



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK 2

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Macmillan Education
Between Towns Road, Oxford OX4 3PP
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-0-2304-1364-1

Text, design and illustration © Macmillan Publishers Limited 2011
Written by Wendy Arnold

First published 2011

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Designed by Melissa Orrom Swan
Cover illustration by Ruth Palmer

The author would like to thank her wonderfully patient project manager, Tracy Traynor and the publishing team at Macmillan, as well as all the committee in Palestine who have tirelessly given their time to this project.

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Printed and bound in Palestine by A R Hijawi & Sons

2015 2014 2013 2012 2011
10 9 8 7 6 5 4 3 2 1

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Introduction

COURSE COMPONENTS

English for Palestine Grade 2 consists of the following components:

- 2 Pupil's Books (2A and 2B), each containing both language presentation and practice material
- 1 Teacher's Book
- 168 Flashcards
- 20 Posters
- 2 Audio CDs

Objectives

The objectives of Grade 2 are:

- to develop a core vocabulary of high-frequency English words which can be built on at later levels
- to introduce simple key grammatical structures
- to provide opportunities for children to engage in meaningful activities in English
- to teach children to count to twenty in English
- to familiarise children with the English alphabet (both lower-case and capitals)
- to familiarise children with the sounds of English
- to develop early literacy skills

For details of how the course covers language unit by unit, see the Overview on **pp. 10–11**.

The Pupil's Book

There are two Pupil's Books for Grade 2, covering 18 units in the course of a year. Pupil's Book 2A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 2B, which contains Units 10–18.

Each Pupil's Book contains seven units of new material: these present new vocabulary and structures, introduce the English alphabet and basic phonics and provide practice for listening, speaking and early literacy skills. Two revision units give children the opportunity to review and further practise this language.

The Pupil's Book is a combination of a traditional Pupil's Book and Workbook. Each unit contains material for six teaching periods: Periods 1, 3 and 5 are **Learn** periods and Periods 2, 4 and 6 are **Practise** periods.

- **Learn period:** language is presented and reinforced
- **Practise period:** language is practised in a wide variety of activities; children also have the opportunity to develop handwriting skills

Each unit is based on a theme, allowing the new language to be taught in context, e.g. *In the garden, My hobbies, Let's go shopping!*. The themes have been taken from the Palestine curriculum to meet the needs and interests of children of this age.

The Teacher's Book

Comprehensive notes are supplied for each period, to help the teaching be as effective as possible and to ensure that teaching time is used efficiently. The notes for each period contain a summary box at the start, clearly detailing the learning aims and the key language covered, as well as listing the materials required so that you can prepare lessons in advance. Timings for each activity are supplied as a guide. Instructions on how to model examples and give feedback on answers are also included.

The Teacher's Book also contains ideas for classroom games and using the flashcards and posters.

The Posters and Flashcards

The visual stimuli of the posters and flashcards provide a fun and effective means of introducing, consolidating and practising new language, as well as reviewing known language in a new context.

Each period begins with poster activities. Flashcards are used for follow-up work, and later in simple games (matching, classifying, memory work, etc.) to give a range of opportunities for review and extending the children's knowledge (e.g. by practising linking sounds and letters/items and numbers, etc.). Suggestions for use of both posters and flashcards appear throughout the teacher's notes.

The posters can be left on display in the classroom to encourage children to remember the language they have learned. There are 20 posters:

- 14 Unit Posters
- an Alphabet Poster
- a Letter Poster (writing models for the letters shown on handwriting lines)
- 2 posters showing key activities (for you to use to show the children how to complete the activities in their book)
- 2 posters providing opportunity for review (toys and prepositions / food and drink)

The flashcards cover all the vocabulary topics of the book, as well as sounds/letters and numbers. There are 168 flashcards: a complete list can be found on **p. 128**.

The Audio CDs

The Audio CDs contain native-speaker recordings of all the listening texts and dialogues in the Pupil's Book, to give a clear model for all language structures, key vocabulary and letter sounds. The recordings are designed to encourage the children's input, giving them plenty of opportunity to develop their listening and speaking skills.

