
Resources	- Pupil's Book, page 21 - Exercise 1, Listen and point. - Cassette, PB, Unit 6, Exercise 5 - Cassette, PB, Unit 7, Exercise 1 - Flashcards: headache, ill, stomachache, tired.

Revision

- Ask a few pupils *Can you climb a tree?*
- Give pupils a verb and ask them to form a question and ask someone else in the class.
- Play the song again from Unit 6. Pupils sing along. Choose groups to sing the song.

Presentation

- Draw a sad face on the board. Give it a name. Look at the face and say *What is the matter, [name]?* Hold your head and say *I've got a headache.*
- Show the flashcard. Put it on a pupil's desk. Ask *What is the matter, [pupil's name]?* Help pupil to say *I've got a headache.*
- Point to the sad face on the board again, repeat the question. Hold your stomach and teach *I've got a stomachache.* Show the pupils the flashcard and repeat the sentence. Pupils repeat after you.
- Ask the questions to the sad face again and yawn. Say *I am tired.* Show the pupils the flashcard and repeat the sentence. Pupils repeat after you.
- Ask the questions to the sad face again. Hold your head and your stomach. Say *I'm ill.* Show the pupils the flashcard and repeat the sentence. Pupils repeat after you.
- Hand out the flashcards to different pupils. As you do, say the relevant sentences. Ask a pupil *What is the matter?* Pupil answer. Help where necessary.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
respond correctly to <i>What is the matter?</i>			
give information about health, for example <i>I've got a headache.</i>			

Pupil's Book, Page 21, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page twenty-one.*
- Ask *Who can you see? Where are they? Is Asma happy? Ask pupils to say what they think she is saying (I'm tired).*
- Point to the first picture. Play the tape. Pupils follow the pictures.
- Play the tape again. Pause after each sentence for pupils to repeat. Let them follow the words with their fingers.
- Then say *Alright, children. Listen again.*
- Play the tape again. Pupils follow with. Check that pupils are pointing to the correct word.



Tapescript

- ASMA: Excuse me, Miss Rasmi, I'm tired.
- MISS RASMI: What's the matter, Asma?
Have you got a stomachache?
- ASMA: No, I haven't. I've got a headache.
- MISS RASMI: You're ill.
- MISS RASMI: Alright, children. Time to go home.

Further practice

- Hold up one of the flashcards and ask the pupils to make a sentence. Help them form the correct sentences *I've got a headache/stomachache. I'm ill. I'm tired.*
- Try to use the classroom situation to teach the class how to use *Excuse me*. If one of the pupils wants to say something when you are talking to another pupil or doing something else, teach them to start the sentence with *Excuse me, [teacher's name]*.

End the lesson

- Practise using the expression *Time to...* It will be a useful expression to use in the classroom. Look at your watch and say *Alright, children. Time to go home.* If it isn't time to go home, say *Time to stop.*

Lesson 2

Outcomes	To ask or respond to short simple questions using short sentences To show understanding of new words To print learned words correctly
Structures	<i>What is the matter, Asma?</i> <i>I'm tired.</i> <i>I'm ill.</i> <i>Have you got a stomachache?</i> <i>Yes, I have./No, I haven't.</i>
Functions	Describing illnesses Asking and answering questions
Vocabulary	<i>earache, toothache</i>
Topic	Illnesses
Resources	- Pupil's Book, page 21 Exercise 1, Listen and point - Activity Book, page 15 Exercise 1, Look and write - Cassette, PB, Unit 7, Exercise 1 - Flashcards: earache, headache, ill, stomachache, tired, toothache

Revision

- Hand out the flashcards *headache, ill, stomachache, tired*. Ask the children *What is the matter?*
- Mime one of the flashcards. Say, for example *I'm tired*.
- Choose pupils to mime an illness. Encourage other pupils to ask *What is the matter?* Each pupil answers.

Presentation

- Teach the two new words for the Activity Book exercise using the flashcards.
- Give out the new flashcards as well as the other ones and ask *What is the matter?* Pupils need to answer *I've got with earache and toothache*.
- Write the words on the board. Read them to the class. Pupils repeat after you. Point to the words. Choose pupils to read. Say the words. Ask pupils to come to the board and point to the correct words.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Yes	No
recognise and pronounce correctly the new words.		

Pupil's Book, Page 21, Exercise 1

- Tell pupils *Open your Pupil's Books, please. Turn to page twenty-one.*
- Play the tape. Ask pupils to read along with the tape.

- Ask *Is Miss Rasmi ill? Is Asma ill?*
- Choose pupils to read each part.
- Pupils work in pairs to read each part. When they have finished, they can swap characters and read again.
- Practise *No, I haven't*, asking pupils the question *Have you got a headache?*

Activity Book, Page 15, Exercise 1

- Say *Open your Activity Books, please. Turn to page fifteen.*
- Point to the first picture. Ask *What is the matter?* Give the answer *headache*. You just want them to give the name of the illness, not a sentence.
- Go over the other pictures as a class.
- Pupils then look at the jumbled letters and try to write the words correctly. Check as they are writing.
- Check answers as a class, asking pupils to come to the board to write the words. They can bring their Activity Books with them to the board to copy.

Answers

1. headache 2. stomachache 3. earache 4. toothache

End the lesson

- Go round the class asking *Have you got a toothache?* Pupils answer *No, I haven't*.

Lesson 3

Outcomes	To recognise the sounds of letters To recognise simple words and phrases To pronounce letters of the alphabet correctly (h, i) To identify small and capital letters of the alphabet (h, i) To print small and capital letters of the alphabet (h, i) To fill in blanks to form basic short sentences
Functions	Listening and writing new words
Topic	Illnesses
Resources	- Pupil's Book, page 22 Exercise 2, Listen and say - Activity Book, page 15 Exercise 2, Trace and write - Cassette, PB, Unit 7, Exercise 2 - Flashcards: earache, headache, ill, stomachache, tired, toothache

Revision

- Hand out the flashcards to different pupils. They hold them up for the class to see. Ask others to ask *What is the matter?* Pupils with the cards reply. Choose other pupils and repeat the exercise.

Presentation

- Give the flashcard of a person with a headache to a pupil and ask *What is the matter?* The pupil answers *I've got a headache*. Write *headache* on the board. Pupils read. Point to the first letter *h* and say the sound. Pupils repeat.
- Show the pupils the flashcard indicating *ill*. Give it to a pupil and ask *What is the matter?* The pupil replies *I'm ill*. Write *ill* on the board. Pupils read. Point to the first letter *i* and say the sound. Pupils repeat.

- Now write just the letters *h* and *i* on the board in small and capital letters. Point to the letters and make sure pupils recognise the small letter has the same sound as the capital letter.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Precise	Not precise
pronounce the sounds <i>h</i> and <i>i</i> correctly.		

Pupil's Book, Page 22, Exercise 2

- Say *Open your Pupil's Book, please. Turn to page twenty-two.*
- Point to the exercise and say *Listen and point.* Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to repeat. Check that all pupils are pointing at the correct picture.
- Write the two words on the board. Point to them randomly, choosing pupils to say the initial letter and word.

Tapescript

NARRATOR: {h} headache headache
{i} ill ill



Activity Book, Page 15, Exercise 2

- Say *Open your Activity Book, please. Turn to page fifteen.*
- Point to the first letter *i*. Say the sound. Pupils repeat. Model writing the letter on the board in small and capital letters. Pupils trace in the correct way and then write.
- Then show them how to write *ill*. Pupils trace then write. Finally they complete the sentence. Choose pupils to read it aloud. Repeat with *h*. Then show them how to write *headache*.
- Refer to page 128 for writing instructions.

Answers

- He's ill.
- She's got a headache.

End the lesson

- If you have pupils whose names begin with the letter sounds *h* or *i*, ask them to come to the board and write their names.
- Make sure they have written a capital letter at the beginning. Ask them to read their names, saying the sound first, for example *h* - Huda. The class repeats after them.
- Ask pupils to get pictures of some delicious food or drinks to the next lesson.

Lesson 4

Outcomes	To recognise simple phrases To use pictures to understand new words when listening To write basic phrases to describe pictures
Structures	What is the matter? I'm hungry
Functions	Describing states
Vocabulary	hungry, thirsty
Topic	Health
Resources	- Pupil's Book, page 22 - Exercise 3, Listen and match - Activity Book, page 16 - Exercise 3, Match and write - Cassette, PB, Unit 7, Exercise 3 - Flashcards: hungry, ill, thirsty, tired - Wall chart 4: What is the matter? - Magazine pictures of food and drink

Revision

- Show the class Wall chart 4: What is the matter? Ask a pupil to come and point to one of the pictures. Another pupil asks *What is the matter?* The first pupil answers, for example *I've got a headache.*

Presentation

- Ask pupils for the pictures they've got or use your own. Show the food picture to the class. Say *Mmm, look! I'm hungry!* Rub your stomach to help show this. Repeat the word *hungry*. Pupils repeat after you. Say the sentence once again. Pupils repeat.
- Then show the picture of the drink. Say *Mmm, look! I'm thirsty.* Hold your throat to help show this. Repeat the word *thirsty*. Pupils repeat after you. Say the sentence again. Pupils repeat.
- Give the flashcards showing *hungry* and *thirsty* to pupils. Choose other pupils to ask them *What is the matter?* Pupils reply according to the flashcard they have.
- Write the words on the board. Point to them and read them aloud. Pupils repeat after you. Choose pupils to read them individually.
- Add two more words *ill* and *tired*. Ask pupils to read them. Point to the words randomly and ask pupils to read them. Say a word and ask a pupil to come to the board, point to it and say it. Repeat with the other words. Do this a few times.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Acceptable	Not acceptable
say how they are feeling using <i>I'm thirsty</i> or <i>I'm hungry</i> .		

Pupil's Book, Page 22, Exercise 3

- Hold up your Pupil's Book and say *Open your Pupil's Book, please. Turn to page twenty-two.*
- Point to each character and say *What is his/her name?* Help pupils read them if necessary. Write the names on the board. Point to them at random and ask pupils to read them. Then say the names and ask pupils to point to them. It is important they can recognise the names for the listening exercise.
- Tell the student *Listen and match.* Play the first question. Pupils point to *Salma*. Say *to the correct picture.* Play the answer. Pupils point to picture 2.
- Continue with the rest of the exercise but do not stop the tape.
- Play the tape again. This time, stop after each dialogue. Ask pupils for the number of the picture, for example *Salma, Picture 2.*

Tapescript

NARRATOR: What's the matter, Salma?
GIRL 1: I feel ill!
NARRATOR: What's the matter, Ali?
BOY 1: I'm hungry!
NARRATOR: What's the matter, Nadia?
GIRL 2: I'm thirsty.
NARRATOR: What's the matter, Fadi?
BOY 2: I'm tired!

Answers

Salma: Picture 2 Ali: Picture 4
Nadia: Picture 1 Fadi: Picture 3

Further practice

- Say sentences, for example *I'm thirsty*. Pupils say the name of the person, for example *Nadia*.

Activity Book, Page 16, Exercise 3

- Hold up your Activity Book and say *Open your Activity books, please. Turn to page sixteen.*
- Say *I'm thirsty*. Ask pupils to point to the words in their books. Repeat with the three other sentences. Do this a few times.
- Look at the example. Point to the picture and read *I'm hungry*. Go over the other pictures as a class. If you wish, model writing the sentences on the board and ask pupils to read them. Point out the capital *I* in each sentence.
- Pupils then write the sentences. Go round the class as they are writing, checking and helping where necessary. Make sure they are writing a capital *I* at the beginning of each sentence.
- Check answers as a class.

Answers

1. I'm hungry. 2. I'm tired. 3. I'm thirsty. 4. I'm ill.

End the lesson

- On the board, write *toothache, ill, hungry, tired, headache, home*.
- Ask the pupils to read them aloud, saying the sound of the first letter, for example *t - toothache*.
- When you have finished, say *Time to go home! / Time to stop!*

Lesson 5

Outcomes	To use learned basic words to describe something in a picture To show understanding of learned phrases To make connections between illustrations and simple short written material
Structures	<i>I've got a toothache.</i>
Functions	Describing illnesses
Topic	Illnesses
Resources	- Pupil's Book, page 23. - Exercise 4, Listen, point and say - Activity Book, page 16 - Exercise 4, Look and circle - Cassette, PB, Unit 7, Exercise 4 - Flashcards: <i>earache, headache, stomachache, toothache</i> - Wall chart 4: What is the matter?

Revision

- Show pupils Wall chart 4: What is the matter? again.
- Point to the picture of headache and say *I've got a toothache*. Pupils respond *No, you've got a headache*.

Presentation

- Ask four pupils to come to the front. Give each of them one of the flashcards. Ask each one *What is the matter?*
- Then say to the class *Look at [Huda]. She's got a headache. What is the matter? She's got a headache.* Ask the question again and ask pupils to answer. Help them if necessary. Ask around the class *Look at [Huda]. What is the matter?* Pupils reply.
- Repeat with the others, making sure they are using the correct pronoun (*he* or *she*).
- Then ask the child with the headache flashcard *Have you got a headache?* Elicit or model *Yes, I have.* Ask the pupil with the toothache flashcard *Have you got a headache?* Elicit or teach *No, I haven't.*
- Ask a few pupils around the class.
- Then say *Look at [Huda]. She's got a headache.* Pupils repeat after you. Do the same with the other four. Point to each one. The class gives a sentence. Practise this as a class and individually.
- Say *Look at [Huda]. Has she got a headache?* Elicit or teach *Yes, she has.* Say *Look at [Asma]. Has she got a headache?* Elicit or teach *No, she hasn't.*
- Ask questions about the pupils in the class.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	High	Medium	Low
say what is wrong in the 3 rd person forms, for example <i>He's got a headache.</i>			
answer in the short form with the correct pronoun <i>Yes, he/she has, and No, he/she hasn't.</i>			

Pupil's Book, Page 23, Exercise 4

- Say Open your Pupil's Books, please. Turn to page twenty-three.
- Say Listen and point. Play the first one as an example. Check which picture pupils are pointing to. Ask *What's the matter?* Pupils reply *She's got a headache.*
- Now say Listen and say. Play the rest of the tape all the way through. Play the tape again, pausing after each one, checking pupils are matching the sentences to the correct pictures and asking the questions.

Tapescript

NARRATOR: 1
GIRL 1: I've got a headache.
NARRATOR: 2
BOY 1: I've got a toothache.
NARRATOR: 3
GIRL 2: I've got an earache.
NARRATOR: 4
BOY 2: I've got a stomachache.

Answers

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

Activity Book, Page 16, Exercise 4

- Say Open your Activity Books, please. Turn to page sixteen.
- Point to the first picture of the girl with a headache and ask *What is the matter?* Pupils say *She's got a headache.*
- Read the first question with the class. Ask pupils to choose the correct answer.
- Go over the rest orally with the class. Pupils then read again and circle the correct answers.

Answers

1. Yes, I have. 2. No, I haven't.
3. Yes, she has. 4. No, he hasn't.

Further practice

- Ask four pupils to come to the front and choose a flashcard without showing the rest of the class. The class tries to find out who has got which card by asking *Have you got a headache?* They continue until they have found the correct illness for each pupil. When they have guessed the correct one, the pupil with that flashcard can turn it round for all to see.

End the lesson

- Before you leave the classroom, ask pupils to practise the illnesses and *What is the matter ...?* with their family members.
- Congratulate the class on a good lesson.

Lesson 6

Outcomes	To ask and answer short simple questions
Functions	Talking about illnesses
Topic	Illnesses
Resources	• Pupil's Book, page 23 • Exercise 5, Ask and answer • Flashcards: earache, headache, stomachache, toothache

Revision

- Hand out the flashcards to pupils in the class. Ask them the question, for example *Have you got a headache?* Pupils reply according to the flashcard.
- Then ask the rest of the class *Has she got a headache?* Pupils reply.

Presentation

- Hold your ear as if you have an earache. Pupils ask you the question *Have you got an earache?* You reply *Yes, I have.*
- Repeat with another mime.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
ask questions about illness with <i>Have you got ...?</i>			

Pupil's Book, Page 23, Exercise 5

- Say *Open your Pupil's Books, please. Turn to page twenty-three.*
- Choose two pupils to come to the front with their books. Ask one of them to read the question and the other to mime an earache. The pupil answers the question by miming. You might like to teach the pupil asking the question to show some sympathy by saying *Oh, dear!*
- Ask pupils to practise in pairs. Go round the class listening, helping where necessary.

Further practice

- Ask each pair to join with another pair. Each pupil asks a question about one of the pupils in the other pairs, for example *Has he got a headache?* They ask the question until they elicit the answer *Yes, he has.*

End the lesson

- Ask around the class *Are you hungry/thirsty/tired?* End the lesson by saying *Time to go home! / Time to stop!*
- Ask a pupil *What is the matter?* Ask the pupil to come to the board and draw an illness without saying anything. As they are drawing, pupils can ask, for example *Have you got a headache?*

Lesson 7

Outcomes	To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English
Structures	<i>What's the matter with you?</i> <i>I'm very well, thank you.</i>
Functions	Singing a song.
Topic	Illnesses
Resources	• Pupil's Book, page 23 • Exercise 6, Sing • Cassette, PB, Unit 7, Exercise 6 • Flashcards: earache, headache, stomachache, toothache

Presentation

- Hand out the flashcards to pupils and ask one of them *What is the matter with you?* Elicit the answer.
- Then ask the class *What is the matter with her/him?* Pupils answer *He's/She's got...*
- Pupils ask you questions, for example *Have you got a headache?* You reply *No I'm fine/very well, thank you.* Practise this by asking pupils questions.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Appropriate	Not appropriate
reply correctly to <i>What is the matter with you/her/him?</i>		
say if they are ill or if they feel fine.		

Pupil's Book, Page 23, Exercise 6

- Say *Open your Pupil's Books, please. Turn to page twenty-three.*
- Ask *Who can you see in the picture? (Mazen). Where is he? (In his bedroom).* If you wish, teach the word *dust*.
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words with their fingers. Stop the tape now and then to check that pupils are following in the correct place.
- Play the first verse again and ask pupils to sing along with the tape if they can. Repeat with the other verses.
- Ask the pupils to explain in Arabic why Mazen is sneezing (*The dust makes him sneeze!*).

Tapescript

Achoo! Achoo! Achoo!

What's the matter, Mazen?
What's the matter with you?

Have you got a headache?
Are you ill today?

No, I'm fine.
I'm very well, thank you!

End the lesson

- Go round the class asking *Have you got a headache/stomachache/toothache/earache?* and getting the response *No, I'm fine.*
- End the lesson by saying *Well done, class. Time to go home! / Time to stop!*

Lesson 1

Outcomes	To revise language from previous units To ask and answer short simple questions To recognise learned simple words and phrases
Structures	<i>That bear is hungry. Can it climb the tree? Yes, it can.</i>
Functions	Describing states Describing ability
Vocabulary	bear, climb, guess, hungry
Topic	At the zoo.
Resources	- Pupil's Book, page 24 - Exercise 1, Listen and point. - Cassette, PB, Unit 8, Exercise 1. - Flashcards: bear, elephant, giraffe, lion, stork, turtle.

Revision

- Show the pupils the different flashcards. Ask *What is this?* Pupils reply in sentences.
- Put the flashcards where all the pupils can see them. Say sentences about them, for example *It can climb trees*. Pupils have to say which animal or animals you are talking about.
- Ask a pupil to come to the board and start drawing one of the animals. Stop the pupil now and then and ask the rest of the class *What is it? Guess*. Pupils make a guess. The pupil who guesses correctly comes to the board to draw another animal.
- Show the pupils one of the animals. Say *It isn't happy*. Rub your stomach to show hungry. Ask *What is the matter with it?* Pupils reply *It's hungry*. Ask *Are you hungry?*

Pupil's Book, Page 24, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page twenty-four.*
- Ask *Who can you see? Where are they? What can they see?* Encourage pupils to talk about the pictures and tell you the different things they can see.
- Play the tape. Pupils listen and point to the correct pictures.
- Play the tape again. Pause after each sentence for the class to read and repeat.
- Read half sentences and ask the class to read the rest. Repeat but ask individual pupils to complete the sentences.
- Choose pupils to read whole sentences. Help where necessary.
- Pupils work in pairs to read the story aloud. Go round the class helping where necessary. Pupils swap roles when they have finished.

Tapescript

1. MAZEN: That bear is hungry!
2. OMAR: Yes, it is!
3. OMAR: Can it climb the tree?
MAZEN: Yes, it can!

1 Listen and point

2 Look, ask and answer

Further practice

- Begin writing words from the story on the board. Invite pupils to try to finish them, for example *tr...*

End the lesson

- Ask pupils the questions from the story: *Are you hungry? Can you climb a tree?*

Lesson 2

Outcomes	To revise language from previous units To demonstrate understanding of basic familiar information when reading
Structures	<i>I can see three bears. Can they climb trees? Yes, they can.</i>
Functions	Talking about ability
Vocabulary	catch, climb, fly, sing, walk
Topic	At the zoo
Resources	- Pupil's Book, page 24 - Exercise 2, Look, ask and answer - Flashcards: bear, catch, climb, elephant, fly, fox, giraffe, lion, tiger, sing, stork, swim, turtle, walk.

Revision

- Hold up the flashcards of the animals that pupils have met and elicit their names as quickly as possible.

- Show the different flashcards showing ability verbs. Hold up the first one and ask *Can you catch (a ball)?* Choose a pupil to answer. Hold up the next card and choose a pupil to ask the question across the class. Practise with the others.
- Hold the flashcards face down. Ask a pupil to say an animal, for example *bear*. That pupil then chooses a flashcard, for example *walk* and holds it up to show the class. Choose another pupil to ask the question *Can a bear walk?* Then choose another pupil to answer. Continue practising with different animals and verbs.
- Write the words *one, two, three, four, five* on the board. Read them with the class. Point to the numbers randomly and ask pupils to read them. Say the numbers and ask pupils to come and point to them.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Yes	No
respond correctly to ability questions, for example <i>Can a bear walk?</i>		

Pupil's Book, Page 24, Exercise 2

- Tell pupils *Open your Pupil's Books, please. Turn to page twenty-four.*
- Ask pupils *What can you see?* Pupils reply, for example *I can see three bears.*
- You read the part of Aema aloud and choose a pupil to read the part of Huda.
- Choose a few other pairs to read the two parts.
- Go over the other pictures orally as a class.
- Pupils work in pairs to practise. When they have finished, they can swap roles. Go round the class listening and helping where necessary. Make sure the pupils are pronouncing clearly the *s* at the end of the plural animal words, for example *storks*.

End the lesson

Say *One elephant, two,...* Pupils say *elephants*. Make sure they are saying the final *s* sound. Practise with other animals and other nouns that add just *s* to form the plural.

Lesson 3

Outcomes:	To revise language from previous units: To respond to short simple questions before and after listening To describe animals using short simple adjectives To begin to revise written work using capital and small letters
Structures:	<i>Can it swim?</i> <i>Yes, it can./No, it can't.</i>
Functions:	Describing animals
Vocabulary:	<i>big, old, small, young</i>
Topic:	At the zoo
Resources:	- Activity Book, page 17 - Exercise 1, Listen and write - Cassette, AB, Unit 8, Exercise 1 - Wall chart 3: In the zoo - Flashcards: bear, elephant, giraffe, lion, stork, turtle

Revision

- Show pupils Wall chart 3: In the zoo. Ask pupils *What can you see?* Encourage pupils to describe the animals using the adjectives, for example *I can see a big lion.*

Further practice

- Refer to page 111 of the Teacher's Book.
- Pupils draw six boxes in their exercise books or on a piece of paper. They number each box 1-6.
- Ask them to draw the following in one of the boxes; they choose the box: a big elephant, a small elephant, a young lion and an old lion.
- Ask them not to show their partners.
- Show pupils one that you have already finished. Point to an animal and say where it is, for example *My big bear is in 2.* Ask questions about your picture, for example *Is my big bear in 3?*
- Pupils work in pairs to find out where their partner's animals are. They ask questions *Is your big bear in 3?* Pupils answer *Yes, it is./No, it isn't.*
- Now, choose one of the animal flashcards and say *Guess my animal.* Pupils ask you questions, for example *Can it swim?* to find out what it is. You reply *Yes, it can./No, it can't.*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Effective	Ineffective
describe animals using simple adjectives.		
ask questions such as <i>Can it swim?</i> and answer <i>Yes, it can./No, it can't.</i>		

Activity Book, Page 17, Exercise 1

- Say *Open your Activity Books, please. Turn to page seventeen.*
- Explain that they are going to listen to children playing the *Guess the animal* game. They have to listen and guess the animal. When they have guessed which animal the children are describing, they must write a sentence with the correct name of the animal.
- Play the tape through twice and check answers. Play it again if necessary.
- Pupils can check their answers with the person sitting next to them.
- Check answers with the class.