METHODOLOGY

English for Palestine Grade 2 takes a step-by-step approach. Children hear the words, then move on to saying them. They practise recognising letters, then move on to writing them.

The following icons are used to help children work out what is required in each activity right from the start.

Listen 

Speak 

Look 

Write/Match/Trace/Draw/Colour/Circle/Copy/Complete 

Read 

Sing 

Play 

Children have different learning styles. **Visual learners** learn best when they have lots of pictures, real items, people's faces and gestures as stimuli. **Auditory learners** learn most effectively from hearing new language and being given lots of opportunity to speak. **Kinesthetic** learners benefit from linking language to action (this can be a challenge in the classroom). *English for Palestine* has been designed to meet all these learner needs and to motivate learners of different abilities.

1 Developing listening and speaking skills

Children should be given every possible opportunity to hear English spoken and to speak it themselves, so that they can become fluent and accurate English speakers. Each period of *English for Palestine* provides opportunities for developing both fluency and accuracy.

Fluency activities: *Fluency* refers to the ability to get the message across: the message is not necessarily error-free, but it is communicated. Try to find opportunities for informal interaction in English with the children, so that they don't feel scared to speak English: making errors here isn't important. For example, when you come into the classroom, fan yourself with your hand and say, *Phew! Hot!* The children will understand what you say because of your gesture. Very soon they will be telling you, *Phew! Hot!* You can then answer by saying, *Yes,*

it's very hot today. This will extend the children's repertoire of English in a subtle way and help develop fluency.

Give the children opportunities to display what they know. Before formally presenting vocabulary, ask the children if they know the words. At this stage, it does not matter if they don't pronounce the word accurately or they get it wrong. Praise their efforts: you will find that they want to speak English more and more. They will get used to speaking English and their confidence in their ability to use the language will grow.

Accuracy activities: *Accuracy* refers to the ability to produce error-free English. Each unit in the course contains accuracy activities, either grammar- or vocabulary-based. At the presentation stage of the period, it is important that you provide a good model of accurate English and that the children respond accurately. Use the recordings to help you. It is at this stage that you should correct children's errors, in language or pronunciation.

Oral interaction in the classroom

Patterns of interaction

It is important to vary the pattern of interaction in the classroom. If you constantly address the whole class, you may find that the more confident children are doing all the talking in response, while the quieter children stay silent. Remember sometimes to address questions and comments to individual children or small groups. Also use pair work, a very effective way of encouraging the children to practise speaking English. Drilling is also used in the course: here the whole class repeats/says a word or phrase together or in groups. This allows less confident children to join in without feeling intimidated.

Pronunciation

Some of the sounds of English will be difficult for Palestinian children to pronounce. Keep a note of any they find difficult and make a point of practising these each period. Encourage the children to listen carefully to the recording and to copy the speakers as closely as possible. Make this activity as much fun as possible – encourage the whole class to praise the children who manage to sound the most English!

Sometimes children will have difficulty hearing the difference between one sound and another, e.g. /k/ as in *cat* and /g/ as in *goat*. Try some 'minimal pairs' activities: these involve distinguishing between two words where the only difference is a single phoneme, e.g. *coat* and *goat*, *pin* and *bin*, *fan* and *van*, etc. Ask the children to listen to pairs of words like this and identify which sound is which.

2 Developing reading skills

The reading skills part of the course includes *The alphabet*, *Phonics* and *Whole word activities*. Grade 2 builds on the work done in Grade 1, with more opportunity to read both words and simple sentences.

The alphabet

The sounds and names of the 26 letters are taught in small groups. These are introduced not in the order of the alphabet but according to the frequency use of the sounds in English.

Phonics

Phonics takes as its starting point the sounds (or phonemes) of English. The phonics approach in Grade 2 builds the children's confidence in linking sounds and letters before moving on to look at the ways in which phonemes are blended together to make words and to recognise how the words are spelled.