Tapescript

NARRATOR: 1
 GIRL 1: Guess my animal.
 BOY 1: Can it walk?
 GIRL 1: Yes, it can.
 GIRL 2: Can it climb a tree?
 GIRL 1: No, it can't.
 BOY 2: Can it fly?
 GIRL 1: Yes, it can.
 NARRATOR: 2
 BOY 1: Guess my animal.
 BOY 2: Can it sing?
 BOY 1: No, it can't.
 GIRL 1: Can it walk?
 BOY 1: Yes, it can.
 GIRL 2: Can it climb a tree?
 BOY 1: Yes, it can.

Answers

1. It's a stork. 2. It's a bear.

End the lesson

- Ask pupils *Do you like bears?* Pupils answer *Yes* or *No*.

Lesson 4

Outcomes	To revise language from previous units To make connections between illustrations and simple written material To use prior knowledge to understand short, simple exchanges To write short simple sentences
Structures	<i>What is the matter?</i> <i>Have you got a headache?</i> <i>Yes, I have.</i> <i>Has she got an earache?</i> <i>Yes, she has. / No, she hasn't.</i>
Functions	Talking about illnesses
Vocabulary	<i>earache, headache, stomachache, toothache</i>
Topic	Illnesses
Resources	- Pupil's Book, page 25 - Exercise 3; Listen and point - Cassette, PB, Unit 8, Exercise 3 - Flashcards: earache, headache, stomachache, toothache, catch, climb, fly, sing, walk, bear, elephant, tiger, fox, giraffe, stork, turtle - Wall chart 4: What is the matter?

Revision

- Give out the flashcards of the animals to seven different pupils. Give out the verbs to five other pupils. Make sure they are standing at opposite sides of the room. They do not show the class their pictures.
- Ask another pupil to choose one pupil from each side. The pupils show the pictures and say the words. Choose another pupil to ask the question, for example *Can foxes sing?* and choose another to answer.
- Show the class Wall chart 4. Point to the different children and ask the question. Show pupils the flashcards one at a time and ask *Have you got a [headache]?*
- Write the words for the illnesses on the board (*earache, headache, stomachache, toothache*). Read them aloud. Pupils read after you. Point to them in random order and ask different pupils to read them aloud. Say the words and ask pupils to come and point to them.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good	Fair	Poor
reply to questions about their health.			

Pupil's Book, Page 25, Exercise 3

- Tell pupils *Open your books, please. Turn to page twenty-five.*
- Ask pupils to look at the picture of the medical clinic. Ask *What is the matter with him/her?* Pupils reply.
- Tell them to listen and match the dialogues to the correct pictures. Play the tape. Stop after the first one. Check pupils are pointing to the correct picture. Play the rest of the tape straight through.

- Play the tape again. Pause after each one and check pupils are pointing to the correct pictures.
- Play the questions again. Pause the tape. Ask pupils to give their answers. Play the answers to check.

Unit 8

Exercise 3

Listen and point

Project: Make a word game

Tapescript

NARRATOR: 1.
DOCTOR (M): What's the matter? Have you got a headache?
BOY 1: Yes, I have.
NARRATOR: 2.
DOCTOR (M): Have you got a stomachache?
GIRL 1: Yes, I have.
NARRATOR: 3.
DOCTOR (M): Has she got an earache?
MOTHER: No, she hasn't. She's got a toothache.
NARRATOR: 4.
DOCTOR (M): Have you got an earache?
BOY 2: Yes, I have.

Answers

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

End the lesson

- Write the word *ache* on the board on the right half. Read it to the pupils. Say *headache*. Write the word *head* to the left of *ache*. Draw a line to match it. Get pupils to give you the other words they know with *ache*. Write them on the left and draw a line to match them with *ache*.
- Choose pupils to read the complete words aloud.

Lesson 5

Outcomes	To revise language from previous units. To show understanding of new words
Functions	Playing a game
Vocabulary	<i>big, hungry, small, thirsty, young</i>
Topic	A vocabulary game
Resources	- Pupil's Book, page 25 - Exercise 4, Project, Make a word game - Wall chart 3: In the zoo

Revision

- Show pupils Wall chart 3: In the zoo.
- Ask *What can you see?* Pupils answer, for example *I can see a bear. It's small.*
- Ask questions *Is this bear big?*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Always	Sometimes	Never
describe animals using simple adjectives.			

Pupil's Book, Page 25, Exercise 4

- Refer to page 8, introduction, of the Teacher's Book.
- Hold up your Pupil's Book and say *Turn to page twenty-five, please.*
- Put pupils into groups of three. In their groups, give them six pieces of paper.
- On each piece, they write one of the adjectives they have learned from the previous three units. Help them by going through them together as a class: *big, small, young, old, hungry, thirsty.*
- Each group then places the pieces of paper face down on the table in front of them and mixes them up.
- They take it in turns to pick up a piece of paper. They must read the word out loud and then say the word pair. If pupils say the correct word, they can keep that piece of paper.
- If they cannot remember the word, they put the piece of paper back. The winner is the pupil with the most pieces of paper.
- Pupils can play a couple of times. Then ask them to put the pieces of paper together with a paper clip and for one pupil to keep them for the next lesson.

End the lesson

- Hold up your Pupil's Book and say *Point to a young lion.* Pupils race to point to a young lion in their books and hold up the correct page.
- Repeat with other adjectives and nouns for the last four units.

Lesson 6

Outcomes	To revise language from previous units. To use single adjectives to describe objects
Functions	Describing pictures
Vocabulary	<i>big, hungry, small, thirsty, young</i>
Topic	Animals
Resources	- Activity Book, page 17 - Exercise 2, March and write - Wall chart 3: In the zoo - Extra practice worksheet 4: He/She has got ... (one photocopy per pupil) page 127

Revision

- Show the pupils Wall chart 3: In the zoo, again. Ask them to describe the animals using the adjectives they know.
- Write the adjectives on the board. Ask pupils to read them aloud.

Activity Book, Page 17, Exercise 2

- Say *Open your Activity Books, please. Turn to page seventeen.*
- Ask pupils *What can you see?* Pupils reply *A small turtle.*
- Pupils write the correct adjectives under each picture from the box above. They then match the pictures and adjectives with their opposites, a *small turtle* matches a *big bear*, etc.
- Check the answers. Say *Look at picture 1. What is it?* Pupils reply *A small turtle.* Repeat the word *small* and ask a pupil to come to the board and write it. Then ask pupils to give you the opposites, for example *A big bear.*

Answers

1. small 2. young 3. old 4. big

Picture a matches Picture d

Picture b matches Picture c

Extra practice

- Hand out Extra practice worksheet 4: He/She has got ..., page 127 to each pupil. Write the names of the animals on the board.
- Point to each animal and ask *What is it?* Pupils point to the word on the board and read it out loud.
- Then ask the question *What is the matter with this [girl/boy]?* for the first four pictures.
- Pupils look at the pictures again and complete the sentences. Check as they are writing, help where necessary.

Answers

- This girl has got an earache.
- This boy has got a stomachache.
- This girl has got a headache.
- This boy has got a toothache.

End the lesson

- Say the sounds of the letters they have learned in Units 5-7: *a, i, j, k, x, t, h.* Pupils give you a word beginning with each of these letter sounds.

Lesson 1

Outcomes	To count up to 21 To ask and answer short simple questions
Structures	How many children are there, Miss Rasm? There are twenty-one.
Functions	Counting Asking and answering about amounts
Vocabulary	Numbers 11-21
Topic	Numbers
Resources	- Pupil's Book, page 26 - Exercise 1, Listen and point - Cassette, PB, Unit 9, Exercise 1 - Flashcards: 11-21

Revision

- Say, for example I can see three windows. And you? Pupils say what they can see in the classroom with a number up to ten.

Presentation

- Count the first ten pupils in your classroom from 1-10 with the class. Point to each pupil as the class says the numbers. Then say Listen.
- Point to the next five pupils and count 11-15. Count them again; pupils repeat after you. Ask those five pupils to stand up. Give each one a flashcard with the numbers 11-15 so that the rest of the class can see them. Point to the first one and ask the class to say the number. Repeat with the other four.
- Ask individual pupils to say the numbers. Ask the whole class to count from 1-15.
- Point to the numbers 11-15 randomly and ask individuals to say them.
- Repeat this process with numbers 16-21.
- Next, ask groups of pupils to come to the front of the class. Start with five pupils. Ask How many children are there? Teach There are five children.
- Ask three more pupils to join the group. Ask How many children are there? Pupils answer There are eight children. Keep adding a few pupils and practising until there are 21 pupils.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
count from numbers 1-21.			
reply correctly with There are ... to How many children are there?			

Pupil's Book, Page 26, Exercise 1

- Say Open your Pupil's books, please. Turn to page twenty-six.
- Point to the first picture. Ask Who can you see? (Children). What can you see? (A bus).
- Say Listen and point. Play the tape all the way through. Play it again, checking that the pupils are pointing to the correct picture.
- Point to picture 1. Say Listen. Play the tape. Pause it. Ask pupils to say the words. Repeat with the next two pictures. In the last picture, pause after each sentence for pupils to repeat.
- Choose pupils to read the sentences aloud. Help where necessary.

Unit 9

How many are there?

1 Listen and point

Tapescript

- MISS RASM: One, two, three, four, five, six, seven, eight...
- MISS RASM: Nine, ten, eleven, twelve, thirteen, fourteen, fifteen...
- MISS RASM: Sixteen, seventeen, eighteen, nineteen, twenty!
- MAZEN: How many children are there, Miss Rasm?
MISS RASM: There are twenty children on the bus and you!
MAZEN: Twenty-one!

Further practice

- Go around the classroom and tap on individual pupils' shoulders. As you tap them, they must say a number in sequence 1-21.
- Keep going around the classroom until every pupil has had the opportunity to say a number.

End the lesson

- Ask the pupils to queue up to leave the classroom. As they go out, ask them to count themselves. The first pupil says 1, the second 2, etc. If they get it wrong, they go to the back of the queue. If they are right, they can leave. When you get to 21, go back to number 1.

Lesson 2

Outcomes	To pronounce sentences with numbers with the correct stress To respond in short, simple guided exchanges To match simple words with their printed form To add simple numbers up to 21
Structures	<i>How many children are there, Miss Raven?</i> <i>There are twenty-one.</i>
Functions	Asking and answering about amounts
Topic	Numbers
Resources	- Pupil's Book, page 26 - Exercise 1, Listen and point - Activity Book, page 18 - Exercise 1, Match - Cassette, PB, Unit 9, Exercise 1 - Flashcards: 11-21

Revision

- Gather 21 pencils of different colours. Ask, for example *How many [red] pencils are there?* Pupils reply with a full sentence *There are [five red] pencils.*
- Ask *How many pencils are there?* Pupils reply *There are twenty-one pencils.*
- Ask three pupils to come to the front. Distribute 21 pencils among them. Ask them to hold them up to the class. Say *Look at [Zaid]. How many pencils has he got?* Pupils answer, for example *He's got [seven] pencils.* Ask about the others. Then ask *How many pencils are there?* Pupils answer *There are 21 pencils.*
- Repeat with other children and different numbers. Make sure the final answer adds up to a number between 11 and 21.
- Choose individual pupils to count from 1-21. If they are very confident, ask them to count backwards.
- Show pupils the flashcards of the numbers 11-21. Pupils read them. Say the number and the pupils point to the correct word.

Pupil's Book, Page 26, Exercise 1

- Say *Open your Pupil's books, please. Turn to page twenty-six.*

- Pupils open their books. Play the tape all the way through. Pupils listen. Point to a few numbers. Pupils read them.
- Choose pupils to read the story aloud. Help with pronunciation where necessary.
- Ask *How many children are there?* Elicit (21). *20 on the bus and 1 Maren.*
- Pupils practise in pairs, swapping roles when they have finished. Check as they are reading. If there are any problems, practise as a class.

Activity Book, Page 18, Exercise 1

- Say *Open your Activity Books, please. Turn to page eighteen.*
- Hold your book up and point to number 11. Ask pupils *What is it? (11).* Then follow the line from the number to the word and read *Eleven*. Say *Now you do the same.*
- Go round the class as they are working, helping where necessary. Ask pupils to swap books and check each other's work.
- Check the answers by reading the numbers out and a pupil picking a flashcard with the correct word on to show the class.

Answers

11. eleven	14. fourteen	17. seventeen	20. twenty
12. twelve	15. fifteen	18. eighteen	21. twenty-one
13. thirteen	16. sixteen	19. nineteen	

Further practice

- Give pupils some simple sums, for example *Seven and eight is ...* Pupils answer *fifteen*.

End the lesson

- Say a number, for example *eight*. The class counts from there to 21. Repeat with different numbers, asking individuals to count.

Lesson 3

Outcomes	To pronounce two-syllable words with the correct stress To add simple numbers
Functions	Counting
Vocabulary	<i>cake, fig, nut, olive, sweet.</i>
Topic	Numbers
Resources	- Pupil's Book, page 27 - Exercise 2, Ask and answer - Flashcards: 11-21, <i>cake, fig, nut, olive, sweet.</i> - Sweets, nuts, olives, etc.

Revision

- Count round the class to 21. Help the class count backwards.
- Show the flashcards of the number words and choose pupils to read them.
- Ask eleven pupils to come to the front of the classroom. They each take a flashcard and then put themselves in order from 11 to 21, from the left to the right of the class so that pupils are reading in the correct direction.

Presentation

- Show the pupils the flashcards one at a time and teach the new vocabulary in the usual way.
- Once you have tested them and they are comfortable with the new vocabulary, write the words on the board and read them with the class.
- Say the words and ask a pupil to point to the word and the picture.
- Point to a picture and ask a pupil to point to and say the word.
- Now draw some groups of the food items on the board, for example six olives, eight figs, etc.
- Practise asking *How many ... are there?* Make sure you ask the question for one item too, for example *How many cakes are there?* *There is/There's one cake.* We always ask the question in the plural, but the answer can be in the singular.
- Practise this further by giving phrases and pupils add *There is/There's* or *There are*, for example a book - *There is/There's a book.* four bags - *There are four bags.* etc.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Accurate	Not accurate
recognise and read the new vocabulary.		
reply to the question correctly using <i>There is/There's ...</i> and <i>There are ...</i>		

Pupil's Book, Page 27, Exercise 2

- Hold up your Pupil's Book and say *Open your Pupil's Book, please. Turn to page twenty-seven.*
- Point to the question and answer. Read it to the class. The pupils repeat after you.
- Ask the question about the nuts in the picture. Choose a pupil to answer.
- Choose a pupil to ask about the sweets and another to answer.
- Now, ask the pupils to work in pairs and ask and answer the question about each picture.
- Check the answers as a class by asking pairs to talk about each picture. Make sure pupils answer *How many cakes are there?* with *There is/There's one cake.*

Answers

There are 21 sweets.
There are 14 nuts.
There is/There's one cake.
There are 11 figs.
There are 13 olives.



Extra practice

- Draw the following table on the board and ask pupils to copy it. Change the names of the food items according to what is available.

	How many... ?
Sweets	
Nuts	
Olives	

- Place a number of food items, for example four sweets, on your desk so the class can see them. Ask pupils *How many sweets are there?* Elicit the answer *There are four sweets.* Write 4 in the table next to the word Sweets.
- Put pupils in groups of three. Give each group three different food items. One member of the group asks the question *How many olives are there?* Another member answers, for example *There are five olives.* The third member writes the number in the table. They take turns to ask, answer and fill in the table. Check as they are working, helping where necessary.
- When they complete the task, ask individual pupils from every group to tell the class about the number of items they have.

End the lesson

- Ask the pupils some simple sums, for example six and six. Pupils answer with the number only.

Lesson 4

Outcomes	To ask and answer short simple questions To use learned basic words to describe something in a picture To show understanding of new words related to food To fill in blanks to form basic short sentences
Structures	<i>How many sweets are there?</i> <i>There are fourteen.</i>
Functions	Asking and answering about amounts
Vocabulary	<i>cake, fig, nut, olive, sweet</i>
Topic	Numbers
Resources	- Activity Book, page 18 - Exercise 2, Look and complete - Flashcards: 11-21, cake, fig, nut, olive, sweet

Revision

- Ask 21 pupils to come to the front of the class. Ask *How many children are there?* Choose a pupil to count aloud. Say *You three children go and sit down, please. Count them one, two, three. Ask How many children are there?*
- Elicit an answer from one of the children. Ask another to count to see if they were right. Continue like this until there is one child left.

Activity Book, Page 18, Exercise 2

- Say *Open your Activity Books, please. Turn to page eighteen.*
- Choose pupils to read the words in the box.
- Explain that they must use the words to complete the sentences.
- If you wish, go over the exercise orally with the class first. Alternatively, let them work in pairs to complete the exercise then check the answers.

Answers

1. many 2. There are

Further practice

- Play a counting game with the class. Put them into groups of three.
- Give each group a handful of sweets. Make sure they don't add up to more than twenty-one.
- For each group, divide the sweets into two piles. The first group counts the sweets in the left pile. The second group counts the sweets in the right pile. The third group gives the total.
- Check as they are working, helping where necessary.

End the lesson

- Ask about things in the classroom, for example *How many doors are there? How many windows are there?*
- Before you leave the classroom, ask pupils to practise *How many ...?* with their family members.

Lesson 5

Outcomes	To recognise the sounds of the letters (c, f, o) To recognise simple words and phrases To identify small and capital letters of the alphabet (c, f, o) To print small and capital letters of the alphabet (c, f, o) To fill in blanks to form basic short sentences
Functions	Recognising letter sounds
Topic	Numbers
Resources	- Pupil's Book, page 27 - Exercise 3, Listen and say - Activity Book, page 19 - Exercise 3, Trace and write - Cassette, PB, Unit 9, Exercise 3 - Flashcards: cake, fig, olive - Wall chart 5: Numbers

Revision

- Show the pupils Wall chart 5: Numbers. Ask questions about the items, for example *How many sweets are there?* Pupils reply.
- Choose pupils to come to the chart and ask questions. Then hide the chart from the pupils but choose a pupil to ask questions about it. Can the pupils remember the correct numbers?

Presentation

- Show the pupils the flashcard of the cake and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound and the word c - cake. Pupils repeat. Choose a few pupils to say it individually. Draw a car on the board and ask pupils *What is it?* Pupils answer. You say c - car. Pupils repeat.
- Put a flashcard of a fig on the board and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound. Pupils repeat. Write the number five on the board and say f - five. Pupils repeat. Do the same with fifteen and say f - fifteen.
- Repeat with o - olive.
- Now write just the letters on the board in small and capital letters. Point to the letters and make sure pupils recognise the small letter has the same sound as the capital letter.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Needs work
pronounce the letter sounds k, f and o correctly.		

Pupil's Book, Page 27, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page twenty-seven.*
- Point to the exercise and say *Listen and point.* Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to say. Check that all pupils are pointing at the correct picture.
- Write the three words on the board. Point to them randomly, choosing pupils to say the starting letter sound and word.

Tapescript

NARRATOR: (h) cake cake
(f) fig fig
(o) olive olive

Activity Book, Page 19, Exercise 3

- Say *Open your Activity Books, please. Turn to page nineteen.*
- Point to the first letter *c*. Say the sound. Pupils repeat. Model writing the letter on the board. Pupils trace in the correct way. Repeat with the others.
- Point to the pictures. Ask *What is it?* Pupils reply. Model writing the words on the board. Choose pupils to read them.
- Repeat with the letters *f* and *o*.
- Pupils complete the sentences. Check as they are writing, helping if necessary.
- Refer to page 128 for writing instructions.

Answers

1. It's a cake. 2. It's a fig. 3. It's an olive.

Further practice

- Say the letter sound *f*. Say *f*: *fig*. *F*...? See if pupils can give you other words they know beginning with the letter *f*. They should be able to say *fish*, *friend*, *four*, *five*, *fifteen*, *foot*, *feet*, *fox*, *fly*. Repeat with the letter *c* – *clock*, *can*, *cold*, *computer*, *crust*, *catch*, *climb*.

End the lesson

- Put the class into small groups. Without showing the wall chart to the class, say, for example *There are 20 sweets*. Each group corrects you. If they get it right, they can leave the class.

Lesson 6

Outcomes	To respond in short, simple guided exchanges To show understanding of learned basic phrases
Structures	<i>Can I have some figs, please?</i> <i>How many would you like?</i> <i>Twelve, please.</i> <i>Here you are.</i>
Functions	Making and responding to polite requests
Topic	Numbers
Resources	- Pupil's Book, page 28 - Exercise 4, Ask and answer - Activity Book, page 19 - Exercise 4, Match, listen and check - Cassette, AB, Unit 9, Exercise 4 - Flashcards: cake, fig, nut, olive, sweet

Revision

- Write the letters *c*, *f* and *o* on the board. Point to each and ask the pupils to say the letter sound and give you a word beginning with that letter.
- Say a list of words and ask the pupils to point to the first letter. For *o* you can say *on* and *orange* – the other 'o' words they know, do not have the same 'o' sound.

Presentation

- Put the flashcards on the board. Explain in Arabic that this is your shop. Say in English *This is my shop. In my shop there are some cakes, figs, nuts, olives and sweets.*
- Ask a pupil to come to the front. Say *Can I help you?* The pupil replies, with your help *Can I have some sweets, please?* This structure will be familiar to pupils from *Action Pack 1* (New Edition).
- Next, say *How many would you like?* The pupil replies, for example *Two, please.* Finish the conversation saying *Here you are.* and pretend to give the pupil the sweets. The pupil should say *Thank you.*
- Repeat with a few more pupils. Repeat the sentences for the whole class to say after you and then ask a pupil to play the role of the shopkeeper. Point out that it is very important to say *please* when asking for something and *Thank you* when receiving something.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Mastery	Non mastery
ask and respond correctly and politely to <i>How many would you like?</i>		

Pupil's Book, Page 28, Exercise 4

- Hold up your Pupil's Book and say *Open your Pupil's Book, please. Turn to page twenty-eight.*
- Ask *Who can you see? What can you see?*
- Ask a pupil to be Asma and you read the part of Huda. Then swap and you read Asma's part while a pupil reads Huda's part.
- In pairs pupils practise the dialogue. Explain that they have to ask questions about the olives, nuts, figs, cakes, dates, and sweets (countable items) on the table. Listen as they are working, helping where necessary.
- Choose pupils to perform each dialogue at the front of the classroom.



Activity Book, Page 19, Exercise 4

- Hold up your Activity Book and say *Open your Activity Books, please. Turn to page nineteen.*
- Say *Look at number 1.* Pupils follow the line to the end of the sentence. Choose a pupil to read the sentence. The rest of the class repeats.
- Tell the pupils to match the rest of the sentences. Do not tell them if they are correct or not, but monitor the class to see who is having problems with this exercise.
- Say *Now, listen and check.* Play the tape all the way through. Pupils check if they have matched the sentences correctly. Choose pupils to read the sentences aloud.

Tapescript

BOY 1: Can I have some cakes, please?
BOY 2: How many would you like?
BOY 1: Twenty, please.
BOY 2: Here you are.
BOY 1: Thank you.

Answers

- Can I have some cakes, please?
- How many would you like?
- Twenty, please.
- Here you are.
- Thank you.

Further practice

- Tell pupils they must all pretend to own a shop. On a piece of paper or in their exercise books, ask pupils to draw five things that are in their shop.
- They then show it to their partner and create a roleplay buying things from each other's shops.

End the lesson

- Put some pencils on a pupil's desk. Ask *Can I have some pencils?* and stop the sentence there and ask the rest of the class to give you the last word *please*.
- The pupil gives you the pencils and says *Here you are.* Elicit from the class that you should say *Thank you.*

Lesson 7

Outcomes	To recognise the numbers 1-21 To participate in an educational game To write the numbers
Functions	Playing a number game
Topic	Numbers
Resources	- Pupil's Book, page 28 - Exercise 5, Project. Make a number game

Revision

- Ask pupils to get out the 'shops' they made in the previous lesson.
- Choose some pupils to come to the front and show their shops to the class. They should describe what is in their shops, for example *There are sixteen pencils in my shop.*

Pupil's Book, Page 28, Exercise 5

- Refer to page 8, introduction, of the Teacher's Book.
- Say *Open your Pupil's Books, please. Turn to page twenty-eight.*
- Put pupils in groups of three. Ask them to cut up seven small pieces of paper each. Pupil 1 writes 1-7 on the pieces of paper, pupil 2 writes 8-14 and pupil 3 writes 15-21.
- They mix up the pieces of paper and put them face down in front of Pupil 3.
- Pupils draw a 3 x 2 grid in their exercise books. Draw one on the board as an example for them to copy.
- Pupils 1 and 2 write a number between 1 and 21 in each box in their grids.
- Pupil 3 chooses a piece of paper and says the number. If one of the pupils has the number, he/she puts a cross through it. Pupil 3 puts the number they called to one side so they can check later.
- When pupils 1 and 2 have put crosses through all their numbers, they should call out *Numbers!* The first one to call it out is the winner. Pupil 3 checks that the winning pupil has scored through the correct numbers.
- Pupils can play again with one of the other pupils being the caller.