Phonics activities in the course teach children to recognise, isolate and produce initial phonemes in target vocabulary. In later stages, they are taught to segment and blend phonemes to decode and produce three letter CVC (consonant–vowel–consonant) words. This is an important 'word-attack' skill which children will be able to apply in the later stages, when they encounter unfamiliar words in their reading, or when they are writing words. You can use three fingers to represent a three-letter CVC word, e.g. *bed*. Say each sound: /b/ /e/ /d/, pointing to one finger at a time as you do. Then draw your fingers together to show the children that you are blending the three sounds together and say *bed*.

Whole word

Sometimes it is not possible to sound out words in English. The vocabulary exercises in this course include picture and word matching activities, where the children match the whole word to the picture. This helps the children to see not just individual letters, as they do in phonics activities, but to look at the shape and pattern of the whole word. Building up an extensive 'sight vocabulary' (a list of words which the children can read quickly without sounding them out letter by letter) will help the children become good fluent readers.

Structures

In the Pupil's Book grey text is used in speech bubbles to help the children know which words they need to change when using a new language structure.

Wordcards

As the children practise reading new words, you will find it useful to create wordcards, that you can use again and again.

- Make the cards about the size of picture flashcards.
- The writing needs to be big enough for the children at the back of the class to read.
- Use a thick black pen so that the words are clear.
- Use the same writing style as the children are learning (see **wordcard handwriting model pp. 120–1** – you can trace over the letters in order to master the style).

3 Developing writing skills

In Grade 2, the children learn to write the numbers 1–20 and all the letters of the alphabet in lower case, then upper

case. The Teacher's Book contains illustrations to help you guide the children on how to hold a pencil correctly. The Letter Poster illustrates how each letter is formed. The Pupil's Book contains activities to practise directionality and letter/number formation. Starting points are marked and numbered arrows included to help children master how to write each letter and number. Developing good habits at this stage will help the children when they later learn to join letters.

In Grade 2 there are more opportunities to write both words and simple sentences.

A **photocopiable writing frame** is supplied on **p. 124**.

Every so often ask the children to do a special piece of writing, using one of these. Explain that it will be displayed in the class and/or they will take it home for their family to see. Encourage them to do their best writing, remembering to form letters correctly, to make them the correct size and to space them appropriately. The children will be motivated to write very carefully when they know the work is for display. It will also encourage them in their learning to produce something that they feel proud of.

CLASSROOM MANAGEMENT

To make the best use of the limited time available in each period, bear in mind the following. (See also **p.125** for further teaching tips.)

1 Making periods enjoyable and effective

- **Activate existing knowledge:** this makes us more receptive to additional information. It is very easy to take advantage of this with young children. When you first start a new unit, don't let the children open their books. Tell them the topic of the unit, and ask a question related to it, e.g. for a unit called *Let's go shopping!*, ask where they think the family will go and what they will buy, etc. When the children open their books to start the unit, they will have a context in which to learn the new language.
- **Use visual material effectively:** There is a large amount of visual material in the Pupil's Book, which can be exploited in a number of ways. Use it to show the meaning of new vocabulary items. Pictures can also be used before an activity to orientate the children, to activate existing knowledge and to predict the language or outcome. Also teach children to look at pictures for clues in order to complete an activity.
- **Monitor and feed back:** Working with a large class can make checking work a challenge. However, it is essential to monitor and provide feedback to encourage the children and also to identify any areas of weakness that you need to review.

At the end of each activity, there should be a feedback stage, during which correct answers are confirmed (including alternative correct answers, if any) and incorrect answers are discussed. Errors offer good teaching opportunities: clarify any points on which the children are unclear and encourage them to produce the correct versions.

Remember to praise the children's efforts frequently. Positive feedback will encourage them to try harder.

- **Keep children motivated:** The course contains a wide variety of activities to keep the children engaged and motivated. In addition, we include further ideas for activities using the flashcards and posters, as well as some popular and effective language games: see **pp. 8–9** for details.

2 Using teacher's signs

It is generally a good idea for the teacher to speak English rather than Arabic during the English lessons, although at the beginning you may want to use some Arabic to reassure the children and help them engage with the topic. In order to avoid a lot of organisational language in English or Arabic (e.g. *Now I want you to look at your books and listen and say each of the items that you hear ...*), we suggest that you teach a number of simple signs that can be used to give these instructions. Encourage the children to get into the habit of looking at you, as an orchestra looks at a conductor, for the next sign, which will tell them what they have to do.