End the lesson

- Ask pupils *Do you like the game?* Find out who won the most games.

Lesson 1

Outcomes	To recognise simple words and phrases To use flashcards to understand new words when listening To show understanding of new words
Structures	<i>What time is it, please?</i> <i>It's eleven o'clock.</i> <i>At half past two.</i>
Functions	Telling the time
Vocabulary	<i>half past, lunch, o'clock, time, visitor, watch</i>
Topic	Telling the time
Resources	- Pupil's Book, page 29 - Exercise 1, Listen and point - Cassette, PB, Unit 10, Exercise 1 - Flashcards: lunch, watch - A cardboard clock with movable hands

Revision

- Count numbers round the class reaching up to 21. Pupils count backwards from 21.
- Say, for example *six and six is...* Pupils answer *twelve*. Give further examples to practise the numbers between 11 and 21.

Presentation

- Refer to page 111 of the Teacher's Book.
- Show the class your watch and teach the word. You can also use the flashcard.
- Then show the class a clock; preferably a cardboard one with hands you can move easily; alternatively, draw a clock face on the board. Ask *What is it?* Make sure pupils understand the difference between a clock and a watch.
- Set the time at one o'clock. Say *What time is it? It's one o'clock*. Ask the class again *What time is it?* Pupils answer.
- Practise with different hours. You may like to explain that *o'clock* means 'of the clock' and we only use this expression to tell the time.
- Show a time and ask a pupil to ask the pupil sitting next to them *What time is it?*
- Give the clock to a pupil who moves it to a time or draws the time on a piece of paper. The pupil must not yet show the class. Another pupil asks *What time is it?* The pupil with the clock answers and then shows the class the time.
- Now teach *half past* in the same way. Remind pupils we do not say *It's half past two o'clock*. We simply say *It's half past two*.
- Now, say *I'm hungry. What time is lunch?* Show the flashcard of *lunch* to help the class understand. Ask them to respond.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good performance	Poor performance
respond correctly to <i>What time is it?</i>		
respond correctly to <i>What time is lunch?</i>		

Pupil's Book, Page 29, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page twenty-nine.*
- Ask *Who can you see? Where are they?* Teach *visitor* in the context of the dialogue.
- Point to the first picture and say *Listen and point*. Play the tape all the way through. Try to check that pupils are pointing to the pictures with their fingers.
- Play the tape again. Pause after each sentence for pupils to repeat.
- Read the sentences to the class. Pause now and then and ask pupils to read the next word.

Unit 10

What time is it?

1 Listen and point

How are you today, Asma?

I'm fine, thank you.

What time is it, please?

It's eleven o'clock.

What time is lunch?

At half past two.

We have visitors for lunch today. Uncle Issa and Aunt Muna from Agaba.

Tapescript

- MAZEN: How are you today, Asma?
ASMA: I'm fine, thank you.
- MAZEN: What time is it, please?
ASMA: It's eleven o'clock.
- MAZEN: What time is lunch?
ASMA: At half past two.
- ASMA: We have visitors for lunch today. Uncle Issa and Aunt Muna from Agaba.

Further practice

- Show the class times on the clock, for example two o'clock. Ask *Is it three o'clock?* Pupils answer *No, it's two o'clock*.

End the lesson

- Show different times to groups of pupils as they leave the classroom, asking *What time is it?* Pupils answer and leave.

Lesson 2

Outcomes	To use picture clues to predict the meaning of simple words To show understanding of learned words and phrases when reading
Structures	<i>What time is it?</i> <i>It's eleven o'clock.</i> <i>At half past two.</i>
Functions	Telling the time
Topic	Telling the time
Resources	- Pupil's Book, page 29 - Exercise 1, Listen and point - Activity Book, page 20 - Exercise 1, Read and draw - Cassette, PB, Unit 10, Exercise 1 - Flashcards: lunch, visitor - A cardboard clock or pieces of paper with a clock face on

Revision

- Give a pupil the cardboard clock or a piece of paper with a blank clock face on it. He/She sets it to a time. Another pupil asks *What time is it?* The pupil with the clock replies and then shows the clock to the class who can confirm the time.
- Ask *What time is lunch?*
- Check whether pupils have understood visitor(s). Think of somebody who has visited your class recently or use the flashcard. Ask *Are you a visitor?* (No) *Am I a visitor?* (No) *Is [Mr/Mrs ...] a visitor?* (Yes)

Pupil's Book, Page 29, Exercise 1

- Tell pupils *Open your Pupil's Books, please. Turn to page twenty-nine.*
- Play the tape all the way through again and ask pupils to follow the words. Then play it once more, pausing after each question. Pupils reply.
- Read each part to the class. If you make a mistake, they should raise their hands. If you read it correctly, they keep their hands down. Each time ask pupils to correct the sentence.

Example:

Teacher: *How are you today, Asma?* (Pupils keep hands down).
Pupils: *I'm happy, thank you.* (Pupils put their hands up - *I'm fine, thank you.*)

- Choose pupils to read each part. Pupils then practise in pairs. When they finish, they can swap roles. Check as they are reading, helping where necessary.
- Again, this is an activity you may like to record for future assessment purposes.

Activity Book, Page 20, Exercise 1

- Refer to page 111 of the Teacher's Book.
- Tell pupils *Open your Activity Books, please. Turn to page twenty.*
- Choose pupils to read the sentences. Give them the clock and ask them to set it at the right time; alternatively, give them a piece of paper with a clock face on and ask them to draw the time.
- Pupils now read the times and draw them on the clocks. Check as they are drawing.

Further practice

- Ask pupils to look at their clocks in their Activity Books. Say *Look at 2. It's eleven o'clock.* Pupils say *No. It's six o'clock.*

End the lesson

- Ask pupils questions *What time is lunch?* *What time is school?*

Lesson 3

Outcomes	To ask and answer short simple questions. To recognise simple words and phrases related to time
Structures	<i>What time is it?</i> <i>It's one o'clock.</i>
Functions	Telling the time
Topic	Time
Resources	- Pupil's Book, page 30 - Exercise 2, Listen, point and say - Cassette, PB, Unit 10, Exercise 2

Revision

- Say *Open your Pupil's Books, please. Show pupils page 29. Ask questions. Point to picture 2 and ask *What time is it?* Point to picture 3 and ask *What time is lunch?* Point to picture 4 and ask *Who are the visitors?**

Pupil's Book, Page 30, Exercise 2

- Say *Open your Pupil's Book, please. Turn to page thirty.*
- Point to each clock and ask *What time is it?* Pupils reply.
- Say *Listen and point.* Play the tape to the class and pause after each dialogue to check they are pointing to the correct clock.
- Play the tape again, pause after each one and say *What time is it?* Pupils point to the correct picture and say the time.
- Pupils work in pairs and ask and answer *What time is it?* about each picture. Listen as they are working, helping where necessary. Check answers as a class.

Tapescript

NARRATOR: 1
NARRATOR 2: What time is it?
BOY 1: It's half past ten.
NARRATOR: 2
NARRATOR 2: What time is it?
GIRL 1: It's twelve o'clock.
NARRATOR: 3
NARRATOR 2: What time is it?
BOY 2: It's half past eleven.
NARRATOR: 4
NARRATOR 2: What time is it?
GIRL 2: It's one o'clock.
NARRATOR: 5
NARRATOR 2: What time is it?
BOY 3: It's eight o'clock.
NARRATOR: 6
NARRATOR 2: What time is it?
GIRL 3: It's half past two.

Answers

- 1, Clock 4 2, Clock 6 3, Clock 5 4, Clock 1 5, Clock 3 6, Clock 2

Unit 10

2 Listen, point and say

3 Listen and point

Extra practice

- Pupils work in groups of three. Two members of the group each draw six clock faces with different times on them. The third member must call out different times.
- As the third member calls out different times, the two other pupils must cross out the clocks they have drawn with the matching times on them.
- The first pupil able to cross out all their clocks wins the game. They should call out: *Time!*

End the lesson

- Go round the class getting the time from pupils, starting at one o'clock. The first one says *It's one o'clock*. The next one *It's half past one*. Then *It's two o'clock*.

Lesson 4

Outcomes	To use teacher demonstration to understand new words when listening To match simple words with their printed form
Structures	<i>I get up at six o'clock.</i>
Functions	Describing daily routines
Vocabulary	<i>breakfast, brush teeth, get up, go to bed, go to school, lunch</i>
Topic	Times and daily routines
Resources	- Pupil's Book, page 30 - Exercise 3, Listen and point - Activity Book, page 20 - Exercise 2, Match and write - Cassette, PB, Unit 10, Exercise 3 - Flashcards: breakfast, brush teeth, get up, go to bed, go to school, lunch

Revision

- Ask various pupils to tell you the time and then tell them to ask other members of the class the question.

Presentation

- Show the flashcard for *get up*. Say *I get up at six o'clock*. Mime the action and repeat the sentence. Pupils repeat after you. Say the sentence again and say *And you?* Pupils say the sentence for themselves.
- Do the same with *have breakfast, go to school, have lunch, brush teeth, go to bed*.
- Show the flashcards randomly and elicit sentences from the pupils.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Precise	Not precise
say sentences about their daily routines correctly, for example <i>I get up at six o'clock</i> .		

Pupil's Book, Page 30, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page thirty.*
- Ask pupils to look at each picture and tell you what they think is happening in each one.
- Play the tape all the way through. Pupils point to each picture as they listen.
- Play the tape again. Pause after each sentence for pupils to repeat.
- Finally, point to each picture. Ask *What time is it?* Pupils reply. Then say *I ...*. Pupils finish the sentence according to each picture.

Tapescript

NARRATOR: 1
BOY 1: I get up at six o'clock.
NARRATOR: 2
BOY 1: I have breakfast at half past six.
NARRATOR: 3
BOY 1: I go to school at seven o'clock.
NARRATOR: 4
BOY 1: I have lunch at two o'clock.
NARRATOR: 5
BOY 1: I brush my teeth at eight o'clock.
NARRATOR: 6
BOY 1: I go to bed at half past eight.

Activity Book, Page 20, Exercise 2

- Say *Open your Activity Books, please. Turn to page twenty.*
- Point to the first picture and read the caption.
- Pupils match the rest of the captions to the pictures and write in the phrases neatly.
- Check the answers by asking pupils to read the phrase for each picture.

Answers

1. get up 2. have breakfast 3. go to school
4. have lunch 5. brush teeth 6. go to bed

End the lesson

- Ask pupils *What time is it now?* Show pupils your watch. Repeat the time and say *It's time to go! Goodbye!*
- Before you leave the classroom, ask pupils to practise telling the time with their family members.

Lesson 5

Outcomes	To recognise simple words and phrases To ask and answer short simple questions
Structures	<i>What time do you get up?</i> <i>I get up at six o'clock.</i>
Functions	Describing daily routines
Vocabulary	breakfast, brush teeth, get up, go to bed, go to school, lunch
Topic	Daily routines
Resources	- Pupil's Book, page 31 - Exercise 4, Ask and answer - Activity Book, page 21 - Exercise 3, Listen and match - Cassette, AB, Unit 10, Exercise 3 - Flashcards: breakfast, brush teeth, get up, go to bed, go to school, lunch - Wall chart 6: The time - A clock

Revision

- Show pupils Wall chart 6: The time.
- Ask two pupils to come to the front. One pupil points to a clock and asks what time it shows; the other pupil replies. They then swap roles. Then choose others to do the same.
- Then say *I have lunch. What time is it?* Pupils give a sensible answer. Repeat, practising the other phrases.

Presentation

- Keep the wall chart up. Say to pupils *What time do you get up?* Pupils come to the front, point to a time and say *I get up at (six o'clock).* Repeat with the other phrases.
- Ask the question again. Ask pupils to repeat after you. Then, say *Ask me.* Hold up the flashcards; pupils ask you the relevant question, for example *What time do you have breakfast?*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
ask and answer questions about daily routines, for example <i>What time do you get up?</i>			

Pupil's Book, Page 31, Exercise 4

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page thirty-one.*
- Write the question on the board. Point to each word and read it to the class. Point to each word again and ask pupils to repeat after you. Choose pupils to read the question. Do the same with the answer.
- Choose pupils to read the question and answer.
- Pupils work in pairs. Point to the flashcards on the board. Tell them to practise all the questions. Monitor the class as they are working, helping where necessary.



Activity Book, Page 21, Exercise 3

- Hold out your Activity Book and say *Open your Activity Books, please. Turn to page twenty-one.*
- Point to the clocks on the left-hand side and ask *What time is it?* Pupils reply.
- Ask pupils to look at the first picture. Say *Listen.* Play the tape. Pupils listen and match the activity with the clock.
- Play the rest of the tape. Pupils match the times.
- Check the answers as a class.

Tapescript

NARRATOR: 1
WOMAN: What time do you get up, Kareem?
KAREEM: I get up at six o'clock.
NARRATOR: 2
WOMAN: What time do you have breakfast?
KAREEM: I have breakfast at half past six.
NARRATOR: 3
WOMAN: What time do you go to school?
KAREEM: I go to school at seven o'clock.
NARRATOR: 4
WOMAN: What time do you have lunch?
KAREEM: I have lunch at two o'clock.
NARRATOR: 5
WOMAN: What time do you brush your teeth?
KAREEM: I brush my teeth at eight o'clock.
NARRATOR: 6
WOMAN: What time do you go to bed, Kareem?
KAREEM: I go to bed at half past eight.

Answers

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

End the lesson

- Say different times to the class. Ask them to come and put the clock at the right time.
- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.

Lesson 6

Outcomes	To recognise the sounds of letters (d, v, w) To recognise simple words and phrases To identify small and capital letters of the alphabet (d, v, w) To print small and capital letters of the alphabet (d, v, w)
Functions	Recognising letter sounds
Vocabulary	dates, visitor, watch
Topic	Numbers
Resources	- Pupil's Book, page 31 - Exercise 5, Listen and say - Activity Book, page 21 - Exercise 4, Trace, listen and write - Cassette, PB, Unit 10, Exercise 5 - Cassette, AB, Unit 10, Exercise 4 - Flashcards: dates, visitor, watch

Revision

- Say one of the activity phrases to the pupils and ask them to make sentences about themselves, for example *get up - I get up at six o'clock*.

Presentation

- Put the flashcard of *dates* on the board and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the letter sound. Pupils repeat. Point to the door and ask *What is it?* Say *d - door*. Pupils repeat.
- Put the flashcard of *visitor* on the board and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound. Pupils repeat.

- Show the pupils the flashcard of *watch* and teach the word. Ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound and the word *w - watch*. Pupils repeat. Choose a few pupils to say it individually. Point to the window and ask pupils *What is it?* Pupils answer. You say *w - window*. Pupils repeat.
- Point to the different things for pupils to practise saying the letter sound and the noun.
- Now write just the letters on the board in small and capital letters. Point to the letters and make sure pupils recognise the small letter has the same sound as the capital letter.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Accurate	Not accurate
pronounce the letter sounds <i>d, v</i> and <i>w</i> correctly.		

Pupil's Book, Page 31, Exercise 5

- Say *Open your Pupil's Books, please. Turn to page thirty-one.*
- Point to the exercise and say *Listen and point*. Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to repeat. Check that all pupils are pointing at the correct picture.
- Write the three words on the board. Point to them randomly, choosing pupils to say the starting letter sound and then the full word.

Tapescript

NARRATOR: (d) dates: dates
(v) visitor: visitor
(w) watch: watch

Activity Book, Page 21, Exercise 4

- Say *Open your Activity Books, please. Turn to page twenty-one.*
- Point to the first letter. Say the sound. Pupils repeat. Model writing the letter on the board. Pupils trace in the correct way. Repeat with the others.
- Point to the pictures. Ask *What is it?* Play the tape. Pupils repeat. Model by writing the words on the board. Choose pupils to read them.
- Pupils write the words. Check as they are writing, helping if necessary.
- Refer to page 128 for writing instructions.

Tapescript

NARRATOR: visitor
dates
watch

End the lesson

- Say various words beginning with one of the letters they have learned. Pupils tell you which sound it begins with, for example *water, mall, white, visitor, dad, doll*.

Lesson 7

Outcomes	To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English
Structures	<i>What time is it?</i> <i>It's five o'clock.</i>
Functions	Singing a song
Topic	Time
Resources	■ Pupil's Book, page 31 ■ Exercise 6, Sing ■ Cassette, PB, Unit 10, Exercise 6

Revision

- Divide the class in half. Give one half the letter *d* and the other half the letter *w*. If you say a word beginning with *w*, those pupils stand up. If there is a word with *d*, the other pupils stand up.
- If you say a word with *v*, nobody should stand up. Use all the words from the end of the last lesson. You can add *desk*, *Wednesday*, *walk*.

Pupil's Book, Page 31, Exercise 6

- Say *Open your Pupil's Books, please. Turn to page thirty-one.*
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words with their fingers. Stop the tape now and then to check the pupils are following in the correct place.
- Play the first part again and ask pupils to sing along with the tape if they can. Repeat the part then play the other parts for them to sing along with.
- Divide the class into three groups. Ask each group to sing a part and then the whole class sings the last two lines together.

Tapescript

The clock says five,
It's five o'clock,

The clock says six,
It's six o'clock,

The clock says seven,
It's seven o'clock,

What time is it? What time is it?
Now, the clock says eight o'clock.

Further practice

- Give various times when pupils might do different activities. Ask individual pupils for sentences, for example say six o'clock. The pupil says *I get up at six o'clock.*

End the lesson

- Congratulate the class on a good lesson.

Lesson 1

Outcomes	To respond to short simple questions before and after listening. To use teacher demonstration to understand new words when listening. To ask and respond to short simple questions about colours using short sentences.
Structures	What does your uncle look like, Mazen? He's got brown eyes and short grey hair.
Functions	Describing people
Vocabulary	brown, grey, long, short, tall
Topic	Describing people
Resources	- Pupil's Book, page 32 - Exercise 1, Listen and point. - Cassette, PB, Unit 11, Exercise 1. - Flashcards: brown, grey, long/short, tall/short.

Revision

- Ask different pupils *What time do you get up/have breakfast/go to bed?*

Presentation

- Point to different colours in the classroom and ask *What colour is it?* Teach *brown* and *grey* using the flashcards or objects in the classroom.
- Say *I've got brown eyes*. Ask *What eye colour have you got?* Repeat your sentence and ask the question again. Elicit answers from different pupils.
- Teach *tall* and *short* using pupils or the flashcards: *[Salim] is tall. [Hadi] is short.*
- Teach *long* and *short* using either the flashcards or pupils' hair. Say *I've got long/short hair. What about your hair?* Repeat the sentence and the question; pupils give their answers. Extend the sentence, saying, for example *I've got short brown hair. What about you?* Pupils give their sentences.
- Then say *My father's got short grey hair. What about your father?* Repeat the sentence again. Pupils repeat after you. Make sure they use the 's' for *has*. Pupils give sentences about their friends and family.
- Say *My father's got short grey hair. He's short. What does your father look like?* Ask different pupils the question. Pupils answer the question.
- Write the question on the board. Point to the words and encourage pupils to read it with you. Write the answer. Read it with the pupils again. Show pupils that *father's* is the same as *father has*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Efficient	Inefficient
respond correctly to <i>What does your [father] look like?</i>		
describe someone politely using short, simple adjectives		

Pupil's Book, Page 32, Exercise 1

- Tell pupils *Open your Pupil's Books, please. Turn to page thirty-two.*
- Ask *Who can you see? Where are they? What are they doing?*
- Say *Listen and point*. Play the tape all the way through.
- Play the tape again, stopping now and then to see where pupils are pointing.
- Play the tape and pause. Pupils repeat after the tape, reading the sentences.



Tapescript

- OMAR: What does your uncle look like, Mazen?
- MAZEN: He's tall. He's got brown eyes and short grey hair.
- ASMA: My aunt's short. She's got brown eyes and black hair.
- MAZEN: What time is it please?
OMAR: It's two o'clock.
MAZEN: It's nearly time for lunch!

Further practice

- Ask different pupils: *What does your uncle look like? What does your friend look like?*

End the lesson

- Ask *Who has got brown eyes?* Pupils raise their hands. Count the pupils. Repeat with *brown hair/black hair*, etc.

Lesson 2

Outcomes	To pronounce words correctly To recognise simple words in their printed form To show understanding of new words
Structures	What does your uncle look like, Mazen? He's got brown eyes and short grey hair.
Functions	Describing people
Topic	Describing people
Resources	- Pupil's Book, page 32 - Exercise 1, Listen and point. - Activity Book, page 22 - Exercise 1, Listen and colour - Cassette, PB, Unit 11, Exercise 1 - Cassette, AB, Unit 11, Exercise 1 - Flashcards: brown, grey, long/short, tall/short - Colouring pens/pencils: black, brown, grey

Revision

- Ask pupils *What does your friend look like?* Pupils describe their friend in the class. The other pupils guess who it is, for example *It's Huda!*

Pupil's Book, Page 32, Exercise 1

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page thirty-two.*
- Play the tape through again. Pupils follow in their books.
- Choose pupils to read each sentence aloud. Help where necessary.
- Pupils practise reading in pairs. Pupils swap roles when they have finished. Monitor the class, listening and helping where necessary.
- Ask some questions, for example *What does Mazen's uncle look like? What does Asma's aunt look like? What time is it?*

Activity Book, Page 22, Exercise 1

- Hold out your Activity Book and say *Open your Activity Books, please. Turn to page twenty-two.*
- Make sure pupils have coloured pencils – they will need grey, brown and black.
- Say *Listen and colour.* Play the first one. Ask *What colour is his hair?* Pupils answer. Say *Colour it.*
- Play the next part. Check the colour. Pupils colour the second picture.
- Play parts 3 and 4 through. Play them again and pause after each one for pupils to colour the hair.
- Check answers with the class by asking questions. Ask *What colour is Nadia's hair? What colour is Ziad's hair?*

Tapscript

NARRATOR: 1
MAN: What does your grandpa look like?
BOY: He's got short grey hair.
NARRATOR: 2
WOMAN: What does your uncle look like?
BOY 2: He's got short black hair.
NARRATOR: 3
WOMAN: What does Nadia look like?
GIRL: She's got long brown hair.
NARRATOR: 4
MAN: What does Ziad look like?
BOY: He's got short black hair.

End the lesson

- Ask a few pupils *What does your grandpa look like?*
- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.

Lesson 3

Outcomes	To recognise the sounds of letters (g, l) To recognise simple words and phrases To identify small and capital letters of the alphabet (g, l) To print small and capital letters of the alphabet (g, l)
Functions	Identifying letter sounds
Topic	Describing people
Resources	- Pupil's Book, page 33 - Exercise 2, Listen and say - Activity Book, page 22 - Exercise 2, Trace and write - Cassette, PB, Unit 11, Exercise 2 - Flashcards: grey, long

Revision

- Ask pupils *What does your friend/father (etc.) look like?* Make sure they answer with *he* or *she* as appropriate.

Presentation

- Put the flashcard of *grey* on the board and ask *What colour is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound. Pupils repeat. Hold up a green pencil and ask *What colour is it?* Say *g – green.* Pupils repeat.
- Show the pupils the flashcard of *long.* Ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound and the word *l – long.* Pupils repeat. Choose a few pupils to say it individually. Point to your leg and ask pupils *What is it?* Pupils answer. You say *l – leg.* Pupils repeat.
- Point to both flashcards for individual pupils to practise saying the letter sound and the word.
- Now write just the letters on the board in small and capital letters. Point to the letters and make sure pupils recognise the small letter has the same sound as the capital letter.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good performance	Fair performance
pronounce the letter sounds <i>g</i> and <i>l</i> correctly:		

Pupil's Book, Page 33, Exercise 2

- Say *Open your Pupil's Books, please. Turn to page thirty-three.*
- Point to the exercise and say *Listen and point.* Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to repeat. Check that all pupils are pointing at the correct picture.
- Write the two words on the board. Point to them randomly, choosing pupils to say the starting letter and the word.

Tapescript

NARRATOR: (g) grey /grey/
(l) long /long/



Activity Book, Page 22, Exercise 2

- Say *Open your Activity Books, please. Turn to page twenty-two.*
- Point to 1. Say the sound. Pupils repeat. Model writing the letter (upper- and lower-case) on the board. Pupils trace in the correct way. Repeat with *g*.
- Point to the first picture. Ask *What does he look like?* Pupils reply *He's got grey hair.* Model writing *grey* on the board. Choose pupils to read it. Repeat with the second picture.
- Pupils write the words. Check as they are writing, helping if necessary.
- Refer to page 128 for writing instructions.

Answers

1. He's got grey hair. 2. She's got long hair.

End the lesson

- Say the letter sounds and ask pupils to tell you words they know beginning with each one: *look, living room, lunch, live, lion, listen, girl, grandma, grandpa, get up, go, guess, good, grandparents.*

Lesson 4

Outcomes	To use learned basic words to describe something in a picture To match simple words with their printed form To demonstrate understanding of basic information when reading.
Structures	<i>He's tall.</i> <i>He's got brown hair.</i>
Functions	Describing people
Topic	Describing people
Resources	• Pupil's Book, page 33 • Exercise 3, Listen, point and say • Activity Book, page 23 • Exercise 3, Look and circle • Cassette, PB, Unit 11, Exercise 3

Revision

- Say various words beginning with the letter sounds *g* or *l*. Pupils tell you which sound it begins with, for example *lion, go, living room, guess, etc.*

Pupil's Book, Page 33, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page thirty-three.*
- Say *Listen.* Play the first section. Hold up your book and point to the pictures. Elicit from the pupils which are the correct children being described.
- Say *Point and say.* Check where pupils are pointing and ask them to repeat the sentences.
- Play the rest of the tape through.
- Play it again. Pause after each sentence. Ask a pupil to hold up their book, point to the correct picture and the correct child being described and repeat the sentence. The rest of the class repeats after them. Do this with the rest of the sentences.

Tapescript

NARRATOR: 1
BOY 1: He's got brown hair and brown eyes.
BOY 2: He's got black hair and blue eyes.
NARRATOR: 2
GIRL 1: She's got long hair.
GIRL 2: She's got short hair.
NARRATOR: 3
BOY 1: He's tall.
BOY 2: He's short.

Answers

- 1=3 2=2 3=1

Activity Book, Page 23, Exercise 3

- Tell pupils *Open your Activity Books, please. Turn to page twenty-two.*
- Ask pupils to look at the first picture. Ask *Who's this? (Hisham)* Read the first sentence and point to the tick. Read the second sentence. Ask *Has he got short hair? (Yes)* *Has he got brown hair? (No)* *Has he got short brown hair? (No)* Ask *What colour is his hair? (Black)*. Point to the cross and ask pupils to circle the cross.
- Ask pupils to continue reading the sentences and checking with the pictures. Go round the class as they are working, helping where necessary.
- Ask pupils to check answers with the person sitting next to them and then check answers as a class. Ask pupils to correct the wrong statements.

Answers

- ✓
- ✗ He's got short black hair.
- ✗ Abla's short.
- ✓
- ✓
- ✗ She's got short grey hair.
- ✗ He's tall.
- ✗ He's got short black hair.

End the lesson

- Say *You can go if you've got short hair. You can go if you've got black eyes. You can go if you've got brown hair. As pupils leave, say: Goodbye.*

Lesson 5

Outcomes	To ask and answer short simple questions To fill in blanks to form basic sentences To use capital letters and full stops
Functions	Describing people
Topic	Describing people
Resources	- Pupil's Book, page 33 - Exercise 4, Ask and answer - Activity Book, page 23 - Exercise 4, Write, listen and check - Cassette, AB, Unit 11, Exercise 4 - Pictures of people from magazines, newspapers or photographs

Revision

- Give pupils instructions to follow depending on how they look, for example *You've got short hair – stand up. You've got long hair – hop. You've got black eyes – touch your head.*
- Show pupils the pictures from the magazines, newspapers or photographs. Ask *What does he look like?* Pupils describe the people they see.

Presentation

- Practise asking pupils about their family members, for example *What does your brother/sister look like?* Make sure you practise all the language they have learned in this unit and that pupils can answer fluently.
- If necessary, write the structures on the board to help them: *He's tall. He's got long black hair.*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
describe a third person using short simple adjectives.			

Pupil's Book, Page 33, Exercise 4

- Say *Open your Pupil's Books, please. Turn to page thirty-three.*
- Ask *Who can you see?* Point to Omar's speech bubble and ask *Who is this? (That's Omar's grandpa)*.
- Choose two pupils to read the boys' dialogue.
- Ask pupils to work in pairs and ask each other about members of their family. Before they do this elicit from the pupils the words of members of their family, and write them on the board.
- As they are working, go round listening. Help where necessary.
- Choose a few pupils to perform their dialogues in front of the class.

Activity Book, Page 23, Exercise 4

- Say *Open your Activity Books, please. Turn to page twenty-three.*
- Write the words from the box on the board. Choose pupils to read them aloud.
- Ask pupils to look at the exercise. Read the question and stop before the blank. Ask them which word goes in the blank. Ask them to write it.
- Pupils read the rest of the sentences and try to fill the gaps with the words from the box. Tell them they have to use each word once.
- When they have finished (give them about three minutes: it does not matter if they have not completed the exercise), play the tape through twice. Pupils correct or complete the gaps.
- Check answers by asking pupils to read aloud.

Tapescript

BOY: He's tall. He's got short grey hair and black eyes.

Further practice

- Put the pictures of people from magazines or your photographs on the board. Number each of them. Each pupil chooses one and describes it. The rest of the class guess the number.

End the lesson

- Write the words from the sentence *He's got short black hair and blue eyes* around the board. Make sure you use capital H for He's and you add the full stop after eyes.
- Ask pupils to put the sentence in the correct order. Ask *What is first?* Hold up your index finger to help them understand. Write the word *He's* at the beginning of the sentence. Point to where the end of the sentence should be and indicate with your hands and eyes that you want to know what goes here (*eyes*).
- Choose pupils to tell you the next words. Write up what they have said whether it is right or wrong and ask a pupil to read it aloud. See how long it takes them to put the words in the correct order. Try again later and see if they get any quicker.

Lesson 6

Outcomes	To ask and answer short simple questions about clothes and colours using short sentences. To recognise simple words and phrases
Structures	<i>What does she look like?</i> <i>She's tall. She's got long black hair.</i>
Functions	Describing people
Topic	Describing people
Resources	- Pupil's Book, page 34 - Exercise 5, Game, Say, draw and match - Pictures of people from magazines, newspapers or photographs - Coloured pencils

Revision

- Describe someone from one of your magazine cuttings, newspapers or photographs to the class. The class must guess who you are talking about.

Pupil's Book, Page 34, Exercise 5

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page thirty-four.*
- Choose two pupils to read the conversation. Ask pupils to tell you the opposite of *girl (boy)*.
- Pupils work in pairs. They each draw a person and colour the hair, eyes and clothes. They take turns to describe their drawing. You may wish to revise the vocabulary of clothes that pupils met in *Action Pack 1 (New Edition)*. Pupils can simply say, for example *She's tall. She's got long black hair. A red skirt; A blue jacket, etc.*
- Go round the class as they are working, helping where necessary.



End the lesson

- Ask questions about the class: *Who has got long hair? Who has got short hair?*
- Before you leave the classroom, ask pupils to practise *Who is ...?* and *Who has got ...?* with their family members.

Lesson 7

Outcomes	To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English
Structures	<i>I've got short hair.</i>
Functions	Describing people Singing a song
Topic	Describing people
Resources	- Pupil's Book, page 34 - Exercise 6, Sing - Cassette, PB, Unit 11, Exercise 6

Revision

- Describe yourself and ask pupils to correct you where necessary, for example *I've got long grey hair.* (No, you've got short black hair), etc.

Pupil's Book, Page 34, Exercise 6

- Say *Open your Pupil's Books, please. Turn to page thirty-four.*
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words with their fingers. Stop the tape now and then to check that pupils are following in the correct place.
- Play the first part again and ask pupils to sing along with the tape if they can. Repeat the part then play the other parts for them to sing along too.
- Divide the class into two groups. Ask each group to sing one line each, so the first group sings lines one, three and five. Then the whole class sings the last part together. Then swap round.
- You may like to record this activity for future assessment purposes.

Tapescript

I've got short hair.
She's got long hair.
He's got brown eyes,
And you have too.

What do you look like?
What do you look like?

This is me and this is you!
Yes, this is me and this is you!

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this unit with their family members.
- Congratulate the class on a good lesson.

Lesson 1

Outcomes:	To revise language from previous units. To respond to short simple questions before and after listening. To pronounce two-syllable words correctly.
Structures:	<i>How many are there for lunch, Mum?</i> <i>There are eight for lunch today.</i>
Functions:	Offering to help. Asking for and giving information.
Vocabulary:	<i>half past, lunch, visitor</i>
Topic:	Counting
Resources:	- Pupil's Book, page 35 - Exercise 1, Listen and point - Cassette, PB, Unit 12, Exercise 1 - Flashcards: brown, long/short

Revision

- Point to yourself and say, for example *I've got long black hair*. Pupils correct you saying *No, you've got short brown hair*.
- Show the flashcards to the pupils and ask them to tell you the letter sound at the beginning of the word and the word in full.

Pupil's Book, Page 35, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page thirty-five.*
- Ask pupils to look at the pictures. Ask *Who can you see?* (*Mazen, Auma, their mum*) *Where are they?* (*in the kitchen*) Point to the salad and ask *What's this?* (*Is this for breakfast? Is it for lunch?*) *Do you like salad?* Point to the last picture and ask *How many are there for lunch? Who? The family and ...?* Elicit from them visitors.
- Play the tape all the way through and ask pupils to follow.
- Play it again, pausing after each sentence for pupils to read and repeat.
- Write the two or more syllable words on the board: *visitor, water, many, seven, today*. Point to them and choose pupils to read them aloud.
- Put pupils into groups of three for them to practise reading the dialogue. Go round the class while they are reading, helping where necessary.

Tapescript

- MAZEN: Hello, Mum. Can I help?
MUM: Yes, please. Here's the water.
- MUM: We have visitors at half past two.
- ASMA: How many are there for lunch, Mum?
MUM: There are eight for lunch today.
- ASMA: Six, seven, eight!

1 Listen and point

2 Count, ask and answer

Further practice

- Pretend to try to lift a pile of books. Show by shrugging your shoulders that you cannot do it. Encourage the pupils to offer to help you in English, for example *Can I help?* Make sure you say *Yes, please*. Give them an order, for example *Put these books on that desk, please*.
- Show some other chores they can help you with, for example start cleaning the board. Look at the pupils and elicit *Can I help?* Say *Yes, please. Clean the board, please*.

Diagnostic Assessment

With reference to the further practice presentation, pupils can:

Scoring criteria	Performed with difficulty	Performed with ease
offer help politely to an adult when required		

End the lesson

- Say to the pupils *Your visitors are here. It's lunch time. What is on the table?* Pupils tell you what food is on the table, for example *salad, chicken, olives*, etc.

Lesson 2

Outcomes	To revise language from previous units To ask and answer short simple questions
Structures	<i>How many olives are there?</i> <i>There are twenty olives.</i>
Functions	Identifying and counting using numbers 1-21 Asking about amounts and answering
Vocabulary	<i>cake, fig, grape, nut, olive</i>
Topic	Counting
Resources	- Pupil's Book, page 35 - Exercise 2, Count, ask and answer - Small pieces of paper with numbers one to twenty-one for each group of pupils - Wall chart 5: Numbers - Twenty-one pieces of paper

Revision

- Choose pupils to count forwards and backwards from number 1-21.
- Put the class into groups of six to eight. Ask pupils in the groups to cut out 21 small pieces of paper and write a number from 1-21 on each one. Hand out other pieces of paper with the words from one to twenty-one written on to each group.
- Pupils work together to match their numbers with the words. The first group to finish put their hands up - they are the winners. Check they are correct.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Acceptable	Not acceptable
recognise and read the vocabulary to be practised.		
recognise and read numerals 1-21.		

Pupil's Book, Page 35, Exercise 2

- Hold out your Pupil's Book and say *Open your Pupil's Book, please. Turn to page thirty-five.*
- Show pupils Wall chart 5: Numbers to use as reference.
- Ask them to look at the picture and ask *Who can you see? What can you see?*
- Choose two pupils to read the dialogue aloud. Choose others to read as well.
- In pairs, pupils ask and answer the question for each item on the table.
- Listen as they are working, helping where necessary.
- Check answers by asking pairs to ask and answer about each item of food.

Answers

(Order may vary)

- There are twenty olives.
- There are sixteen figs.
- There are twelve cakes.
- There are seventeen nuts.

End the lesson

- Congratulate the class on a good lesson.

Lesson 3

Outcomes	To revise language from previous units To ask and answer short simple questions To fill in blanks to form sentences
Structures	<i>How many olives are there?</i> <i>There are twenty olives.</i>
Functions	Asking about amounts and answering
Vocabulary	<i>cake, fig, nut, sweet</i>
Topic	Counting
Resources	- Activity Book, page 24 - Exercise 1, Look, count and write - Wall chart 5: Numbers

Revision

- Play the number game from Unit 9, Lesson 7 again.
- Ask pupils to write the word on their grids rather than the numerals, for example *twelve*, not 12.

Diagnostic Assessment

With reference to the number game, pupils can:

Scoring criteria	Precise	Not precise
recognise and say numbers 1-21.		

Activity Book, Page 24, Exercise 1

- Say *Open your Activity Books, please. Turn to page twenty-four.*
- Choose pupils to read the numbers in the box. Use Wall chart 5: Numbers if necessary.
- Read the first question aloud. Choose a pupil to read the answer.
- Ask pupils to complete the remaining sentences writing the numbers in their full forms.
- Check the answers as a class. One pupil reads the question and another answers.

Answers

- twenty-one
- nineteen
- sixteen
- one

End the lesson

- Ask pupils to stand up. Count backwards from 21. Go round the class, pointing randomly at pupils to tell you the next number down. They have to listen very carefully. If they get it wrong, they sit down.

Lesson 4

Outcomes	To revise language from previous units To ask and answer short simple questions To show understanding of learned words
Structures	What time do you get up? I get up at six o'clock.
Functions	Telling the time Talking about daily routines
Vocabulary	breakfast, get up, go to bed, go to school, half past, lunch, brush teeth, o'clock
Topic	Time and daily routines
Resources	- Pupil's Book, page 36 - Exercise 3, Look, ask and answer - Cassette, PB, Unit 10, Exercise 6 - Wall chart 6: The time

Revision

- Play the song from Unit 10. Ask pupils to all join in.
- Use Wall chart 6: The time to help pupils revise the different times.
- Give a time and ask different pupils to come to the front of the classroom and draw the time on a clock face.
- Ask What time is it? Ask other pupils to answer.
- On the left-hand side of the board write the following:
go to bed go to school brush teeth get up
have breakfast have lunch
- Choose pupils to read them aloud.
- On the other half of the board, write some times on clock faces, for example six o'clock, eight o'clock, etc.
- Divide the class into two teams. They have to decide the time that best matches each of the activities on the board.
- Then each team makes a statement about you, for example You get up at six o'clock. If it is correct, you say Yes, I get up at 6.00. The winning team comes and draws a line from the activity to the time and they get a point.
- If they are wrong, the turn passes to the other team.
- Continue until the class have guessed all the sentences.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good	Fair	Poor
ask and answer questions about daily activities and the time.			

Pupil's Book, Page 36, Exercise 3

- Tell pupils Open your Pupil's Books, please. Turn to page thirty-six.
- Choose two pupils to read the dialogue aloud. Check through the rest of the questions orally, asking different pupils to perform each dialogue.
- Pupils work in pairs to practise. One pupil asks the questions, the other answers. When they have finished, they swap roles. Walk round the class as they are working, helping if necessary.

Unit 10

5 Look, ask and answer

What time do you get up?

I get up at six.

1	get up
2	breakfast
3	school
4	lunch
5	brush teeth
6	bed

4 Project. Draw and describe yourself

End the lesson

- Ask pupils questions, for example What time do you get up on Sundays?
- Before you leave the classroom, ask pupils to practise discussing their daily activities with their family members.

Lesson 5

Outcomes	To revise language from previous units. To use learned basic words to describe a picture. To recognise simple words and phrases. To produce simple groups of related words in a web.
Structures	<i>I'm tall.</i> <i>I've got [short brown] hair.</i> <i>I've got [blue eyes].</i>
Functions	Describing people
Vocabulary	<i>brown, grey, short, tall</i>
Topic	Descriptions
Resources	- Pupil's Book, page 36 - Exercise 4, Project. Draw and describe yourself. - Paper, scissors, colouring pens/pencils.

Revision

- Ask pupils questions, for example *Are you tall? Have you got black hair?*

Pupil's Book, Page 36, Exercise 4

- Refer to page 8, introduction, of the Teacher's Book.
- Say *Open your Pupil's Books, please. Turn to page thirty-six.*
- Pupils cut a piece of paper the size of a photograph. Ask them to draw themselves and colour the picture.
- Pupils work in pairs. They show their pictures to their partner and describe themselves. Encourage them to use as much language they know as possible. Pupils should also be encouraged to ask questions of their partners if they are struggling, for example *Have you got brown hair? Yes, I have./ No, I haven't.*
- Pupils can stick their picture on a larger piece of paper or in their exercise books. They can copy sentences from their Activity Books (page 24, Exercise 2) to describe themselves. If they do this on a piece of paper, you can make a display of the pictures. Other pupils can then read about their friends.

Further practice

- The pupils are going to make some word webs. See the 'Assessment strategies' section at the end of the Teacher's Book for information.
- On four large pieces of paper, write the following in a circle in the centre of the page: *Colours, Food, People, Everyday*. Put the pupils into four groups and give each group one of the pieces of paper.
- In their groups pupils have to write as many words as they can connected to the word in the circle. They are going to make word webs. They use the words they have learned from Units 9-12.
- As they are working, help where necessary. They can refer to their books to help them with the spelling. Make sure they write the words big enough so that the class can read them. You could display the word webs on the classroom walls and use them as future reading practice.

End the lesson

- Groups show their word webs to the rest of the class.
- Congratulate them on their hard work.

Lesson 6

Outcomes	To revise language from previous units. To sing a short simple song. To recognise learned simple words. To use simple adjectives to describe people.
Structures	<i>What does he look like?</i> <i>What do you look like?</i>
Functions	Describing oneself and others
Vocabulary	<i>brown, grey, short, tall</i>
Topic	Describing people
Resources	- Activity Book, page 24 - Exercise 2, Look and circle - Cassette, PB, Unit 11, Exercise 6

Revision

- Play the song from Unit 11 all the way through again. Choose groups to sing each verse and then the whole class sings the last verse.
- Ask around the class *What do you look like?* Pupils describe themselves.

Activity Book, Page 24, Exercise 2

- Say *Open your Activity Books, please. Turn to page twenty-four.*
- Look at the first picture and example with the class. Ask *What does he look like?* Pupils give sentences.
- Read the sentences below. Pupils choose the correct words. Show them that they should draw a circle round the correct word.
- Pupils work individually or in pairs to complete the exercise.
- Check answers by asking pupils to read the correct sentences aloud.

Answers

- tall, short
- short, black
- Pupil's own answers.

End the lesson

- Congratulate the class on how well they have worked on these last four units.

Lesson 1

Outcomes	To respond in short, simple guided exchanges To use flashcards to understand new words when listening To respond to offers with the correct information
Structures	<i>This is a present for you, Mazen.</i> <i>These are for you, Asma.</i>
Functions	Responding politely
Vocabulary	book, present, sunglasses
Topic	Giving presents
Resources	- Pupil's Book, page 37 - Exercise 1, Listen and point - Cassette, PB, Unit 13, Exercise 1 - Flashcards: book, present, sunglasses, visitor - Three pencils wrapped up like a present - Wall chart 5: Numbers

Revision

- Show the flashcard of the visitor to revise the word. Say *On Saturday I have a visitor. It's my aunt. What about you?*

Presentation

- Now, hand a pupil the present you have wrapped up. Say *This is a present for you.* Hold on to it until the pupil says *Thank you.* Then reply *You're welcome.*
- Do the dialogue a few times and then tell a pupil *Open the present, please.* Hold up one of the pencils. *You say This is a pencil.* Hold up all three pencils and say *These are pencils.*
- Show the three new flashcards and say *This is a present.* *This is a book. These are sunglasses.* Pupils repeat after you. Show the flashcards again and elicit the sentences from the class.
- Show Wall chart 5: Numbers. Ask a pupil to come and touch a picture on the wall chart saying, for example *These are eggs. This is a cake.*
- Write two sentences on the board and read them aloud *This is a desk. These are eggs.* Remind pupils that we say *This is* when there is one thing we are holding or are close to and *These are* when there is more than one.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Acceptable	Not acceptable
respond politely using <i>Thank you</i> and <i>You're welcome</i>		
make correct sentences with <i>This is a ...</i> and <i>These are ...</i>		

Pupil's Book, Page 37, Exercise 1

- Say *Open your Pupil's Book, please. Turn to page thirty-seven.*
- Point to Uncle Issa and ask *Who is he?* See if pupils can remember him from Unit 10, otherwise tell them *It's Uncle Issa.* Repeat with Aunt Muna.
- Play the tape all the way through. Pupils point at the words as they hear them.
- Play the tape again, pausing after each sentence for the class to repeat. Encourage them to follow the words in their books as they repeat.
- Read half the sentences to the class and choose individuals to complete them. This will show you if they can follow the words.
- Read the new words aloud. Ask pupils to point to them, saying *Point to sunglasses.* Check pupils are pointing to the correct word. They can check with their neighbour if they are pointing to the same word. If not, they should ask you which is correct.

Tapescripts

- UNCLE ISSA: Hello, children.
MAZEN AND ASMA: Hello, Uncle Issa and Aunt Muna.
- UNCLE ISSA: This is a present for you, Mazen.
MAZEN: A book! Thank you!
UNCLE ISSA: You're welcome.
- AUNT MUNA: These are for you, Asma.
- ASMA: Sunglasses! Thank you, Aunt Muna!



Further practice

- Write the three new words on the board and put the flashcards up too but not in the same order. Read the words aloud and ask a pupil to point to the matching word and the picture.
- Point to the flashcards and ask a pupil to point to the word and read it aloud.

End the lesson

- Congratulate the class on a good lesson.

Lesson 2

Outcomes	To use pictures to make a simple dialogue with a partner To show understanding of learned basic words when reading To print simple words correctly, legibly and neatly
Structures	<i>This is a present for you, Mazen. These are for you, Asma.</i>
Functions	Responding politely
Vocabulary	football, notebook, pyjamas, tennis racquet
Topic	Giving presents
Resources	- Pupil's Book, page 37 Exercise 1, Listen and point - Activity Book, page 25 Exercise 1, Say, write and listen - Cassette, PB, Unit 13, Exercise 1 - Cassette, AB, Unit 13, Exercise 1 - Flashcards: football, notebook, presents, pyjamas, sunglasses, tennis racquet

Revision

- Show pictures or point to various things in the classroom and say *This is a ... / These are ...*.
- Write words on the board that the class know in a list, for example *trousers, pencil, book, shoes, bike, bananas*, etc. Write up to ten words on the board, with an equal number of singular and plural words.
- Invite pupils to come to the board and make sentences using *This is a ... / These are ...* with the words on the board.

Presentation

- Show the new flashcards to the class and teach the words in the usual way.
- Write the words on the board. Choose pupils to read them. Show the flashcards and ask pupils to point to the word and say it. Say the word and ask pupils to point to the correct flashcard.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
recognise and say the new words.			

Pupil's Book, Page 37, Exercise 1

- Tell pupils *Open your Pupil's Books, please. Turn to page thirty-seven.*
- Play the tape through while the pupils follow in their books.
- Put pupils into groups of four and ask them to practise the conversation. Help with and practise any problematic words.
- Explain that the pupils are going to create some new dialogues. Point to the three new words on the board. Tell them they should change *book* and *sunglasses* for new words. But they need to be careful – which words take *This is ...* and which *These are ...*.
- Practise with the first exchange with a pupil as a model. Then in their groups of four, pupils make up their new dialogues. Check as they are working.
- Choose pupils to perform their dialogues in front of the class.

Activity Book, Page 25, Exercise 1

- Tell pupils *Open your Activity Books, please. Turn to page twenty-five.*
- Point to the first picture and ask *What is it?* Pupils answer.
- Pupils must then work alone and write the words beneath the pictures.
- Next, play the tape for pupils to check their words.
- Finally, choose pupils to write the words on the board to check the answers.

Tapescript

NARRATOR: 1
GIRL: a tennis racquet
NARRATOR: 2
BOY: sunglasses
NARRATOR: 3
GIRL: a present
NARRATOR: 4
BOY: a football
NARRATOR: 5
GIRL: pyjamas
NARRATOR: 6
BOY: a notebook

Answers

- a tennis racquet
- sunglasses
- a present
- a football
- pyjamas
- a notebook

End the lesson

- Hold the six new flashcards up one at a time.
- Point to pupils to tell you what they can see.
- Before you leave the classroom, ask pupils to practise the new items they have learned in this lesson with their family members.