Here are the signs used throughout the course:



Copy/Write



Count



Find



Listen



Look



Match



Read



Say



Think



Trace/Draw

3 Revising

To ensure that teaching is effective, it is essential that new language items are revised on a regular basis. For this reason language is revised in activities both within the units and in the Revision units throughout the course. The Teacher's Book also includes suggestions for revision work at the start and end of periods.

4 Testing

Although there is no formal testing until Grade 4, bear in mind that it is useful to test children informally on an ongoing basis: it will help you identify areas of weakness that you can revisit in subsequent lessons. Remember to give positive feedback as much as possible, as this will help develop children's confidence.

5 Using language games

Language games are an enjoyable way of revising and reinforcing new language. They help to motivate children, especially when there is an element of competition involved. Games are used throughout the course. There is also a game introduced in the Pupil's Book at the end of each Period 6 as a fun way of concluding the unit.

Games to use throughout

1 Teacher says

Ask the class to stand. Give a short instruction, e.g. *Teacher says touch your nose.* / *Teacher says point to something yellow.* (You can replace *Teacher* with your own name or a child's name.) The children listen and follow the instruction. However, if you miss out *Teacher says* at the beginning of the instruction (e.g. *Touch your nose.* / *Point to something yellow.*), they shouldn't follow the instruction. If they do, they sit down. The winner is the last child left standing.

You can make it harder by saying the instructions very quickly one after the other.

2 I spy

You can play this game using the classroom, the poster or flashcards. Say, e.g. *I spy something yellow.* / *I spy something beginning with w.* The children have to look round the room / on the poster / on the flashcards and guess what the thing is, e.g. *a yellow ball, a window*, etc. Once children are familiar with the game, they can play in pairs / small groups, taking turns to say *I spy* ... This is a good game for practising speaking and vocabulary.

3 Air and back writing

Stand with your back to the children and write a letter in the air. Make it large so everyone can see. The children identify the letter. The children then continue the activity in pairs, taking it in turn to air-write. Remind them to stand with their back to each other, so that the letter is the right way round.

Back writing is the same, but the children write the letters on each other's backs.

4 Vanishing numbers

Write a sequence of numbers on the board, e.g. 1 2 3 4 5 6. Elicit the sequence 1–6 and 6–1. Delete one number. Elicit the sequences again. Continue, each time deleting another number, until the children are saying the whole sequence without any visual prompt.

5 Sums

Write some simple sums on the board, e.g. $4 + 2 = \underline{\quad}$. This gives number vocabulary practice but also counting practice, a useful skill for the children's other subjects too.

6 Yes or no?

Show flashcards one by one. Sometimes give the correct word and sometimes the wrong one. If correct, then the children repeat it. If incorrect, the children do not say the word and they cross their arms. You can make the game more challenging by getting the children to correct you, e.g. *No, dog.* or *No, it's a dog.*

7 Silent speaking / lip reading

Say sounds or words silently: the children need to work out from the shape of your lips what you are saying. This encourages them to focus closely on how sounds/words are pronounced. It can also be played in pairs.

8 Look and guess

Cover a flashcard picture with paper. Reveal the picture gradually. The children guess what it is from the detail.

9 Making words

Put the letter flashcards for a word (e.g. *b, a, g*) on the board in random order. The children work out the word, putting the letters in the correct order. At this stage make sure you choose simple words that are spelled phonetically – i.e. there is a simple and direct correlation between the sound and written form of the letters (so *cat, dog*, etc., not *date* or *goat*). You can make the activity easier by supplying the picture flashcards for support.

10 Letter/Sound matching

Display picture flashcards and the letter wordcards for the starting sounds of the pictures for the children to match (e.g. *bag* and *b*).

1 Bingo

Draw a grid on the board with six boxes for the children to copy. Review a vocabulary set (e.g. numbers, letter sounds, toys, colours, etc.). The children choose six items and write or draw one in each box of their grid.