Lesson 3

Outcomes	To ask and answer short simple questions To show understanding of new words To demonstrate understanding of basic familiar information when reading
Structures	<i>These are sunglasses.</i> <i>This is a notebook.</i>
Functions	Describing singular and plural objects
Vocabulary	<i>hat, T-shirt</i>
Topic	Giving presents
Resources	- Pupil's Book, page 38 - Exercise 2; Look and say - Activity Book, page 25 - Exercise 2; Look and circle - Flashcards: football, hat, notebook, pyjamas, sunglasses, tennis racquet, T-shirt

Revision

- Write the words for the flashcards on the board. Choose pupils to read them aloud.
- Point to the football flashcard and ask *Is this a tennis racquet?* Pupils reply *No, it's a football.*

Presentation

- Teach the two new words *hat* and *T-shirt* in the usual way. Write them on the board and ask pupils to read them.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Achieved	Not achieved
recognise and read new words,		

Pupil's Book, Page 38, Exercise 2

- Ask a pupil to come to the front. Give him/her a pencil and say *This is a pencil.* Then the pupil gives you back the pencil and says *This is a pencil.* Ask another pupil to come to the front and do the same with two pencils. Say *These are pencils.* The pupil gives you back the pencils and says *These are pencils.*
- Repeat with other classroom items, for example rulers, rubbers, pencil cases, etc. Remind pupils of *This is a ...* for one thing; *These are ...* for two things or more.
- Say *Open your Pupil's Books, please. Turn to page thirty-eight.*
- Point to the pictures and elicit the vocabulary.
- Show the class a notebook and ask pupils to give you the question and answer, i.e. *What's this? It's a notebook.*
- Tell the class to work in pairs. One pupil in the pair picks an object from the picture and pretends to give it to their partner. They must use the correct structure.
- Pupils work in pairs to complete the rest of the exercise. Go round the class listening and helping where necessary.

Answers

These are sunglasses.
This is a tennis racquet.
These are pyjamas.
This is a hat.
This is a notebook.
This is a football.
This is a T-shirt.



Activity Book, Page 25, Exercise 2

- Say *Open your Activity Books, please. Turn to page twenty-five.*
- Write the first sentence on the board as it is in the Activity Book. Point to the first picture and elicit *These are ...*. Choose pupils to read the complete sentence.
- Now ask the pupils to work alone circling the correct structure.
- Check the answers by asking pupils to read the correct sentences aloud.

Answers

- These are sunglasses.
- This is a football.
- This is a T-shirt.
- These are pyjamas.

End the lesson

- Say the singular and plural nouns and ask pupils for the plural, for example *notebook - notebooks; football - footballs; tennis racquet - tennis racquets; hat - hats; T-shirt - T-shirts.*

Lesson 4

Outcomes	To recognise simple words and phrases To fill in a chart
Structures	<i>This is for him.</i> <i>These are for her.</i> <i>These are for them.</i>
Functions	Asking and answering questions
Topic	Giving presents
Resources	■ Pupil's Book, page 38 ■ Exercise 3, Listen and point ■ Activity Book, page 26 ■ Exercise 3, Listen and tick ■ Cassette, PB, Unit 13, Exercise 3 ■ Cassette, AB, Unit 13, Exercise 3 ■ Flashcards: hat, football, notebook, pyjamas, sunglasses, tennis racquet, T-shirt

Revision

- Refer to page 111 of the Teacher's Book.
- Ask seven pupils to come to the front. Give each pupil a flashcard, which they keep hidden from the rest of the class.
- The pupils with the flashcard begin to draw their objects on the board. As they draw, the rest of the class must try to guess what they are drawing.

Presentation

- Ask two girls and two boys to come to the front of the class.
- Show the class four flashcards, for example football, tennis racquet, T-shirt, sunglasses.
- Give a girl a tennis racquet and say to the class *This is for her*. Do the same with the T-shirt to one of the boys. *This is for him*. Ask *And the sunglasses?* Pupils give a suggestion.
- Then show the football. Say *This is for them* and point to the boys.
- Invite other pupils to come to the front of the class and take one of the flashcards and offer it to the different pupils already at the front of the classroom. As they give the 'presents' they should say *This is/These are for him/her/ them*.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Always	Sometimes	Occasionally
understand the difference between <i>him</i> , <i>her</i> and <i>them</i> .			

Pupil's Book, Page 38, Exercise 3

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page thirty-eight*.
- Point to each picture and say *What can you see?* Pupils describe the pictures.
- Say *Now, listen and point*. Play the tape all the way through. Pupils match each sentence with the correct picture.
- Play the tape again, pausing after each one. Check each answer.

Tapescript

NARRATOR: 1
AUNT MUNA: This is for him.
NARRATOR: 2
AUNT MUNA: These are for her.
NARRATOR: 3
AUNT MUNA: These are for them.

Answers

1=2 2=1 3=3

Activity Book, Page 26, Exercise 3

- Hold out your Activity Book and say *Open your Activity Books, please. Turn to page twenty-six*.
- Look at the pictures in the table and ask pupils to name them.
- Ask *Is the hat for her or him?* Point to the two faces as you ask the question. Pupils answer. Then say *Listen*. Play the first sentence on the tape. Check the answer.
- Say *Now listen and tick*. Play the tape all the way through.
- Play the tape again stopping after each sentence to check the answers. If necessary, play the sentences again.

Tapescript

NARRATOR: The hat is for her.
The notebook is for him.
The sunglasses are for her.
The tennis racquet is for her.
The pyjamas are for him.
The T-shirt is for him.

Answers

Girl ticks: hat, sunglasses, tennis racquet
Boy ticks: notebook, pyjamas, T-shirt

End the lesson

- Write the following eight words on separate pieces of paper and give them to different pupils: *a hat, a book, a pink T-shirt, a blue T-shirt, a football, yellow sunglasses, a black watch, a tennis racquet*.
- Now ask the pupils to give the 'presents' to other pupils and say *This is for him. These are for her*.
- Before you leave the classroom, ask pupils to practise *This is for ...* and *These are for ...* including the new items learned in this lesson with their family members.

Lesson 5

Outcomes	To recognise the sounds of letters {n, q} To recognise simple words and phrases To identify small and capital letters of the alphabet {n, q} To print small and capital letters of the alphabet {n, q} To fill in blanks to form basic short sentences
Functions	Recognising letter sounds
Topic	Presents
Resources	- Pupil's Book, page 39 - Exercise 4, Listen and say - Activity Book, page 26 - Exercise 4, Trace and write - Cassette, PB, Unit 13, Exercise 4 - Flashcards: Football, notebook, pyjamas, sunglasses, tennis racquet

Revision

- Write the following sentences on pieces of paper:
 - I like tennis. (Give to a girl.)
 - I'm at school. (Give to a boy.)
 - It's sunny. (Give to a girl.)
 - We like football. (Give to two boys.)
 - I'm tired. (Give to a boy.)
- Put the flashcards on the board. Give the pieces of paper out to different pupils as indicated above. Each one stands up and reads their sentence. Help if necessary. Choose another pupil to come to the board and choose which flashcard item would match that pupil, for example the pupil says *I like tennis*. Another pupil points to the tennis racquet and says *This is for her*.
- You can give the pieces of paper to different pupils and practise again.

Presentation

- Show the pupils the flashcard of *notebook* and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the first letter and say the sound and the word *n* – *notebook*. Pupils repeat. Choose a few pupils to say it individually. Point to your nose and ask *What is it?* Pupils answer. You say *n* – *nose*. Pupils repeat.
- Put the flashcard of *tennis racquet* on the board and ask *What is it?* Pupils answer. Write the word on the board. Pupils read. Point to the letter *q* and say the sound. Pupils repeat.
- Now write just the letters on the board in small and capital letters. Point to the letters and make sure pupils recognise the small letter has the same sound as the capital letter.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Excellent	Good	Fair
pronounce the letter sounds <i>n</i> and <i>k</i> correctly			

Pupil's Book, Page 39, Exercise 4

- Say *Open your Pupil's Books, please. Turn to page thirty-nine.*
- Point to the exercise and say *Listen*. Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Pause the tape for pupils to repeat. Check that all pupils are pointing at the correct picture.
- Write the two words on the board. Point to them randomly, choosing pupils to say the sound of the letter and the word.
- Tell the pupils that the letter sound *n* is at the beginning of the word *notebook*, and the letter sound *k* is in the middle of the word *racquet*.
- You may also like to tell the class that more often in the English language the letter *q* is followed by the letter *u* and this creates the sound *qu*, for example in words such as *queen* and *quack*. The individual letter sound is *k*.

Tapescript

NARRATOR: (n) notebook notebook /raket/
(k) racket racket



Activity Book, Page 26, Exercise 4

- Say *Open your Activity Books, please. Turn to page twenty-six.*
- Point to the first letter. Say the sound. Pupils repeat. Model writing the letter on the board. Pupils trace in the correct way. Repeat with the other letter.
- Pupils then complete the sentences. Check as they are writing, helping if necessary.
- Check answers as a class.
- Refer to page 128 for writing instructions.

Answers

- This is a notebook.
- These are tennis rackets.

End the lesson

- Say the letter sound *n*. Say *n* notebook. *N?* See if pupils can give you other words they know beginning with *n*. They should be able to say *nose, name, nine, nut*.

Lesson 6

Outcomes	To use pictures to make a simple dialogue about offering with a partner
Structures	<i>This is for you, Huda. A tennis racquet! Thank you! You're welcome!</i>
Functions	Responding politely
Topic	Giving presents
Resources	- Pupil's Book, page 39 Exercise 5, Look and say - Flashcards: football, hat, notebook, present, pyjamas, sunglasses, tennis racquet

Revision

- Show the flashcards of *notebook* and *tennis racquet*. Ask *What's this?* Pupils reply.
- Give the notebook flashcard to one of the pupils and say *This is for you*. The pupil should say *Thank you*. You reply *You're welcome*.
- Give the tennis racquet flashcard to another pupil and tell him/her to give it to another pupil. They have a similar conversation. Repeat with the notebook.

Pupil's Book, Page 39, Exercise 5

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page thirty-nine*.
- Choose pupils to read the parts of Asma and Huda. Help them with intonation. When they say *A tennis racquet! Thank you!* pupils should sound enthusiastic and grateful. Practise with a few pairs.
- Ask pupils to get three small pieces of paper and write on each one something that they want to give their partner, for example a football, a hat, a T-shirt.
- They then practise the conversation in pairs giving their 'presents' to their partners.
- Pairs can later join with another pair and practise *This is for him/her*.
- Choose some groups to perform their conversations in front of the class.

End the lesson

- Hand out the flashcards from this lesson. Ask pupils to come to the front of the classroom and look at the picture on the flashcard and say the word. Help with pronunciation problems.

Lesson 7

Outcomes	To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English
Structures	<i>Here is a present. It's for you!</i>
Functions	Singing a song
Topic	Giving presents
Resources	- Pupil's Book, page 39 Exercise 6, Sing - Cassette, PB, Unit 13, Exercise 6 - Flashcards: football, hat, notebook, present, pyjamas, sunglasses, tennis racquet

Revision

- Write the new words on the board. Pupils practise reading them. Point to them at random for pupils to read. Say the words and ask pupils to come to the board to point to them.
- Rub out some of the letters in each word on the board, for example *p r _ _ e _ t*. Ask pupils to write the missing letters.

Pupil's Book, Page 39, Exercise 6

- Say *Open your Pupil's Books, please. Turn to page thirty-nine*.
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words with their fingers. Stop the tape now and then to check the pupils are following in the correct place.
- Play the first part again and ask pupils to sing along with the tape if they can. Repeat the part then play the other part for them to sing along to.
- Divide the class into two groups. The first group sings the first two lines to the second group. The second group sings the next two lines and the second part. Sing it again but give Group 2 the first two lines and Group 1 the rest of the song.

Tapescript

Here is a present.
It's for you!
A present for me?
Oh, thank you!
Is it a football?
Is it a notebook?
Is it a T-shirt?
Let me have a look!

End the lesson

- Show the different flashcards quickly and elicit sentences from the pupils *These are ...* or *This is a ...*
- Play a game. Explain that if you give a correct sentence, they should keep sitting down. If you say the wrong sentence, they should stand up. Say *Listen*. Show the picture of the football and say *These are footballs*.

Lesson 1

Outcomes	To use flashcards to understand new words when listening. To use teacher introduction to understand new words when listening. To ask and answer short simple questions about likes and dislikes.
Structures	<i>Do you like playing tennis, Mazen?</i> <i>Yes, I do./No, I don't.</i> <i>I like cycling and reading.</i>
Functions	Stating personal likes and dislikes.
Vocabulary	cycling, reading, football, tennis
Topic	Personal likes and dislikes
Resources	- Pupil's Book, page 40 - Exercise 1, Listen and point - Cassette, PB, Unit 14, Exercise 1 - Flashcards: cycling, reading, playing football, playing tennis, running

Revision

- Hand out various things to different pupils, for example pencils, a ruler, books, a rubber, a notebook, etc. Have a mixture of singular and plural items to practise *This is a ...* and *These are ...*. Pupils give them to other pupils, saying, for example *These pencils are for you*. The pupil receiving should say *Thank you*.
- They can also practise giving things to a third person and telling the class, for example *This ruler is for him*.

Presentation

- Ask a few questions to remind pupils of the *Do you like ...?* structure that they met in *Action Pack 1 (New Edition)*, *Do you like nuts/cakes/olives?*
- Then show the class the cycling flashcard and say *Do you like cycling? I do. Do you like cycling?* Pupils reply *Yes, I do*.
- Show the reading flashcard and say, *Do you like reading? I don't. Do you like reading?* Pupils reply *Yes, I do./No, I don't*.
- Introduce *playing tennis and reading*. Practise asking the question around the class.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Appropriate	Not appropriate
respond correctly to <i>Do you like reading?</i> with <i>Yes, I do./No, I don't</i> .		

Pupil's Book, Page 40, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page forty.*
- Ask *Who can you see? What are they doing?*
- Play the tape all the way through and ask pupils to follow and point to as they listen.
- Play the tape again, pause after each sentence and ask pupils to repeat.
- Choose pupils to be each character and ask them to read their parts aloud.

Tapescript

- UNCLE ISSA: Do you like playing tennis, Mazen?
- MAZEN: Yes, I do. And I like playing football.
- AUNT MUNA: Do you like running, Asma?
- ASMA: No, I don't. I like cycling and reading.



End the lesson

- Say *I like reading*. Put your hand up. Pupils who agree also put their hands up. Say *I don't like running*. Put your hand up. Pupils who agree also put their hands up. Repeat with the other activities.

Lesson 2

Outcomes	To ask and answer short simple questions To use pictures to make a short simple dialogue To show understanding of new words To make connections between illustrations and simple written material
Structures	<i>Do you like playing tennis, Maren?</i> <i>Yes, I do./No, I don't.</i> <i>I like cycling and reading.</i>
Functions	Stating personal likes and dislikes
Vocabulary	<i>painting, running</i>
Topic	Personal likes and dislikes
Resources	- Pupil's Book, page 40 - Exercise 1, Listen and point - Activity Book, page 27 - Exercise 1, Match and write - Cassette, PB, Unit 14, Exercise 1 - Flashcards: cycling, painting, playing tennis, reading, running, playing football

Revision

- Put the flashcards for *cycling, reading, playing football and playing tennis* on the board. Say *I like reading and cycling. And you?* Pupils tell you what they like. Make sure the intonation is correct with your voice rising on reading and falling on cycling. Use the tape to demonstrate if that is easier.

Presentation

- Present the two new activities: *painting* and *running*, using the flashcards as in Lesson 1.
- Show each of the flashcards one by one. Choose a pupil to ask a question and another to answer.
- Stick the flashcards on the board. Write the words in a different order. Say the word and ask pupils to point to the picture and the word.
- Choose pupils to read the words and point to the correct picture.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Yes	No
recognise and understand the new words.		

Pupil's Book, Page 40, Exercise 1

- Tell pupils *Open your Pupil's Books, please. Turn to page forty.*
- Play the tape all the way through. Choose four pupils to read the parts.
- Put the class into groups of four to practise reading. When they have finished, they can swap roles. Go round the class as they are reading, helping where necessary.
- Read the sentences to the class but make mistakes, for example *Do you like playing football, Maren?* Pupils put their hands up when you make a mistake and give you the correct sentence. They must read silently as you are reading aloud.

Activity Book, Page 27, Exercise 1

- Say *Open your Activity Books, please. Turn to page twenty-seven.*
- Ask pupils to look at the pictures. Say the different activities in a different order to those in the Activity Book. Pupils point at them.
- Say *Match and write.* Point to the example. Watch while pupils complete the exercise but do not help them.
- Check answers as a class.

Answers

- reading - d
- cycling - a
- playing tennis - e
- running - c
- playing football - f
- painting - b

Further practice

- Put the class into groups of four. Ask them to read the dialogue in the Pupil's Book, Exercise 1 but this time change the names to their own. They can change the activities too, using some of the new ones they have learned.

End the lesson

- Say *cycling*. Put your hand up and say *I like cycling*. Pupils who like cycling put their hands up. Continue this way with *I don't like ...*

Lesson 3

Outcomes	To recognise the sounds of letters (e, s) To recognise simple words and phrases To identify small and capital letters of the alphabet (e, s) To print small and capital letters of the alphabet (e, s)
Functions	Recognising letter sounds
Vocabulary	<i>salad</i>
Topic	Stating personal likes and dislikes
Resources	- Pupil's Book, page 41 - Exercise 2, Listen and say - Activity Book, page 27 - Exercise 2, Trace and write - Cassette, PB, Unit 14, Exercise 2 - Flashcards: cycling, painting, playing tennis, reading, running, playing football, salad

Revision

- Put the flashcards on the board. Point to two cards, for example *running* and *painting*. Pupils give you a sentence, for example *I like running and painting*. Keep pointing to two different flashcards but do this quickly and ask a pupil to give you a sentence.
- This will test the fluency of the pupils.

Presentation

- Put the flashcard of *playing tennis* on the board. Pupils say the word. Write the word on the board. Pupils read. Point to the letter *e* and say the letter sound. Pupils repeat. Draw an egg on the board (or show a picture) and ask *What is it?* Pupils reply. You say *e - egg*. Pupils repeat.

- Show the pupils the flashcard of *salad*. Pupils say the word. Write the word on the board. Pupils read. Point to the first letter and say the sound and the word *s* – salad. Pupils repeat. Choose a few pupils to say it individually. Draw the number six on the board and ask *What is it?* Pupils answer. You say *s* – six. Pupils repeat.
- Now write just the letters on the board in small and capital letters. Point to the letters and make sure pupils recognise the small letter has the same sound as the capital letter.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Good	Fair	Poor
pronounce the sounds <i>e</i> and <i>s</i> correctly.			

Pupil's Book, Page 41, Exercise 2

- Tell pupils *Open your Pupil's Books, please. Turn to page forty-one.*
- Point to the exercise and say *Listen*. Play the tape. Make sure pupils are pointing at the pictures. Play the tape again. Say *Listen and say*. Pause the tape for pupils to repeat. Check that all pupils are pointing at the correct picture.
- Tell the pupils that the letter sound *e* is in the middle of the word *tennis*, and the letter sound *s* is at the beginning of the word *salad*.
- Write the two words on the board. Point to them randomly, choosing pupils to say the sound of the letter and the word.

Unit 14

2 Listen and say.



e



s

3 Listen and match.



1



2



3



4



5



6



Samira



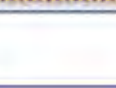
Faisal



Ashah



Ziad



Nada



Rakan

Tapescript

NARRATOR: (e) tennis tennis
(s) salad salad

Activity Book, Page 27, Exercise 2

- Say *Open your Activity Books, please. Turn to page twenty-seven.*
- Point to the first letter. Say the sound. Pupils repeat. Model writing the letter on the board. Pupils trace in the correct way. Repeat with the other letter.
- Point to the pictures. Ask them what the pictures show.
- Pupils complete the sentences. Check answers as a class.
- Refer to page 128 for writing instructions.

Answers

1. Do you like salad? 2. Do you like playing tennis?

End the lesson

- Say the sound *s*. Say *s salad*. See if pupils can give you other words they know beginning with the sound *s*. They should be able to say *school, sister, sofa, sunny, salad, small, sing, stork, sweet, sunglasses, stomachache*.

Lesson 4

Outcomes	To show understanding of learned words and phrases To make connections between illustrations and simple written materials
Structures	<i>I like reading.</i>
Functions	Stating preferences
Topic	Personal likes and dislikes
Resources	- Pupil's Book, page 41 - Exercise 3, Listen and match - Cassette, PB, Unit 14, Exercise 3 - Flashcards: cycling, painting, playing football, playing tennis, reading, running

Revision

- Pupils practise the *s* sound. Ask them to tell you words they know beginning with the *s* sound.
- Show the flashcards to the pupils and ask them to ask you the question, for example *Do you like cycling?* Answer the question. Then ask a pupil the question. Ask that pupil to ask another pupil. Repeat with the other flashcards.

Pupil's Book, Page 41, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page forty-one.*
- Point to the people down the right-hand side. Ask *Who is this?* for each one. Pupils say *It's Samira / Ashah*, etc.
- Point to the activities and ask *What is it?* Elicit the activities from the pupils.
- Now say *Listen and match*. Pupils listen and match the people with the activities.
- Play the first sentence and pause the tape. Make sure pupils understand what they have to do. Play the rest of the tape all the way through.
- Play the tape again and check the answers.

Tapescript

GIRL 1: My name's Samira. I like painting.
BOY 1: My name's Faisal. I like playing football.
GIRL 2: My name's Ashah. I like reading.
BOY 2: My name's Ziad. I like cycling.
GIRL 3: My name's Rakan. I like running.
GIRL 3: My name's Nada. I like playing tennis.

Answers

Samira – 3 Faisal – 1 Ashah – 6 Ziad – 2 Rakan – 4 Nada – 5

Further practice

- Lay out the flashcards on your desk. Ask pupils to come up, choose a flashcard, show it to the class and say *My name's [Name]. I like/don't like [activity]*.
- Write all the activities up on the board. Point to each one and ask the pupils to read it as a class and individually.

End the lesson

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

Lesson 5

Outcomes	To ask and answer short simple questions about likes and dislikes. To use pictures to make a simple dialogue with a partner.
Structures	<i>Do you like cycling?</i> <i>Yes, I do. I like cycling.</i>
Functions	Stating preferences.
Topic	Personal likes and dislikes.
Resources	■ Pupil's Book, page 42. ■ Exercise 4, Ask and answer ■ Activity Book, page 28 ■ Exercise 3, Look, ask, answer and circle ■ Flashcards: cycling, painting, playing football, playing tennis, reading, running

Revision

- Put the flashcards face down on your table. Choose one and do not show the class. Look at it and say *I like p...*
- Pupils guess what you are going to say. They can say *painting, playing football or playing tennis*. When they get the right one, show them the flashcard and say the sentence.
- Repeat with other activities.

Pupil's Book, Page 42, Exercise 4

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page forty-two.*
- Ask *What can you see?* Point to the boy cycling and say *cycling*. Elicit the other activities that are happening in the pictures.
- Choose two pupils to read the example dialogue aloud. Ask a different pair to give you another answer.
- Put the pupils into pairs. Ask one pupil to look at the frame and ask the other pupil whether he/she likes doing any of the activities found in the frame. The other pupil answers *Yes* or *No*. They take turns asking questions about each activity they can see in this frame and answer their partner's questions.
- Choose pairs to perform their dialogues in front of the class.

Exercise 4

4 Ask and answer

5 Project: Ask and answer

Activity Book, Page 28, Exercise 3

- Hold out your Activity Book and say *Open your Activity Books, please. Turn to page twenty-eight.*
- Point to the example picture and dialogue. Choose two pupils to read the dialogue aloud. Point to the first illustration and to the tick above cycling and repeat *Yes, I do*.
- Point to the second illustration and to the cross above playing tennis and say *No, I don't*.
- In pairs, pupils take turns to ask and answer questions about each activity.
- Choose pupils to read the dialogues out loud to check the answers.

Answers

1. Do you like cycling? Yes, I do.
2. Do you like playing tennis? No, I don't.
3. Do you like reading? Yes, I do.
4. Do you like painting? No, I don't.
5. Do you like running? Yes, I do.
6. Do you like playing football? Yes, I do.

End the lesson

- Ask the questions in the Activity Book to the pupils, who answer as themselves.

Lesson 6

Outcomes	To show understanding of learned basic words To fill in a chart To understand short, simple exchanges.
Structures	<i>Do you like playing football?</i> <i>Yes, I do./No, I don't.</i>
Functions	Stating preferences.
Topic	Personal likes and dislikes
Resources	- Activity Book, page 28 - Exercise 4, Listen and tick ✓ or cross ✗ - Pupil's Book, page 42 - Exercise 5, Project. Ask and answer - Cassette, AB, Unit 14, Exercise 4 - Flashcards: cycling, painting, playing football, playing tennis, reading, running

Revision

- Draw a tick and a cross on the board. Stick three flashcards around the tick and three around the cross.
- Choose pupils to come to the board and point to a flashcard and make a sentence, for example *I don't like playing football*.

Activity Book, Page 28, Exercise 4

- Tell pupils *Open your Activity Books, please. Turn to page twenty-eight.*
- Draw a tick on the board and say, for example *I like cycling*. Draw a cross and say, for example *I don't like running*.
- Point to the boy in the artwork and say *This is Ziad*. Point to the girl and say *This is Samia*.
- Say *Listen* and play the first question and answer. Point to the tick. Then say to the pupils *Listen*. Play the tape all the way through. Then say *Now listen and draw*. Pause the tape if necessary for pupils to draw a tick or a cross.
- Check the answers as a class.

Tapescript

TEACHER: Do you like playing football, Ziad?
 ZIAD: Yes, I do. I like playing football.
 TEACHER: Samia, do you like playing football?
 SAMIA: No, I don't.
 TEACHER: Do you like reading, Samia?
 SAMIA: Yes, I do.
 TEACHER: And you, Ziad?
 ZIAD: Yes, I do.
 TEACHER: Do you like playing tennis, Ziad?
 ZIAD: No, I don't.
 TEACHER: Do you like playing tennis, Samia?
 SAMIA: Yes, I do. I like playing tennis!
 TEACHER: Do you like painting, Ziad?
 ZIAD: No, I don't.
 SAMIA: I do. I like painting.

Answers

Ziad: tick – playing football, reading,
 cross – playing tennis, painting
 Samia: tick – reading, playing tennis, painting
 cross – playing football

Extra practice

- Divide the class into two. Make sure they have closed their Activity Books. Tell one half they are Ziad and the other half Samia.
- Give the groups an activity, for example *painting*. Ask 'Ziad' for a sentence. The group has to decide if Ziad likes or does not like painting following the Activity Book lesson, so they should say *I don't like painting*. Then ask 'Samia'. Give each group a point for every correct answer. The group with more points wins.

Pupil's Book, Page 42, Exercise 5

- Refer to page 8, introduction, of the Teacher's Book.
- Tell pupils *Open your Pupil's Books, please. Turn to page forty-two.*
- Pupils draw a table in their exercise books as in the Pupil's Books. They write the activities in the top boxes. Check as they are writing, making sure they are spelling the words correctly and writing neatly.
- When they have finished, put the pupils into groups of four. Ask them to write their own name in the first box under *Name*. They write the names of the other pupils in their group in the other boxes.
- When they have finished, ask the pupils to put their work away until the next lesson.

End the lesson

- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.
- Congratulate the class for all their hard work.

Lesson 7

Outcomes	To ask and answer short simple questions To fill in charts to create short sentences
Structures	<i>Do you like playing football?</i> <i>Yes, I do./No, I don't.</i>
Functions	Stating preferences.
Topic	Personal likes and dislikes
Resources	■ Pupil's Book, page 42 Exercise 5, Project. Ask and answer.

Revision

- Write the activities from the table of the Pupil's Books page 42 on the board. Choose pupils to read them aloud. Read the words and ask pupils to point to them.
- Say *I like painting. And you?* Elicit sentences from the pupils.

Pupil's Book, Page 42, Exercise 5

- Explain to the pupils in Arabic that this project will show how we each like different things. This is what makes us special.
- Draw the table from page 42 of the Pupil's Book on the board. Write your name in the table and invite individual pupils to come to the front. Each pupil should ask you about an activity, for example *Do you like painting?* Say *Yes, I do* or *No, I don't*. The pupil then puts a tick or a cross under the activity.
- Ask pupils to take out the charts they made in the previous lesson and to get into their groups of four.
- Pupils tick or cross in the boxes for their own activities.
- Then they complete the form for the members of the group. They ask each other the questions, working in pairs at a time.
- They ask questions, for example *Do you like playing football?* If the pupil answers *Yes, I do*, the questioner puts a tick against that pupil's name for playing football.
- If the pupil answers *No, I don't*, they have to say what they like doing instead, for example *No, I don't. I like cycling and running*. The questioner then puts ticks against that pupil's name for cycling and running and a cross for playing football.
- They continue until they have completed the charts. Go round as they are working, helping where necessary.

Further practice

- Choose pupils to give two sentences about themselves. You give yours as a model, for example *I don't like painting. I like cycling and running*.
- If there is time, ask one pupil from each group to give a brief report to the rest of the class about the activities other pupils in their team like and dislike.

End the lesson

- Before you leave the classroom, ask pupils to practise the activities they like or don't like to do and the structures *Do you like ...? Yes, I do./No, I don't* with their family members.
- Congratulate the class on their charts and on how well they worked in this unit.

Lesson 1

Outcomes	To use pictures to understand new words when listening. To pronounce the letters of the alphabet correctly. To ask and answer basic, short simple questions about surnames.
Structures	What is their surname, Dad? How do you spell it?
Functions	Spelling surnames
Vocabulary	letter, surname, their
Topic	The alphabet
Resources	- Pupil's Book, page 43 - Exercise 1, Listen and point - Cassette, PB, Unit 15, Exercise 1

Revision

- Say *I like reading*. Do you? Ask a pupil. If that pupil says Yes, I do, he/she then asks the same question to the next pupil. If the pupil says No, I don't, the pupil asks the next pupil a question with a different activity.
- Try and practise as many activities as you can. If more than five pupils say Yes, start a new question.

Presentation

- Write your full name on the board. Point to it and say *This is my name*. Then ask *What's your name?* to various pupils.
- Then point to your surname and say *This is my surname*. Ask *What's your surname?* Ask a few pupils.
- Write surname on the board and practise reading it. Ask a few pupils again *What's your surname?*
- Teach the alphabet. Write the letters of the alphabet on the board in groups on different lines.
- After you have written each line, say each letter and ask the pupils to repeat after you. Say the group of letters, pointing to each one as you say it. Pupils repeat after you. Repeat each group of letters a number of times before moving on to the next group. Pupils repeat as a class, in groups and individually.
- Finally help the class say the whole alphabet together.
- Now ask a pupil with a simple surname *What's your surname?* Pupil replies. Ask *How do you spell it?* Help the pupil to spell the surname by pointing to the letters and writing the surname on the board as they are saying the letters. Let other pupils in the class help with the names of the letters. Repeat with a couple of pupils. They will get plenty of practice with spelling in this lesson.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	High	Medium	Low
respond correctly to <i>What's your surname?</i>			
understand the question <i>How do you spell it?</i>			

Pupil's Book, Page 43, Exercise 1

- Say *Open your Pupil's Book, please. Turn to page forty-three.*
- Ask pupils to look at the pictures and ask *Who is this?* Point to Asma. Point to her father and say *And this is her...* Pupils say *Dad*.
- Play the tape. Pupils listen and point to the words as they are listening.
- Play the tape again. Pause after each sentence and ask pupils to repeat.
- Choose pupils to read the dialogue aloud.

Unit 15 How do you spell it?

1 Listen and point

2 This is a letter of thanks to Uncle Issa and Aunt Muha.

3 What is their surname, Dad?

4 Their surname is Salem.

Tapescript

- ASMA: Excuse me, Dad.
DAD: Yes? What's that, Asma?
- ASMA: This is a letter of thanks to Uncle Issa and Aunt Muha.
DAD: That's very nice.
- ASMA: What is their surname, Dad?
DAD: Their surname is Salem.
ASMA: How do you spell it?
- DAD: S-a-l-e-m, Salem.
ASMA: Thanks, Dad.

Further practice

- Point to the letter in picture 2. Ask *What's this?* This will test if pupils can understand the word letter from the context of the text.
- If you have two brothers or sisters in the class, ask each of them *What is your surname?* Pupils answer. Then ask the class *What is their surname?* If not, choose a pupil to come to the board and draw heads to show their parents and brothers and/or sisters. Ask them to explain *This is my mother.* Then ask *What's your surname?* Pupil answers. Point to the drawings of the pupil's family on the board and ask *What is their surname?* Pupils answer.

End the lesson

- Practise saying the alphabet with the class.

Lesson 2

Outcomes	To pronounce the letters of the alphabet correctly. To identify all the small and capital letters of the English alphabet
Structures	<i>How do you spell it?</i>
Functions	Recognising the alphabet letters
Vocabulary	alphabet
Topic	The alphabet
Resources	- Pupil's Book, page 44, Exercise 2, Listen, point and say - Activity Book, page 29, Exercise 1, Match, listen and say - Cassette, PB, Unit 15, Exercise 2 - Cassette, AB, Unit 15, Exercise 1 - Flashcards: letter, the alphabet

Revision

- Ask a few pupils *What's your surname?* Pupils reply.
- Show the flashcard of letter and ask *What's this?* Pupils reply.
- Explain in Arabic that Asma is writing a thank you letter. Ask them why. Pupils explain that she got a present from her aunt and uncle. Encourage them to say as much as they can in English, for example *present from aunt and uncle*.

Presentation

- Show the flashcards of the alphabet. Say *This is the alphabet. Alphabet.* Pupils repeat the word. Ask a few pupils *What's this?* Pupils reply.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Accurate	Not accurate
understand and pronounce alphabet correctly		

Pupil's Book, Page 44, Exercise 2

- Say *Open your Pupil's Books, please. Turn to page forty-four.*
- Point to the alphabet letters and say *What's this?* Pupils reply *alphabet*.
- Say *Listen, point and say.* Play the tape. Pupils repeat after the tape.
- Play the tape again. Pupils say the alphabet.

Tapescript

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



Activity Book, Page 29, Exercise 1

- Say *Open your Activity Books, please. Turn to page twenty-nine.*
- Write the alphabet in capital letters on the board. Explain that this is the same as the small letters. Write the small letters under each letter. Point to the letter pairs and the class says the alphabet. Leave this on the board to use later.
- Say *Match.* Pupils match the capital letters and small letters individually.
- Play the tape. Say *Listen and say.* Pupils check the exercise and say the letters. You can point to the letters on the board as they are listening and saying the letters. This will help them check they are correct. Stop the tape if any pupils are having a problem.

Tapescript

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

End the lesson

- Go round the class saying the alphabet. You say *a*, the first pupil says *b*, the next *c* and so on. When the last pupil says *z*, the next begins again at *a*.

Lesson 3

Outcomes	To ask and answer short simple questions To pronounce the letters of the alphabet correctly To print the English alphabet (capital and small letters)
Structures	What is your surname? How do you spell it?
Functions	Spelling
Vocabulary	right, wrong
Topic	The alphabet
Resources	- Activity Book, page 29 - Exercise 2, Listen and write - Cassette, AB, Unit 15, Exercise 2

Revision

- Say *Say the alphabet*. The whole class joins in.
- Say *a*, point to a pupil who says *h*, point to another who says *c*. Continue like this, pointing to pupils at random for them to say the next letter. Do this at a decent speed so you do not lose the rhythm. This encourages pupils to listen carefully so they can say the next letter correctly.

Presentation

- Choose two pupils to act as Asma and Dad and read the dialogue in Exercise 1 from their Pupil's Books aloud. This is to act as a reminder for the rest of the lesson.
- Tell the class that they are going to write a thank you letter to the head teacher. Write on the board: What is *her/his/their* surname? Ask which is the correct word. Repeat with different people, for example *A letter to your grandma. A letter to your aunt and uncle. A letter to your brother.*
- Write the head teacher's surname on the board. Ask *How do you spell it?* Spell it with the children. Rub the surname out. Ask *What is his/her surname? How do you spell it?* Choose a pupil to come and write it on the board. When the pupil has finished, ask the rest of the class to say if it is *right* (smile and nod your head) or *wrong* (look sad and shake your head).
- If the pupil has written a capital letter at the start of the name, point to it and say *Well done!* Remind them that it is a surname so the first letter should be capitalised. If the pupil has not used a capital letter, look quizzical and point to the first letter, showing that there is something wrong. Ask the pupil to correct it.
- Make sure pupils write the capital letters larger than the other letters – there should be an obvious difference in size.
- Ask different pupils to spell the name aloud.
- Ask pupils *What is my surname? How do you spell it?* Help pupils to spell it. Write it on the board. Choose different pupils to spell it aloud.

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Yes	No
understand the need for capital letters at the beginning of names.		

Activity Book, Page 29, Exercise 2

- Tell pupils *Open your Activity Books, please. Turn to page twenty-nine.*
- Explain that the class must listen carefully and write the surnames of the three people being asked the questions.
- Play the tape. Pupils write the surnames.
- Say *Listen again*. Play the tape again for pupils to check the spelling. Pause after each one. Choose a pupil to spell the surname and you write it on the board after each first name. Model the writing so pupils can correct theirs if necessary.

Tapescript

NARRATOR: 1
GIRL 1: What's your surname, Mariam?
GIRL 2: It's Salameh.
GIRL 1: How do you spell it?
GIRL 2: S-A-L-A-M-E-H.
NARRATOR: 2
BOY 1: What's your surname, Ibrahim?
BOY 2: It's Haddad.
BOY 1: How do you spell it?
BOY 2: H-A-D-D-A-D.
NARRATOR: 3
GIRL 1: Excuse me. What's your surname, Nadia?
WOMAN: It's Banna.
GIRL 1: How do you spell it?
WOMAN: B-A-N-N-A.

Answers

- Mariam Salameh
- Ibrahim Haddad
- Nadia Banna

End the lesson

- Ask some pupils *What is your surname? How do you spell it?*

Lesson 4

Outcomes	To pronounce the letters of the alphabet correctly To match simple words with their printed form
Structures	How do you spell it?
Functions	Spelling
Topic	The alphabet
Resources	- Pupil's Book, page 44 - Exercise 3, Look and spell - Activity Book, page 30 - Exercise 3, Listen, circle and point - Cassette, AB, Unit 15, Exercise 3

Revision

- Spell some surnames out for the class to write. Use surnames of class members.
- The class must then read the surname aloud and say the first name.

Example:

Teacher: H-a-y-e-k.
Pupil 1: Hayek.
Pupil 2: Ibrahim Hayek!

Presentation

- Draw a car on the board. Ask *What is it?* Pupils reply. Ask *How do you spell it?* Pupils try to spell the word. If they get it right, say *Right!* and smile encouragingly. Write it on the board. The whole class spells it out.
- Do the same with more simple known words, for example *bus, bed, bag, box, desk, pencil, etc.*

Classroom Assessment

With reference to the presentation, pupils can:

Scoring criteria	Well performed	Poorly performed
spell simple known words.		

Pupil's Book, Page 44, Exercise 3

- Say *Open your Pupil's Books, please. Turn to page forty-four.*
- Point to the picture of the football and say *What is it?* Elicit *It's a football. Say Right!*
- Point to the speech bubble and read it. Ask *How do you spell football?* Choose pupils to read from the book. After each one say *Right!*
- Now tell pupils to work in groups of four and to draw quickly some simple objects on small pieces of paper (about three each). Give the class some examples, for example *a football, a car, a bike, a van, etc.*
- Pupils must then hold up the pictures to other members of the group and the other members must try to spell the word correctly.
- Monitor and help where necessary.

Activity Book, Page 30, Exercise 3

- Say *Open your Activity Books, please. Turn to page thirty.*
- Point to the group of letters. Explain in Arabic that there are words hidden in the series of letters. Say *Listen.* Play the tape all the way through.
- Play the tape again and say *Listen and circle.* Play the first one again and check that the pupils are circling the correct letters. Read it out again yourself if that will help.
- Finally, say *Point.* Pupils point to the correct picture and repeat the word. Continue with the other words.

Tapescript

NARRATOR: f-o-o-t-b-a-l-l
c-a-k-e
h-a-t
n-o-t-e-b-o-o-k

Answers

- hat
- notebook
- football
- cake

End the lesson

- Use some of the simple word flashcards from the previous units to practise spelling with the class, for example *man, fox, fig, nut, hat,*

Lesson 5

Outcomes	To ask and answer short simple questions. To pronounce the letters of the alphabet correctly. To begin to revise written work using capital and small letters
Structures	<i>How do you spell it?</i>
Functions	Spelling
Topic	The alphabet
Resources	- Pupil's Book, page 45 - Exercise 4, Ask, answer and find - Pieces of paper for pupils to make alphabet cards

Revision

- Choose pupils to say the alphabet. The rest of the class should listen and correct if necessary.
- Say some letters of the alphabet, for example *c*. The pupils tell you the next letter *d*.

Further practice

- Put pupils into groups of four. Ask them to make a set of alphabet letters. They are going to keep these to use in later lessons. Two pupils write the lower case letters and the other two write the capital letters.
- Check as they are working, helping where necessary.

Pupil's Book, Page 45, Exercise 4

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page forty-five.*
- Choose two pupils to read the speech bubbles aloud. Point to the letters, which should look something like the ones they have prepared.
- Ask a pupil *What's your name?* Elicit the full name from the pupil. Write it on the board. Ask *What's your surname?* *What's your first name?* Point to the first name to show the meaning. Ask around the class about the pupil *What's his/her name? What's his/her surname? What's his/her first name?*
- Ask again *What's his/her surname?* Then ask *How do you spell it?* Choose pairs to use their letters to spell the name out and show to the class. Make sure they are using a capital letter first and then small letters.
- Pupils now practise in their groups asking each other to spell their surnames.



Further practice

- Pupils ask their group members about other pupils sitting near them, pointing to someone and asking *What's his/her surname?* Check as they are working, helping where necessary.

End the lesson

- Ask pupils *What's my surname?* Ask *Can you spell it?* In pairs, pupils use their letters to spell your name.
- Go round checking who has got it right. Congratulate them!
- Before you leave the classroom, ask pupils to practise what they have learned in this lesson with their family members.

Lesson 6

Outcomes	To sing a short, simple song after listening to a tape To develop a love of listening to short, simple rhymes and songs in English
Functions	Singing a song
Topic	The alphabet
Resources	- Pupil's Book, page 45 Exercise 5, Sing - Cassette, PB, Unit 15, Exercise 5 - Flashcard: the alphabet

Revision

- Ask pupils about the words in Exercise 3 of their Activity Books, saying *How do you spell ... football?*

Pupil's Book, Page 45, Exercise 5

- Hold out your Pupil's Book and say *Open your Pupil's Books, please. Turn to page forty-five.*
- Tell the pupils *Listen* and play the song to the class. Play it again and ask the pupils to follow the words with their fingers. Stop the tape now and then to check the pupils are following in the correct place.
- Play the first part again and ask pupils to sing along with the tape if they can. Repeat the part then play the other parts for them to sing along with.
- Divide the class into two groups. The first group sings the first part. The second group sings the second.

Tapescript

Let's sing the alphabet,
Let's sing the ABC,
a,b,c,d,e,f,g,
Sing along with me,

h,i,j,k,l,m,n,o,p,
Sing along with me,
q,r,s,t,u,v,w,x,y and z!
Yes, we can sing the alphabet!

End the lesson

- Divide the class into four or five groups. Point to the first group and start them off saying the alphabet. After they have said three or four letters, point to another group to continue for three or four letters and so on round the groups.
- Repeat, pointing to groups randomly rather than in order and perhaps asking one group to say another set of letters. You want to make sure all the pupils are paying attention carefully and are ready to join in when required.

Lesson 7

Outcomes	To ask and answer short simple questions. To pronounce the letters of the alphabet correctly.
Structures	<i>How do you spell it?</i>
Functions	Spelling
Topic	The alphabet
Resources	- Pupil's Book, page 45 - Exercise 5, Sing - Activity Book, page 30 - Exercise 4, Look, answer and write - Cassette, PB, Unit 15, Exercise 5

Revision

- Play the song from Pupil's Book, page 45 again to the class and let the pupils join in.
- Play the song again but turn the volume down now and then so it is only the pupils singing. Then turn the volume up to see if they are at the correct place.
- Choose groups to sing the song to the class.

Activity Book, Page 30, Exercise 4

- Say *Open your Activity Books, please. Turn to page thirty.*
- Point to pupils in the class and ask other pupils to answer *What's her/his surname?* If possible, ask *What's their surname?*
- Look at the exercise now in their books and ask the questions orally.
- Pupils then write the answers. Check as they are writing, making sure they are writing the capital letters at the beginning of the names as in the pictures.
- Ask the questions again and pupils read the answers.

Answers

- It's Najjar.
- It's Hammad,
- It's Qadi.

Further practice

- Play a spelling game with the class. Put them into groups of ten. Make sure each group has sets of all the letters of the alphabet.
- The pupils can choose easy, medium or difficult words to spell. You will call these 1, 2 or 3 words.
- Each group in turn chooses which level of word they want, by saying 1, 2 or 3. You read a word out loud and all the groups spell the word with their letters. You go round the groups checking the spelling when they are ready. For the group which chose the level, give them 1 point if it is an easy word, 2 points for a medium word and 3 points for a difficult word. If they get it wrong, they lose a point. If other groups get it right, give them the points, but they do not lose the points if they are wrong. Keep the score on the board.

- Here is a list of suggested words:

- Easy words: zoo, big, fox, ill, fig, nut, hat, red, bag, ten, six, dad, mum, bus, sad, hop, box, run
- Medium words: desk, page, rubber, baby, Sunday, help, visit, lion, tiger, bear, stork, home, cake, olive, grey, present
- Difficult words: children, pencil, ruler, aunt, cousin, uncle, Wednesday, read, animal, young, small, pyjamas, climb, giraffe, guess, walk, headache, thirsty, breakfast, elephant, turtle

End the lesson

- Count up the points for each group with the class. Congratulate the winners!
- Before you leave the classroom, ask pupils to practise what they have learned in this unit with their family members.

Unit 16 Review

Lesson 1

Outcomes	To ask and answer short simple questions. To use short simple sentences. To pronounce the letters of the alphabet correctly.
Structures	<i>These letters are for you and Mazen.</i> <i>This letter is for you!</i> <i>How do you spell 'Mazen'?</i>
Functions	Spelling
Vocabulary	letter, reading
Topic	The alphabet
Resources	- Pupil's Book, page 46 - Exercise 1, Listen and point - Cassette, PB, Unit 15, Exercise 5 - Cassette, PB, Unit 16, Exercise 1

Revision

- Ask a few pupils to spell some simple three-lettered words.

Presentation

- Sing the alphabet song from Unit 15 with the class.
- Practise asking and answering *How do you spell?* Choose simple three-lettered words to practise around the class. When a pupil has spelt a word correctly, the rest of the class can say *Right!* This means they must listen carefully to what is being said – you must not indicate if the answer is right or not!
- Point to different things in the class to practise *this* and *these*. Ask *What is this? What are these?* Ask pupils to approach the items and say, for example *This is a desk. These are pencils.*

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Good	Fair	Poor
say or sing the alphabet correctly.			
spell simple words.			
use <i>This</i> and <i>These</i> correctly.			

Pupil's Book, Page 46, Exercise 1

- Say *Open your Pupil's Books, please. Turn to page forty-six.*
- Ask *Who can you see?* Say *Look at picture 2. What has Auma got?* (A letter)
- Say *Listen and point.* Play the tape all the way through.
- Play the tape again. Pause the tape after each sentence for the pupils to repeat.
- Choose pupils to read the sentences aloud.

Tapescript

- MUM: These letters are for you and Mazen!
MUM: They are from Uncle Issa and Aunt Mona.
ASMA: Thanks, Mum. I like reading letters.
- ASMA: This letter is for me, As-m-a, Asma!
- ASMA: How do you spell 'Mazen'?
MAZEN: M-a-z-e-n. Why, Asma?
- ASMA: This letter is for you!
MAZEN: Thank you.



End the lesson

- Ask pupils *What's your first name? How do you spell it?* Let pupils ask each other the question. Pupils can write each other's name and then show it to their partner to check if it is correct.

Lesson 2

Outcomes	To recognise simple words and phrases To use learned words to describe something in a picture.
Structures	<i>This is for her/him/me/you/them.</i> <i>These are for her/him/me/you/them.</i>
Functions	Spelling.
Vocabulary	football, hit, pyjamas, sunglasses, tennis racket, T-shirt.
Topic	Revision
Resources	- Pupil's Book, page 47 - Exercise 2, Listen and say Yes/No - Activity Book, page 31 - Exercise 1, Look, circle and say - Cassette, PB, Unit 16, Exercise 2 - Flashcards: football, hit, pyjamas, sunglasses, tennis racket, T-shirt

Revision

- Choose pupils to sing or say the alphabet.

Presentation

- Put the flashcards on the board. Choose a boy and a girl to come to the front of the classroom. Point to the flashcards and say *These are presents. They are presents for [pupils' names]. Who is the football for?* Pupils reply *It's for [him/her/them/me/you]*.
- Practise with different pupils and different flashcards.
- Put a picture or draw two children on the board and give them a name - one boy and one girl. Tell the class the presents are for them. Ask pupils to come to the board and point to the picture saying *This is for him/her/them*, or *These are for him/her/them*.

Diagnostic Assessment

With reference to the revision presentation, pupils can:

Scoring criteria	Mastery	Non mastery
use him/her/them correctly.		