Say the items in random order. When they hear the sound of a letter they have, the children score it through in the grid. The first child to have correctly scored through all his/her letters is the winner. He/She calls out *Bingo!*

2 What's missing? / Who's missing?

Show a set of flashcards (or wordcards you have made). Give the children a fixed amount of time to look at the pictures/ words and memorise them. Tell them to close their eyes, then remove one of the cards. The children tell you which card has been removed.

3 The chain game

Choose a topic. Explain that the aim is to make the longest sentence possible. Ask the class to stand. Start the chain off by saying, e.g. *In the garden I can see a girl.* The first child repeats what you have said and adds an item, e.g. *In the garden I can see a girl and a rabbit.* The chain continues with each child repeating the list so far and adding an item. If a child makes a mistake or can't think of an item to add, he/ she sits down. The chain starts again from the beginning. Play until only a few children are left standing. They are the winners.

4 Sets

Choose two sets of flashcards. Write up a heading for each, e.g. *Food* (with a small drawing of an egg) and *Animals* (with a small drawing of a cat). Shuffle the flashcards and leave them face down on your desk. Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set. You can make the game more challenging by using more than two sets.

5 Shark attack

Choose a topic. Choose a word in the topic (e.g. *jump*). Don't say the word. Write on the board a line for each letter. Explain that the aim of the game is to work out the word by guessing letters. For each wrong letter, you will draw a line of a shark. The children need to work out the word before the shark is complete. Elicit letters from the children. If the letter is in the word, write it in; if not, draw a line of the shark and write the letter at the side of the board. The child who works out the answer can write up the next prompt.

6 The memory game

Put the class into four teams. Choose and display four flashcards, three from one set and one from another. Elicit the words. Give the children 20 seconds to look at the cards and memorise them. Then take the cards down. Ask Team 1 to tell you what the cards were: they score 1 point for each one they can remember. If they remember them all, they get a bonus point. If they forget some, the other teams get the chance to 'steal' double-points: they get 2 points for every missing item. Repeat with different sequences of cards, with a different team answering first each time. The team with the most points is the winner. You can make the game more challenging by increasing the number of flashcards and choosing randomly from different sets.

7 Odd one out

Display in random order three flashcards from one unit and one from another unit, e.g. meat, kunafeh, ice cream, butterfly. The children identify the odd one out, giving a reason (in Arabic if necessary), e.g. butterfly is an animal not a food. Accept any reasonable answer.

8 Other resources

Teacher's Book

On p. 125 of this book, you will find a list of **ten teaching tips**. Take time to read these carefully and try to use them frequently, until they become a part of your everyday teaching routine.

Also use the **teaching notes grid** on pp. 126–7 to help monitor the progress of your class. This will help you focus your energies and teach to best effect.

Internet

You can find further teacher support, including ideas for extra activities and for developing teaching skills, on the website **onestopenenglish.com**

Home support

Try to involve parents actively in their children's learning. Photocopy and send home a **letter to parents** as you start each Pupil's Book (see pp. 122–3), to keep parents informed about what their children are doing and to encourage them to participate in their child's learning. We've provided these in English. If you think that it would be helpful to send home letters in Arabic, you can use the English version as the basis for a translation.

Encourage the children to take home work they have done in class and to share what they have learned in English with their families. A positive response at home will really motivate the children to try hard and to learn successfully.