Pupil's Book, Page 47, Exercise 2

- Say *Open your Pupil's Books, please. Turn to page forty-seven.*
- Point to each picture and ask *Who can you see?*
- Point to the first picture and ask *Who is the letter for?* Pupils reply *Mazen*. Say *Listen*. Play the first sentence on the tape. Ask pupils *Yes or No?* Pupils reply *No*. Ask *Who is it for?* Pupils reply with the correct statement *This is for him*.
- Play the rest of the tape all the way through. Then play it again. Stop after each sentence and say *Yes or No?* Pupils reply and correct the statement if necessary.

Unit 16

2 Listen and say Yes No

3 Game. Do you like...?

Tapescript

NARRATOR: 1
ASMA: This is for her.
NARRATOR: 2
MAZEN: This is for him.
NARRATOR: 3
MISS RASM: These are for her.
NARRATOR: 4
ASMA: These are for me.

Answers

1. No, this is for him. 2. Yes, this is for him.
3. No, these are for them. 4. Yes, these are for me.

Activity Book, Page 31, Exercise 1

- Say *Open your Activity Books, please. Turn to page thirty-one.*
- Hold up one book and ask *This or these?* Pupils reply *This*. Say *This is for you*. Give it to a pupil. Then hold up two books and say *This or these?* Pupils reply *These*. Say *These are for you*. Give them to a pupil.
- Point to the first sentence in the exercise. Ask *How many presents are there? (Two) So, this or these? (These)* Ask the class to give you the first sentence. Check the class understands what to do.
- Pupils continue with the rest of the exercise. Go round as they are working, noting anyone who is having a problem.
- Go over the exercise, asking the questions to show the pupils how to get to the correct answers.

Answers

1. These are for her. 2. This is for them.

Further practice

- Ask pupils to look at the children in Exercise 1 in their Activity Books. Ask *How do you spell Able?*

End the lesson

- Spell some easy three-lettered words aloud, for example *fox, bag, bed, leg*. The pupils tell you what you are spelling before you finish spelling the full word.

Lesson 3

Outcomes	To ask and answer short simple questions. To demonstrate understanding of basic familiar information when reading. To make connections between illustrations and simple written material.
Structures	<i>Do you like running?</i> <i>Yes, I do. I like running.</i> <i>No, I don't.</i>
Functions	Stating preferences
Vocabulary	<i>cycling, painting, reading, running, playing football, playing tennis</i>
Topic	Likes and dislikes
Resources	- Pupil's Book, page 47 - Exercise 3, Game: Do you like ...? - Activity Book, page 31 - Exercise 2, Look, write and listen - Cassette, AB, Unit 16, Exercise 2 - Flashcards: cycling, painting, reading, running, playing football, playing tennis, tidying bedroom - Pieces of paper

Revision

- Ask a boy and a girl to go to the front of the class.
- Say to a pupil *Stand up*. Give him/her a book and say *This is for you*. The pupil should respond *Thank you*.
- Then give him/her a ruler and say *This is for him*, pointing at the pupils at the front. The pupil takes the ruler to the boy.
- Give him a rubber and say *This is for her*, pointing at the pupils at the front. The pupil takes the rubber to the girl.

Presentation

- Write on separate pieces of paper: *reading, painting, playing tennis, playing football, running, cycling*.
- Ask a pupil to come to the front to choose a piece of paper and read it silently. The pupil then mimes the activity and must not say anything. The rest of the class asks questions, for example *Do you like running?* The pupil miming replies *Yes, I do./No, I don't*.

Diagnostic Assessment

With reference to the presentation, pupils can:

Scoring criteria	Effective	Ineffective
understand different activities vocabulary		
ask and respond to <i>Do you like (cycling)?</i>		

Pupil's Book, Page 47, Exercise 3

- Tell pupils *Open your Pupil's Books, please. Turn to page forty-seven*.
- Put all the flashcards on the board for the pupils to see.
- Ask a pupil to come to the front. Say *Do you like ...* and mime running. The pupil replies *Yes, I do. I like running*.
- Show the pupils the exercise in the book and ask a pupil to demonstrate as you did, asking the first part of the question to you. You reply.
- Pupils practise in pairs, using the flashcards on the board as reference. Go round as they are working, helping where necessary.
- Choose some pupils to act out one of their mimes and dialogues in front of the class.

Activity Book, Page 31, Exercise 2

- Tell pupils *Open your Activity Books, please. Turn to page thirty-one*.
- Ask *Who can you see?*
- Point to each of the pictures in the table and elicit the verb, for example *painting, reading, tidying bedroom, playing football*.
- Choose a pupil to read the words in the box above the table.
- Read the first question to the class. Elicit the answers for the reply. Explain that they write the words from the box in the gaps. They must use the table to give them the answers.
- Pupils complete the rest of the exercise. Monitor as they are working, but do not correct anything unless a pupil asks for your help. Write the exercise on the board during this time, or before class if possible.
- Say *Listen*. Play the tape through once so that pupils can check their answers. Play the tape again, pausing after each sentence so that pupils can correct if necessary.
- Choose pupils to come to the board and complete the sentences. Make sure they are using capital letters where necessary.

Tapescript

LAILA: Do you like tidying your bedroom, Issa?

ISSA: No, I don't. I like painting.

ISSA: Do you like reading, Laila?

LAILA: Yes, I do.

ISSA: Do you like playing football, Laila?

LAILA: No, I don't.

Answers

1. Laila: Do you like tidying your bedroom, Issa?

Issa: No, I don't. I like painting.

2. Issa: Do you like reading, Laila?

Laila: Yes, I do.

3. Issa: Do you like playing football, Laila?

Laila: No, I don't.

End the lesson

- Ask a few pupils questions about their likes and dislikes, for example *Do you like tidying your bedroom?*
- Before you leave the classroom, ask pupils to practise their likes and dislikes with their family members.

Lesson 4

Outcomes	To ask and answer short simple questions To pronounce the letters of the alphabet correctly To print the English alphabet (capital and small letters)
Structures	<i>How do you spell your surname?</i>
Functions	Spelling
Vocabulary	surname
Topic	The alphabet
Resources	- Pupil's Book, page 48 - Exercise 4, Ask and answer

Revision

- Write the following name on the board next to a drawing of a boy Omar Sabbagh. Ask *What's his name?*
- Ask *How do you spell his first name? How do you spell his surname?*
- Repeat with a drawing of a girl named Naima Khanum. Ask the same questions.

Pupil's Book, Page 48, Exercise 4

- Say *Open your Pupil's Books, please. Turn to page forty-eight*
- Choose two pupils to read the dialogue. Practise spelling the surname with the class.
- Pupils work in pairs, asking and answering the question. They write down their partner's surname and then show it to them to check.
- When they have finished, they swap partners and ask and answer again.

End the lesson

- Say *My surname is ... How do you spell it?* Pupils try to spell your surname. Write it on the board as they are spelling. When they have finished, tell them if they are right or wrong.

Lesson 5

Outcomes	To use learned basic words to describe something in a picture To pronounce the letters of the alphabet correctly
Structures	<i>These are my grandparents. Their surname is Hamad.</i>
Functions	Drawing a family tree
Topic	Family
Resources	- Pupil's Book, page 48 - Exercise 5, Project: Make a family tree - Wall chart 1: My family

Revision

- Draw your family tree on the board. Point to each person and say *This is my ...* Pupils complete the sentence for you. Revise *num, dad, brother, sister, aunt, uncle, cousin, grandma, grandpa*.
- Say *This is my uncle. His surname is (Salem ... Sa-l-e-m)*. Continue this way with other family members' names.

Pupil's Book, Page 48, Exercise 5

- Refer to page 8, introduction, of the Teacher's Book.
- Say *Open your Pupil's Books, please. Turn to page forty-eight*
- Point to Huda's family tree and say *This is her family tree*. Point to each person and ask *Who is this?* Pupils reply, for example *grandma, brother, etc.*
- Say *Now you draw your family tree*. Pupils will be familiar with the concept of family trees from Unit 2 work. You may like to show Wall chart 1: My family again to remind pupils more clearly how a family tree works. Now they are going to put into practice a great deal of what they have learned for this final activity in their Pupil's Books.
- Explain in Arabic that they need to leave space below each person because they are going to write names there. These can be first names or surnames, or both, depending on what pupils know or can remember.
- Give pupils enough time to complete this well, colouring what they can.

End the lesson

- Write the family members on the board, for example *sister, brother, etc.* Ask pupils to read the words.
- Then rub out a few letters in each word, for example *s _ _ _ e*. Ask *How do you spell sister?*

Lesson 6

Outcomes	To ask and answer short simple questions To use learned basic words to describe something in a picture To pronounce the letters of the alphabet correctly
Structures	<i>These are my grandparents. Their surname is Hammad.</i>
Functions	Drawing a family tree
Topic	Family
Resources	- Pupil's Book, page 48 - Exercise 5, Project. Make a family tree

Revision

- Revise the alphabet with the class, asking groups to recite it.

Pupil's Book, Page 48, Exercise 5

- Refer to page 8, introduction, of the Teacher's Book.
- Ask pupils to take out their family trees that they did in the previous lesson and sit in pairs.
- Ask pupils to open their books. Choose two pupils to read the dialogue aloud.
- Tell the pupils to swap their family trees so they have each other's. They then practise the dialogues. Their partner checks that the spelling on their partner's family tree is correct.
- Choose pupils to perform their dialogues in front of the class, showing their family trees.

Further practice

- Play a game to finish the book. On the board, draw a 4 x 7 grid. Write a letter of the alphabet in order in each box. You will have two empty boxes at the end.
- Divide the class into three or four groups, depending on the size of your class. Each group needs to be able to work together. They will need their letter cards that they made in Unit 15.
- Explain the rules. Each group chooses a letter and gives you a word beginning with that letter. You will then say *How do you spell it?* If they get it right, that box is theirs – they need to think of a name for their group. The letter is rubbed out and the group's name is then written in the box.
- If they do not get it right, the next group gets a turn. They have to try and get three boxes in a row horizontally, vertically or diagonally. The group to get most sets of three is the winner.

End the lesson

- Conclude the lesson by singing the alphabet together and congratulating the class on all their hard work during the course.

Wordlist

alphabet (U:15)
 alright (U:7)
 animal (U:5)
 aunt (U:2 & U:4)
 baby (U:2)
 bear (U:5 & U:8)
 big (U:5 & U:8)
 board (U:1 & U:4)
 breakfast (U:12)
 brown (U:11 & U:12)
 brush teeth (U:10)
 cake (U:9 & U:12)
 catch (U:6 & U:8)
 children (U:1)
 climb (U:6 & U:8)
 cooking (U:14 & U:16)
 cousin (U:2 & U:4)
 cycling (U:14 & U:16)
 dates (U:10)
 days of the week (U:3 & U:4)
 desk (U:1 & U:4)
 earache (U:7 & U:8)
 elephant (U:5 & U:8)
 Excuse me (U:7)
 fig (U:9 & U:12)
 fly (U:6 & U:8)
 football (U:13 & U:16)
 fox (U:6)
 get up (U:10 & U:12)
 giraffe (U:6 & U:8)
 go to bed (U:10 & U:12)
 go to school (U:10 & U:12)
 good morning (U:1 & U:4)
 grandma (U:2 & U:4)
 grandpa (U:2 & U:4)
 grandparent (U:2)
 grey (U:11 & U:12)
 guess (U:6 & U:8)
 half past (U:10 & U:12)
 hat (U:13 & U:16)
 have breakfast (U:10)
 have lunch (U:10)
 headache (U:7 & U:8)
 help (U:3 & U:4)
 home (U:7)
 hungry (U:7 & U:8)
 ill (U:7 & U:8)
 Jordan (U:1 & U:4)
 letter (U:15 & U:16)
 lion (U:5 & U:8)
 live (v) (U:2 & U:4)
 long (U:11)
 lunch (U:12)
 notebook (U:13)
 numbers 11-21 (U:9)
 nut (U:9 & U:12)
 o'clock (U:10 & U:12)
 olive (U:9 & U:12)
 page (U:1)
 painting (U:14 & U:16)
 park (U:3 & U:4)
 pencil case (U:1 & U:4)
 play (U:3 & U:4)
 playing football (U:4 & U:14)
 playing tennis (U:16)
 present (U:13)
 pyjamas (U:13 & U:16)
 read (U:3 & U:4)
 reading (U:14 & U:16)
 right (U:15)
 rubber (U:1 & U:4)
 ruler (U:1 & U:4)
 running (U:14 & U:16)
 salad (U:14 & U:16)
 school (U:3)
 (school) trip (U:3)
 see (U:5)
 short (U:11 & U:12)
 sing (U:6 & U:8)
 small (U:5 & U:8)
 stomachache (U:7 & U:8)
 stork (U:6 & U:8)
 sunglasses (U:13 & U:16)
 surname (U:15 & U:16)
 sweet (U:9 & U:12)
 tall (U:11 & U:12)
 tennis (U:14)
 tennis racquet (U:13 & U:16)
 thirsty (U:7 & U:8)
 tidy bedroom (U:3 & U:16)
 tiger (U:5)
 time (U:10)
 tired (U:7)
 today (U:3)
 toothache (U:7 & U:8)
 T-shirt (U:13 & U:16)
 turn (U:1)
 turtle (U:6 & U:8)
 uncle (U:2 & U:4)
 visit (U:3 & U:4)
 visitor (U:10 & U:12)
 walk (U:6 & U:8)
 watch (U:10)
 who (U:2)
 wrong (U:15)
 young (U:5 & U:8)
 zoo (U:3 & U:4)

Teaching Strategies

There are a variety of *Teaching strategies* that instructors can use to improve pupils' learning. The list below shows you some ways to make your classes more engaging.

1. Problem Solving and Investigation

Scientific inquiry

Scientific inquiry is a term that originated in the realm of science, but has been extended to cover other areas of knowledge acquisition. The model is based on gathering empirical evidence. Learners are encouraged to use certain skills to investigate ideas, acquire and integrate previous knowledge. In this grade level in Unit 6, pupils learn about the characteristics of some animals, such as which animals can climb/swim... and which cannot. Here pupils may watch a documentary about animals or see for themselves in real life at a zoo.

Mathematical investigation

Pupils in this grade are engaged in mathematical activities appropriate to their age and linguistic level. The aim is to help pupils acquire basic mathematical knowledge in the target language, such as counting to 21 in Unit 9.

Case study

Pupils have the opportunity to work on individualised projects, one form of a case study. An example is in the Pupil's Book, Unit 4, page 14, exercise 4 "Project: Make a picture diary", where the pupils are asked to make their own picture diary.

Pre

- Ask pupils to refer to their books, page 14, exercise 4.
- Ask pupils to volunteer to give sentences to describe the activities done on every day, for example *On Saturday I ...*
- Prepare Project worksheet 2 from Teacher's Book page 122 and give it to every pupil.

During

- Ask pupils to trace over the names of the days.
- Ask pupils to draw the activity they do for each day on the worksheet from Teacher's Book page 122 as shown in exercise 4.
- In pairs, pupils discuss what they do during the week.
- Every pupil says what he does on one day.

Post

- Pupils put up their work in class.
- The following week, every pupil checks whether the activities were done.

2. Group Learning

Group learning offers pupils the chance to work according to their own uniqueness, individual characteristics, styles and likes. Moreover, they'll get immediate feedback for their performance from other members of the group. There are various ways to implement groupwork. Your role as an EFL teacher is to manage this type of activity. You could allocate pupils in equal-sized groups or you could ask them to volunteer to be members of a group. Suggest a name to each group using concepts which pupils easily associate with as part of their experiences such as colour, number or toys. Pupils will enjoy having a name which gives them a sense of belonging. For example, in the Pupil's Book, in Unit 14, page 42, exercise 5 "Project: Ask and answer", the teacher puts pupils in groups or asks them to group themselves to do the Project cooperatively.

Pre

- Ask pupils to look at page 42, exercise 5.
- Ask pupils to draw a table in their exercise book like the one they see. They write the activities in the top boxes.
- Go around checking pupils' work.

During

- Put students in groups of four.
- Ask pupils to write their names in the first box under Name and the names of the other group members in the other boxes below.
- Pupils put a tick or cross in the boxes for their own activities.
- Pupils in pairs - within each group - ask each other *Do you like playing...?* If the answer is Yes, I do, they tick; if the answer is No, I don't, they cross.
- Pupils fill in the table for all the names in the group.

Post

- Pupils post their work in class for the other groups to see.

Cooperative group work takes place in group or pair work. Every pupil has a role that he/she can play according to their ability and preference: a guide or a spokesman. You can change the grouping system in every task or every now and then so that pupils have different roles within different members of a group.

Pair work is when some classroom tasks require that only two pupils interact. This encourages pupils to participate more enthusiastically in discussions. Pupils feel less threatened to get engaged than if they have to face a larger group or the teacher and other classmates in a teacher-fronted class. An example of pair work is Unit 4 in the Pupil's Book, page 14, exercise 3 "Look, ask and answer".

Pre

- Put pupils in groups. Each pupil writes where he/she lives on a card.
- They ask each other *Where do they live? Where does he/she live?*
- Ask pupils to look at page 14, exercise 3.

During

- Point to the two characters and ask *Who are they?*
- Pupils answer.
- Point to the first picture and the example dialogue and read *Where does Salim live? He lives in Amman.*

Teaching strategies

- Alternatively, you could ask two pupils to read the dialogue.
 - Point to the other pictures and go through all the exercise with the class.
- Post**
- In pairs, pupils practise asking and answering the question.

Interview

Pupils have the opportunity to ask and answer each other about personal issues one may ask in an interview, such as:
 Identifying persons: "Who is this?" when looking at pictures in Unit 2, page 9, exercise 4 "Listen and point";
 Routines: "What time do you get up?" Unit 10, page 31, exercise 4 "Ask and answer";
 Hobbies: "Do you like cycling?" Unit 14, page 42, exercise 4 "Ask and answer".

Peer Practice

Pupils practise structures and vocabulary intended to be learned in every unit. For example,
 "Where do you live, Omar?" "I live in Wadi Mousa." Unit 2, page 8, exercise 2 "Listen, ask and answer";
 "Where does Salim live?" "He lives in Amman." Unit 4, page 14, exercise 3 "Look, ask and answer".

Think, Pair, Share

Pupils are involved in tasks where they work in pairs to share ideas. For example, a pupil hides an object and asks the other "Is it a blue pencil case?" Unit 1, page 6, exercise 4 "Ask and answer".

3. Activity-Based Learning

Activity-Based Learning offers activities that guide pupils to understand new concepts through engaging them in real to-do tasks. This leads to better retention of the acquired knowledge and at the same time it leaves a positive impact on the pupil's attitude towards learning. For example, in the Pupil's Book, in Unit 3, page 11, exercise 3 "Listen and point", the teacher gets pupils involved in asking and answering questions about their daily routines and the pupils listen and point.

Pre

- Ask pupils to open page 11, exercise 3.
- Read the instruction *Listen and point* and explain to the pupils that they have to listen to the tape and match the sentences with the correct picture.

During

- Illustrate the first one and check that pupils point to the correct picture (picture 3).
- Play the tape and ask pupils to point to the pictures.

Post

- Play the tape again and pause after every sentence to check that pupils are pointing to the correct picture.

Games are specific tasks to implement Activity-Based learning. They engage pupils who will realise that learning can be fun. The role of the EFL teacher is to ensure that pupils have the appropriate material to complete the task. For example, in the Pupil's Book, in Unit 6, page 20, exercise 4, "Play", pupils try to guess the animal another pupil is thinking about.

Pre

- Show pupils the flashcards of the animals. Pupils say the names.
- Choose one card without letting the pupils know which animal it has. Ask *Guess what it is*.
- Ask pupils to look at page 20, exercise 4.

During

- Ask the pupils what characters they see *Who can you see?*
- Point to the bear in the first picture and ask *What is it?*
- Pupils reply.
- Read the words in the speech bubble and pupils repeat.
- Do the same in other pictures with all the class.

Post

- In pairs or groups, pupils play the game.

Pupils enjoy playing an educational game that reinforces the teaching point and helps them attain the objectives of a unit. It's equally important that the game is appropriate to the pupils' culture and level. Give clear directions. You can use the following checklist to evaluate the appropriateness of the game:

The game...	YES	NO
helps pupils attain the objectives.		
is appropriate to the pupils' culture.		
is appropriate to the pupils' level.		
has clear instructions.		

For example, in Unit 2 pupils work in groups; each pupil gets a seat as a passenger on a train/bus and a card with a name of a city: *Agadeh, Amman...* or the town/city where they live. One pupil acts as a station master and he has cards with the names of all the cities. He looks or points at pupils and asks "Where do you live?" Pupils answer according to the cards they have "I live in...". Then, the station master holds one card up for the group to see and says the city. The pupils acting as passengers pretend to get off the vehicle.

Teaching strategies

Another example of a game is from Unit 15 "How do you spell it?" Pupils, in groups, are given a piece of cardboard with the alphabet scrambled on it. Members in a group ask each other "What's your name/surname? How do you spell it?" Pupils circle or point to the letters on the cardboard.

Survey

Pupils at this level of development can be given a task that requires them to conduct a simple survey, such as finding out how many of their classmates live in a certain town/city, Unit 2; how many like a certain sport activity, Unit 14.

Field Trip

On field trips, pupils can experience what they're learning in the classroom in real life settings, such as seeing what animals can/can't do when visiting a zoo, Units 5 and 6.

Oral Presentation

Pupils are encouraged to choose a subject of interest to them to present in class after doing some research. For example, about an animal, what it can/can't do, Units 5 & 6; about a certain sport, Unit 14.

Simulation

Pupils are encouraged to imitate or innocently pretend to have certain likes/dislikes or feeling, such as: sport activity, Unit 14; food vocabulary, Units 9; having headache/stomachache..., Unit 7.

Project-based Learning

At the end of each unit, pupils are involved in projects that help pupils practise and recycle what they have learned in the unit. For example, Unit 2, page 9, exercise 6 "Point, read and draw"; Unit 8, page 25, exercise 4 "Make a word game".

4. Using Critical Thinking

Critical thinking is a very complex concept to define; it involves construction of meaning through the application of various levels of thinking such as connecting, inferring, analysing, judging ... Your role as an EFL teacher is to guide the pupils to ask questions and find answers to solve problems. An example is in the Pupil's Book, Unit 7, page 22, exercise 3 "Listen and match".

Pre

- Say *Open your Pupil's Books, please. Turn to page twenty-two.*
- Point to each character and say *What's his/her name?* Help pupils to read them if necessary.
- Write the names on the board. Point to them at random and ask pupils to read them.
- Then say the names and ask pupils to point to them.

During

- Tell the student *Listen and match.* Play the first question. Pupils point to Salma. Say *point to the correct picture.* Play the answer. Pupils point to picture 2.
- Continue with the rest of the exercise but do not stop the tape.
- Play the tape again. This time, stop after each dialogue. Ask pupils for the number of the picture. For example *Salma, picture 2.*

Post

- Say sentences, for example *I'm thirsty.* Pupils say the name of the person, for example *Nadia.*

Metacognition

Teach pupils to organise their learning schedule and divide their time wisely. This may seem too advanced but it's not. It's preferable that learners build consciousness of the learning process at this age. For example, pupils are encouraged to plan their own routines by using a weekly planner or a monthly planner.

Pre

- Prepare a weekly planner handout for each pupil. The A4 paper should have the following table plus a list of words in boxes that the pupils can cut out.

Name: _____ Weekly Planner

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

- List of words: *play, study, zoo, grandparent, tulying, football, painting, cycling.*

During

- Give out one weekly planner sheet for every pupil.
- Read the words aloud and ask the pupils to repeat after each word.
- Explain to them that they are going to cut out the words and paste them in the correct box to help themselves plan for the week.

Post

- Pupils share with the class what they plan to do.
- Pupils post their weekly plan on the wall.

Visual organisers

Pupils are encouraged to use organisers. For example, in Unit 3 "What day is it today?" and Unit 10 "What time is it?", pupils can arrange their weekly/daily activities according to a timetable.

Analysis

In Unit 4, page 13, exercise 2 "Listen and say" and Unit 13, page 38, exercise 2 "Look and say", pupils use their visual and analytic abilities to identify the object-a whole - from a part. This process may also be considered a problem-solving task at this level of cognitive development.

Assessment strategies

This section describes *Assessment strategies* that are here grouped into four categories: Performance-Based, Observation, Communication and Reflection. Various samples of recording assessment information are presented to show how they might be used in the classroom.

1. Performance-Based

Performance-based assessment is the process of using pupils' activities, rather than tests or surveys, to assess skills and knowledge. Pupils perform in various ways: presentation, performance, demonstration/roleplay.