English for Palestine Grade 2 Language overview

Pupil's Book 2A

Unit and contexts	Language	Reading 	Writing 
1 Hi, I'm ... – Saying your name and age – Finding out about other people	<i>What's your name? My name's/I'm Salwa. How old are you? I'm eight (too). How old is he/she? He's/She's seven. Who's that boy/girl? That's Sami/Tala.</i> Review: numbers 1–10	A, C	A, C
2 In the kitchen – Talking about food likes – Using numbers	<i>kunafeh, rice, meat, fish, chicken, salad, ice cream, chocolate 11, 12, 13 What does he/she like? He/She likes meat and rice.</i> Review: numbers 1–10, other food vocabulary	E, O	E, O 11, 12, 13
3 In the garden – Talking about things in the garden – Using numbers	<i>bee, butterfly, bird, flower, tree 14, 15, 16 A bird has two legs. It has two legs.</i> Review: numbers 1–10, three birds	D, G, Q	D, G, Q 14, 15, 16
4 My body – Talking about parts of the body – Using numbers	<i>ear, eye, hair, shoulder 17, 18, 19, 20 I/You/We have hair. He/She has a nose. Open/Close your mouth. Touch your hair.</i> Review: numbers 1–10, other parts of the body	I, L, T	I, L, T 17, 18, 19, 20
5 Revision	Revision of the language in Units 1–4	B, H, P	B, H, P
6 Jump! – Giving and following instructions	<i>jump, hop, clap, open, close, come here, go there, be quiet Don't sit down.</i> Review: stand up, sit down, other parts of the body	M, N, R	M, N, R
7 My home – Talking about things in your living room – Saying where things are	<i>telephone, sofa, computer, rug, TV The bus is on/in/under the box.</i> Review: numbers 1–10, items in a house	J, U, Y	J, U, Y
8 My town – Talking about your town – Saying where places are	<i>mosque, church, shop, school, park, playground, house The house is next to the mosque. The park is between the church and the school. at the playground / at my house</i>	V, W, X	V, W, X
9 Revision	Revision of the language in Units 6–8	F, K, S, Z	F, K, S, Z

Pupil's Book 2B

Unit and contexts	Language
10 My hobbies – Talking about the activities you like – Saying what other people like doing	<i>playing football, dancing, swimming, drawing, reading, singing, playing with friends</i> <i>What do you like? I/We like playing football.</i> <i>What does he/she like? He/She likes swimming.</i>
11 Transport – Talking about transport – Distinguishing items using <i>this</i> and <i>these</i>	<i>ship, plane, train, bus, van, car, bike</i> <i>This ship is fast. These cars are slow.</i> Review: <i>big, small</i>
12 Let's find out! – Talking about classroom items – Saying where things are	<i>flag, pen, keyboard, mouse, ruler, eraser, crayon</i> <i>What can you see? I can see a flag.</i> <i>The keyboard is next to the mouse.</i> Review: items in a living room, prepositions
13 Let's go shopping! – Asking for clothes in a shop – Describing clothes using colours	<i>sweater, socks, hat, pyjamas, boots, shirt</i> <i>My sweater is small.</i> <i>I'd like a new sweater. I'd like new boots.</i> <i>Here you are.</i> <i>Thank you.</i> Review: clothes, colours
14 Revision	Revision of the language in Units 10–13
15 Guess who? – Talking about your extended family – Describing what people look like	<i>grandfather, grandmother, cousin, dad, mum, brother, sister</i> <i>blonde, brown</i> <i>I'm (very) tall. He's/She's (very) short.</i> <i>I have black hair and brown eyes.</i> <i>He/She has blonde hair and green eyes.</i> Review: colours
16 My country – Talking about where people come from – Describing your country and town	<i>mountain, river, town, tree, flower, the sea</i> <i>Palestine, Hebron, Haifa, Bethlehem, Gaza, Jerusalem, Nablus</i> <i>Where are you from? I'm from Hebron.</i> <i>Where's he/she from? He's/She's from Gaza.</i>
17 Happy birthday! – Talking about birthdays – Saying how you feel	<i>candles, balloons, cake, party, birthday, present</i> <i>Happy birthday!</i> <i>How do you feel? I feel happy/sad.</i> Review: numbers, colours, age, toys
18 Revision	Revision of the language in Units 10–17

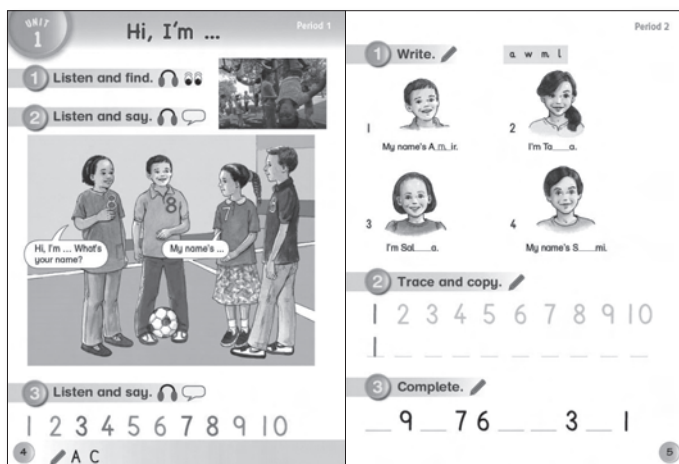
UNIT 1

Hi, I'm ...