Performance/Presentation

When conducting assessment at the early stages of language development, it is recommended to use visual cues and allow for a minimal amount of English in the responses. Pupils may bring to class a picture of a family member or a friend, an animal or a food item they would like to talk about. You or the presenters ask questions that may elicit the use of targeted language and vocabulary.

Demonstration

A demonstration transforms concepts into concrete and observable state through visual, audio, art, movement or music. Demonstration techniques are used when you want to assess pupils' knowledge of concepts they are learning without involving pupils in oral or written response. You may ask pupils to point at things or use other gestures, perform hands-on tasks or to act out vocabulary or events. For example, to check comprehension of likes/dislikes (Unit 14), numbers (Unit 9) or grouping of objects (classroom objects, food, activities...), you can ask pupils to respond with thumbs up or down or other non-verbal signs. Use a checklist to record student responses over time.

Another means to elicit feedback without requiring pupils to speak or write, you can ask students to produce drawings or charts or fill them out. A good example would be weekly or daily charts (Units 10 & 12) to be filled with activities. Pupils can also add labels on pictures, for example names of animals in a zoo (Unit 15).

Simulation/Roleplay

A roleplay is an alternative to traditional book reports. Pupils can transform themselves into a character to tell their story or describe something they own. They can tell a story of a character they're role playing from their point of view. The other pupils can write interview questions to pose to the various characters. When you ask the pupils to simulate or role play for the class, the performance could be videotaped. Review a sample of the performance against a set of criteria.

Use the following to assess pupils' performance-based skills:

Task: _____
Pupil being evaluated: _____
Skills checklist (20 points possible)
____ energy and projection (3)
____ singing in unison (4)
____ expression (4)
____ tonal quality (3)
____ correct rhythm (3)
____ posture (3)
____ total points for singer(s) (20)

Comments:

Assessment strategies

2. Observation

Observation is a direct means of learning about pupils. It involves seeing and recording what they know or do not know and can or cannot do. An important observation tool is anecdotal notes which are written during a lesson, as pupils either work in groups or individually, or even written after a lesson. One way to facilitate this process is to select five pupils per day for observation.

Photocopy or write out and copy each of the following checklists for each pupil. The first records anecdotal notes of listening and speaking, and the second records pupils' attitudes and social behaviour.

Insert the name of the pupil on each sheet. With these sheets, you observe each pupil four times in a year. You can change this to suit your situation. You can do it more often if you have smaller classes, for example four times a term. Under 1st/2nd/3rd/4th write the dates you carry out each observation. Hopefully, you will see an improvement as time goes on.

Listening and speaking		1st	2nd	3rd	4th
Name	Dates				

Code **M** = Most of the time **S** = Sometimes **N** = Not yet

Understands what the teacher says and what they hear in the audio material					
Asks the teacher to repeat utterances they cannot understand					
Speaks appropriately to the addressee					
Speaks confidently before the class					
Communicates clearly					

Attitudes and social behaviour		1st	2nd	3rd	4th
Name	Dates				

Code **M** = Most of the time **S** = Sometimes **N** = Not yet

Is willing to be challenged					
Is involved during class sessions					
Expresses enjoyment as a result of hard work and achievement					
Cooperates with others, i.e. provides help to others when needed					
Contributes to group work, i.e. is productive					
Displays sensitivity towards others					
Respects others					
Learns from watching others					

Assessment strategies

3. Communication

Pupils may have difficulty getting their point across clearly. When it comes to *Communication*, what they say and what they do not say are equally important. You can use various ways to assess your pupils, such as interviews, questions and answers, and conference.

Interview/Questions and answers

An interview is one form of dialogue in which the pupils report their response to a question or a series of questions. An interview involves observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections or ability to communicate or apply concepts. A "correct" answer is not an aim. The following is an example of an interview which could be used in Unit 9, for example.

Materials: 10 green figs, 6 brown dates, 5 pink sweets

Instructions: Display the food items in random order on your desk in front of the whole class. Ask for a pair of pupils to volunteer to come to the front. Guide the pupils to answer the questions in the box below.

Interview Questions	Comments
1. Sort the food by colour	
2. Count the food items of each colour	
3. Fill in the Data Sheet with the correct numbers of the food items	

Collecting Data

Data sheet:

green	black	pink

Now, you can assess the pupils using the following:

Problem Solving Checklist:

Criteria	Pupil 1	Pupil 2
1. Sort the food items		
2. Count the food items		
3. Fill in the Data Sheet		
4. Collaborate with others		

Conference

In a teacher-pupil conference, you have the opportunity to talk to pupils individually or in small groups and assess their understanding of various linguistic and cognitive points. You can record the interaction or take notes in the form of charts and graphs to better plan subsequent lessons.

4. Reflection

Reflecting on experiences and practices is a crucial part of learning. It is not just about learning from mistakes, but also about being self-aware. The Reflective Feedback which concludes the Performance Task above provides a good example of this. It helps pupils to make reasoned judgements about their personal strengths and weaknesses.

It also helps them to assess their own development and become effective decision makers. *Reflection* skills are demonstrated by the active and creative seeking of knowledge for problem solving.

Portfolios

Use portfolios as a method of reflection. A portfolio is a folder that allows the teacher to store pupils' performance work, such as oral recounts and selected work of the pupil, to be able to reflect on the pupils' work.

Assessment strategies

The following is a table that can be used to keep a record of a pupil's activity and reflect on it:

Pupil's Name: _____ Date: _____

Performance Task			Reflective Feedback		
Activity & outline of the topic	Purpose & objectives of the activity?	Expected outcomes to be achieved?	Achieved outcomes?	Is working towards outcomes?	Is yet to master the skills you are developing?

Response Journal

Encourage your pupils to use journals to express their reactions. Pupils may use a book response journal to express personal reactions to events, themes and ideas in any book they read. You may use these journals to respond to each pupil: share their questions and feelings, and suggest further reading or activities. You may use these book response journals as part of the conferences.

Self- and Peer-Assessment

Ask pupils to reflect on, make a judgement about and then report on their own or a peer's behaviour and performance. Use the responses to evaluate both performance and attitude. Typical assessment tools could include sentence completion, Likert scales or checklists.

Likert Scaling is a method in which a concept is measured according to a set of items that can be rated on a 1 to 3 response scale. The following is an example of a peer-evaluation sheet for use in a situation in which pupils introduce themselves to the class.

Reflective Feedback

Ask each pupil to circle one of the faces for each question to find out how they felt about the activity. You may use Arabic to give instructions.

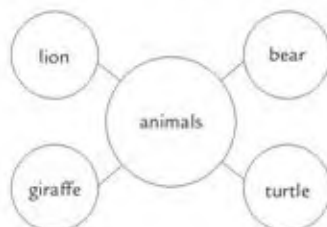
How do you find this activity?			
1. I understand the instructions.			
2. I find the activity easy to do.			
3. I can do the activity without help.			
4. I like to do it again.			
5. I have enough time to do it.			

Assessment strategies

Graphic organisers are an important tool to help pupils reflect. They are maps that involve pupils in thinking skills such as sequencing or comparing and classifying, to create representations of concepts and processes. These mental maps depict complex relationships and can make abstract ideas more visible and concrete. Examples of graphic organisers are: Webbing, (K-W-L) Chart, Cause-Effect relationship, Concepts in systems, Clock graphic organisers, and Compare and contrast.

• Webbing

Webbing is one way of making a visual representation of a lexical set. The pupils can create these in their exercise books or you can ask them to make some to put on the classroom walls. You can then revise lexical sets whenever you have a few spare minutes.



Assessment Comments:			
Understanding of the main lexical set	Good _____	Fair _____	Poor _____
Ability to provide examples	Good _____	Fair _____	Poor _____
Accuracy in writing examples	Good _____	Fair _____	Poor _____

• K-W-L Charts (what we Know, what we Want to know, what we Learned)

Before the unit, K-W-L charts enable you to gain an awareness of pupils' background, prior knowledge and interests. Afterwards, they help you to keep a record of what has now been learned.

Sample K-W-L Chart

K	W	L
Numbers 1-10	Numbers 11-21	

Before a unit of study, ask pupils to fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. For example, in the K-W-L chart above, pupils already know numbers 1-10 (K) having met them in *Action Pack 1 (New Edition)*; they will learn 11-21 (W) in Unit 9 of this level. This helps to keep pupils focused and interested during the unit and gives them a sense of accomplishment when they fill in the L column following the unit and realise that they have learned something.

Peer-Evaluation of an Oral Presentation			
	3=Good	2=Fair	1=Poor
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used gestures correctly			
Answered questions from other pupils			
Total	(of 21)		

Assessment strategies

You can also guide your pupils to assess their own performance:

Teamwork Score Sheet		
NAME: _____		
Circle Yes or No		
I helped my partner.	Yes	No
I watched my partner closely.	Yes	No
I did my best to gesture clearly.	Yes	No

• Cause - Effect relationship

One of the objectives at this level is that children learn relationships between concepts. *Cause - Effect* is a form of assessment that reveals the learners' understanding that there are consequences for feelings and/or actions. In the following task, pupils demonstrate their knowledge of the relationship between their state of being (cause: hungry, tired ...) and what they have to do through pictures (effect: eat, sleep ...).

Match the pictures of children with pictures of what they do.



Now, you can assess the pupils' performance using the following Scoring Criteria:

	4 = Excellent	3 = Good	2 = Fair	1 = Poor
hungry → eat				
ill → (thermometer)				
thirsty → drink				
tired → sleep				

• Concepts in Systems

Assessment is organised around the major themes the pupils have learned. *Concepts in Systems* is a form of assessment that shows pupils' ability to make connections between concepts and how these fit in larger systems. This reflects whether pupils have acquired a certain level of higher order thinking skills. The following task shows the pupils' mastery level of animal concept and behaviour.

Circle the correct word.



You can use the following grid to assess the pupils' performance:

	Correct response	Tick ✓	cross ✗
turtle	swim		
bear	climb a tree		
stork	fly		
giraffe	walk		
(Total) ✓		x =	

x = 4 = Excellent
x = 2 = Fair

x = 3 = Good
x = 1 = Poor

Assessment strategies

• Clock Graphic Organiser

Clock Graphic Organisers are used as one form of assessment that involves a clock-like cycle. Clock diagrams are used to show how events are related to one another in a time-oriented cycle. The following task asks pupils to record the events on a typical school day. The pupil has to identify the main event and to show how one event leads to another.

Match the events with the time.

	get up
	breakfast
	school
	lunch
	brush teeth
	bed



Use the following criteria to assess the pupils' achievement:

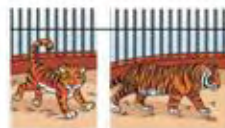
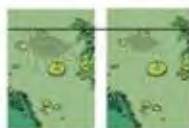
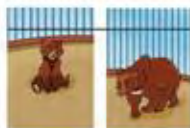
6= excellent; 5= very good; 4= good; 3= fair; 2= poor; 1= unacceptable

• Compare - Contrast

Comparison/Contrast is a form of assessment that is used to show whether pupils have mastered the skill of depicting similarities and differences. Comparing two things means telling how they are alike. Contrasting two things means telling how they are different. The key frame questions are: What are being compared? How are they similar? How are they different?

In the following task, the pupils are asked to compare and contrast animals.

Write the name of the animal above the pair of pictures.



Then choose the correct word from the list below and write it under each picture.

big old young small

The following are two criteria: one for comparison and the other for contrast.

Naming of animal (3= Compare)

Use of correct adjective (6= Contrast)

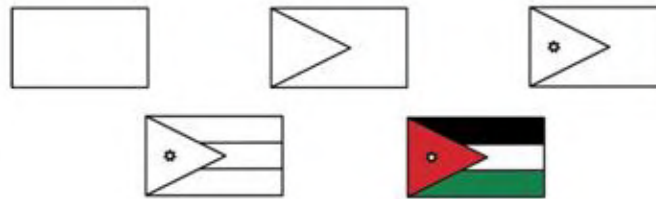
3 = Excellent; 2 = Good; 1 = Fair

6 = Excellent; 5 = Very good; 4 = Good; 3 = Fair;

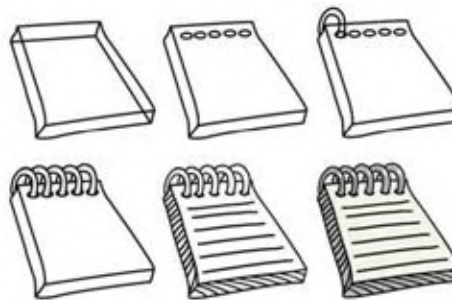
2 = Poor; 1 = Unacceptable

Example sketches

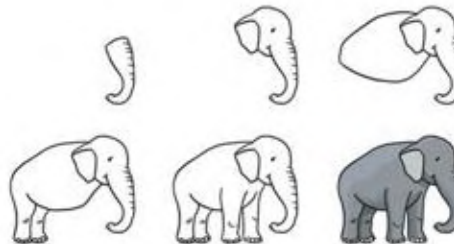
A Jordanian flag



A notebook



An elephant



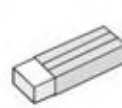
2 o'clock



Listening tests

Read the instructions aloud to the pupils slowly and clearly. You may need to repeat them several times. As certain themes recur at intervals throughout the Pupil's Book, each listening test relates to more than one unit. For example, identifying objects in units 1, 5 and 6; colours in unit 11; numbers in unit 9; spelling in unit 15.

1 Listen and number


☐
☐
☐
☐
☐
☐

2 Listen and circle

1. a.



b.



c.



2. a.



b.



c.



3. a.



b.



c.



4. a.



b.



c.



Listening tests

3 Listen and match

1. Monday

a.



5. Friday

e.



2. Tuesday

b.



6. Saturday

f.



3. Wednesday

c.



7. Sunday

g.



4. Thursday

d.



4 Listen and circle

1.

a.



b.



2.

a.



b.



3.

a.



b.



4.

a.



b.



Listening tests

5 Listen and circle

- | | | |
|----|-------------|--------------|
| 1. | a. twelve | b. twenty |
| 2. | a. fourteen | b. fifteen |
| 3. | a. eighteen | b. nineteen |
| 4. | a. sixteen | b. seventeen |

6 Listen and match

1.



a.



2.



b.



3.



c.



7 Listen and write

1. _ _ _ _
2. _ _ _ _
3. _ _ _ _
4. _ _ _ _
5. _ _ _ _ _ _
6. _ _ _ _ _ _

Tapescript and listening tests answers

1 Listen and number

NARRATOR: Number 1 is a cake. Number 4 is a ruler.
 Number 2 is a notebook. Number 5 is a rubber.
 Number 3 is a mosque. Number 6 is a desk.

Answers: 1 = cake 2 = notebook 3 = mosque 4 = ruler 5 = rubber 6 = desk

2 Listen and circle

NARRATOR: 1
 GIRL: What can you see? GIRL 2: I can see a fig. NARRATOR: 3
 GIRL: What can you see? GIRL 2: I can see a tiger.
 NARRATOR: 2
 BOY: What can you see? BOY 2: I can see a stork. NARRATOR: 4
 BOY: What can you see? BOY 2: I can see a pencil case.
 Answers: 1 = a 2 = b 3 = b 4 = c

3 Listen and match

BOY: 1. On Monday I go to the shops. 5. On Friday I visit my grandma.
 2. On Tuesday I tidy my bedroom. 6. On Saturday I play football.
 3. On Wednesday I help my mother. 7. On Sunday I play tennis.
 4. On Thursday I read a book.

Answers: 1 = d 2 = a 3 = c 4 = b 5 = g 6 = e 7 = f

4 Listen and circle

NARRATOR: 1
 GIRL: This bear is small. NARRATOR: 3
 GIRL: This elephant is big.
 NARRATOR: 2
 BOY: This tiger is old. NARRATOR: 4
 BOY: This lion is tired.
 Answers: 1 = a 2 = b 3 = a 4 = a

5 Listen and circle

NARRATOR: 1
 MAN: twelve NARRATOR: 3
 MAN: nineteen
 NARRATOR: 2
 MAN: fifteen NARRATOR: 4
 MAN: sixteen
 Answers: 1 = a 2 = b 3 = b 4 = a

6 Listen and match

NARRATOR: 1
 WOMAN: This present is for them.
 NARRATOR: 2
 WOMAN: These sunglasses are for her.
 NARRATOR: 3
 WOMAN: This T-shirt is for him.
 Answers: 1 = c 2 = a 3 = b

7 Listen and write

NARRATOR: 1
 MAN: b - a - b - y NARRATOR: 4
 MAN: h - a - t
 NARRATOR: 2
 MAN: b - e - a - r NARRATOR: 5
 MAN: g - i - r - a - f - f - e
 NARRATOR: 3
 MAN: f - i - g NARRATOR: 6
 MAN: j - o - r - d - a - n
 Answers: 1 = baby 2 = bear 3 = fig 4 = hat 5 = giraffe 6 = Jordan

Speaking tests and answers

Note: You may initiate the speaking tasks yourself by playing a role to provide a model. Mark the pupils' performance in general terms and be careful not to be too negative or pedantic. Pupils perform better in a stress-free environment.

1. Ask pupils to come to the front of the class and greet each other:

Good morning.
How are you?

[Good morning.]
[Very well, thank you.]

2. Ask pupils to bring objects or to point to objects in the classroom to ask and answer each other in pairs about:

Objects: What is this?
Is it a (Adj) (N)? Is it a blue book?

[It's a book/ruler / desk ...]
[Yes, it is./No, it isn't.]

3. Get pairs of pupils to use a box with seven small pieces of paper, a day written on each. One pupil asks and the other answers according to the paper he/she draws from the box:

What day is it today?

[It is ...]

4. Give pairs of pupils relevant flashcards and ask them to ask and answer about:

1. Animals: What can you see?
Can it climb a tree?

[I can see a lion.]
[Yes, it can./No, it can't.]

2. Cities: Where do you live?

[I live in ...]

5. Give pupils flashcards of contrasting adjectives. One pupil picks a card of a pair and says the word; the other pupil picks the contrasting adjective and says it:

small
young

[big]
[old]

6. Use the photocopiable material on page 122 to ask your pupils questions about:

Days of the week and activities: What day is it today?

[It's Tuesday.] [On Tuesday, I ride my bike.]

7. Ask pupils to come to the front of the class and mime (having a headache/stomachache...) and other pupils to ask about the following:

Illness: What is the matter?

[I've got a headache.] [I'm well, thank you.]

8. Ask pupils to bring the pictures of their families and, in pairs, to ask each other about:

1. Family: Who is this?
Where does he live?

[That's my uncle.]
[He lives in Aqaba.]

2. Description of people: What does your uncle look like?

[He's tall.]

9. Use flashcards, wall charts, photocopiable material, miming and real objects to ask your pupils questions about:

1. Counting and Quantities: How many (books) are there?
2. Time and Routines: What time is it?

[There are ...]
[It's ten o'clock.]
[I get up at six o'clock.] [I have breakfast at ...]

3. People: Likes and Dislikes: Do you like playing tennis?

[Yes, I do.] [No, I don't. I like cycling.]

10. Ask pupils to ask each other about:

Spelling: How do you spell...?

[.....]

Reading tests

1 Match the words to the pictures.

1. lion

a.



5. giraffe

e.



2. turtle

b.



6. tiger

f.



3. bear

c.



7. fox

g.



4. stork

d.



8. elephant

h.



2 Match the words to the pictures.

1. old

a.



3. small

c.



2. big

b.



4. young

d.



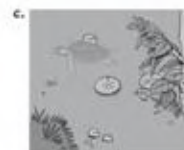
Reading tests and answers

3 Match the words to the pictures.

1. climb



3. fly



2. walk



4. swim



4 Read and draw.

1.



It's half past two.

2.



It's six o'clock.

3.



It's eleven o'clock.

5 Write Yes or No.

1. Is it a zoo? _____



2. Is it a park? _____



3. Is it a mosque? _____



4. Is it a school? _____



Writing tests

1 Fill in the blanks with the correct letters.

- | | |
|----------|-----------|
| 1. to-ay | 5. ol--e |
| 2. re-d | 6. sc-o-l |
| 3. v-s-t | 7. b-us- |
| 4. w-t-h | 8. t--th |

2 Put the words in order to make sentences. Don't forget the punctuation marks. (Note: This exercise may be assigned to the most able students in the class).

- a / It's / mosque _____
- That's / grandpa / my _____
- can / They / walk _____
- short / My / aunt's _____
- eleven / It's / o'clock _____
- sunglasses / These / are _____
- for / This / you / is _____

3 Use these words to write the names of the classroom objects.

board pencil case rubber ruler desk book



- _____
- _____
- _____
- _____
- _____
- _____

4 Use these words to write the names of the objects.

football sunglasses pyjamas tennis racquet notebook present



- _____
- _____
- _____
- _____
- _____
- _____

5 Correct spelling (small/capital letters) in the following.

1. it is thursday. _____
2. is this amman? _____
3. good morning, omar. _____
4. i live in irbid. _____
5. do you like olives, asma. _____

Reading and writing tests answers

Reading tests answers

1

1. b
2. c
3. a
4. d
5. f
6. g
7. h
8. e

2

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

3

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

4

1. It's half past two.
2. It's six o'clock.
3. It's eleven o'clock.

5

1. no
2. yes
3. yes
4. no

Writing tests answers

1

1. today
2. read
3. visit
4. watch
5. olive
6. school
7. brush
8. teeth

2

1. It's a mosque.
2. That's my grandpa.
3. They can walk.
4. My aunt's short.
5. It's eleven o'clock.
6. These are sunglasses.
7. This is for you.

3

1. ruler
2. book
3. board
4. pencil case
5. rubber
6. desk

4

1. pyjamas
2. notebook
3. present
4. football
5. sunglasses
6. tennis racquet

5

1. It is Thursday.
2. Is this Amman?
3. Good morning, Omar.
4. I live in Irbid.
5. Do you like olives, Asma?

Photocopiable project worksheets

Project worksheet 1: Cities in Jordan

Amman



Irbid



Aqaba



Wadi Mousa



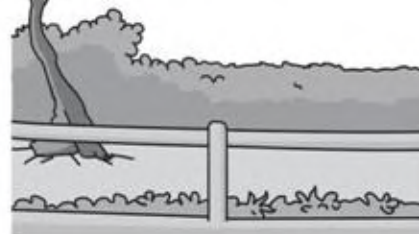
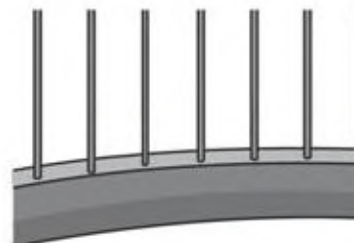
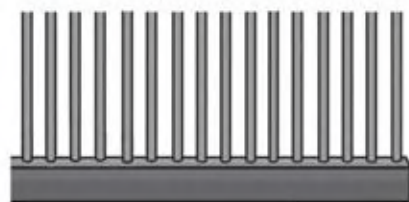
Photocopiable project worksheets

Project worksheet 2: A picture diary



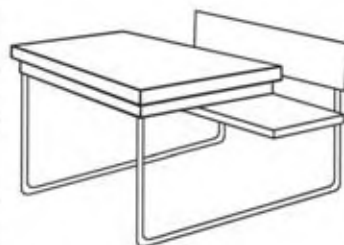
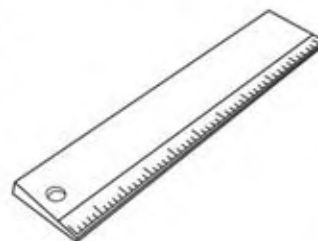
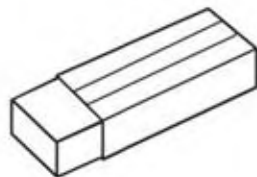
Photocopiable project worksheets

Project worksheet 3: My zoo



Photocopiable extra practice worksheets

Extra practice worksheet 1: Objects and colours



Photocopiable extra practice worksheets

Extra practice worksheet 2: Family words

grand

pa

grand

ma

mu

m

d

ad

cous

in

unc

le

au

nt



Photocopiable extra practice worksheets

Extra practice worksheet 3: Can you ... ?

Answer ✓ or X

	You	Friend (1)	Friend (2)
catch the ball			
climb a tree			
fly			
sing a song			
swim			
walk			
ride a bike			

Photocopiable extra practice worksheets

Extra practice worksheet 4: He/She has got ...

1.



This girl has got an e _____ .

2.



This boy has _____ a s _____ .

3.



This girl has _____ a h _____ .

4.



This boy _____ a t o _____ .

Instructions on how to write the alphabet

a/A

a A

b/B

b B

c/C

c C

d/D

d D

e/E

e E

f/F

f F

g/G

g G

h/H

h H

i/I

i I

j/J

j J

k/K

k K

l/L

l L

m/M

m M

n/N

n N

o/O

o O

p/P

p P

q/Q

q Q

r/R

r R

s/S

s S

t/T

t T

u/U

u U

v/V

v V

w/W

w W

x/X

x X

y/Y

y Y

z/Z

z Z