Aims to introduce yourself and ask someone's name

Key language *What's your name? My name's / I'm (Salwa).; 1–10*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Letters f, h, n, s, t)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond. Say *Hello* to individual children: *Hello, Ali*. Encourage the children to say *Hello/Hi* to each other.
- 2 Show Unit 1 Poster.
 - Ask *Who's this?* Elicit *Jamila* and *Sami*.
 - Elicit *Balloon*. Ask *How many balloons?* Elicit *Ten*.
 - Point to the balloons in random order to elicit the numbers.

- 3 Revise the following sign (see p. 7): **Listen**.

Remember: text in the form **Listen** means you should use the appropriate sign as you say the word(s).

- 4 Say **Listen**. Play recording. Point to the numbers on the balloons.
- 5 Say **Listen and do**. Play recording again, pausing after each number for the children to show the correct number of fingers.

Audio

one, two, three, four, five, six, seven, eight, nine, ten

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Revise the sounds *t, f, s, n, th* (as in *three*):
 - Write on the board 2, 3, 4, 5, 6, 7, 9, 10 and elicit the English.

- Say **Think**. Say *t t t t* and elicit *two* or *ten*.
- Say **Say** *t t t t*. Get the children in pairs to check that their mouths are making the correct shape.
- Repeat for *f* (*four, five*), *s* (*six, seven*), *n* (*nine*), *th* (*three*).
- Display the letter flashcard for *t* and say *The name is t. The sound is t*. Repeat with the other letters.

- 2 Say **Face**. and elicit *ffff*. Repeat with *nose, think, table, sister*.

In Grade 2, don't use proper nouns (the names of people and places) to illustrate lower-case letters (e.g. *a, b, c*, etc.). Children will learn the correct letter forms for these from Unit 1 Period 3, when capital letters start to be introduced.

ACTIVITY 1 5 minutes

- 1 Say **Listen and find**. Play recording, pausing so the children can find the characters.
- 2 Put the children in pairs to take turns introducing themselves, using *Hi, I'm ...*

Audio

– *Hi, I'm Salwa. What's your name?*
– *My name's Haifa.*
– *Hi, I'm Amir. What's your name?*
– *My name's Adam.*

ACTIVITY 2 10 minutes

- 1 Write on the board
Hi, I'm ... What's your name?
My name's ...

Draw a direction arrow from left to right. Say **Listen and read**. Read out the text slowly and get the children to repeat each word after you.

- 2 Introduce yourself: *Hi, I'm ... What's your name?* Elicit replies.
- 3 Say **Listen and say**. Play recording. The children repeat and give their own names.
- 4 Repeat 2.
- 5 Put the children into pairs to take turns saying *Hi, I'm ... What's your name?* and responding *My name's ...*

Audio

*Hi, I'm ... What's your name?
My name's ...*

ACTIVITY 3 5 minutes

- 1 Say **Listen and say**. Play recording. The children point to each number in their book and repeat it in the gap.

Audio

one, two, three, four, five, six, seven, eight, nine, ten

REVIEW 5 minutes

- 1 Play *Teacher says* (p. 8) to practise numbers.
 - Ask the class to stand.
 - Say *Teacher says 'Show me four.'* and hold up four fingers.
 - Say *Show me four*. This time don't do the action.
 - Use the numbers in random order. If you start *Teacher says ...*, the children hold up the appropriate number of fingers. If you start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there is a winner.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 2 – Practise

LANGUAGE PRESENTATION 10 minutes

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the characters pictured.
- 2 Write on the board *a, w, m, l*. Elicit the letters. Then write *My name's A___ir*. Read it aloud, pointing to each word.

Stop when you get to *A___ir*. Look puzzled. Sound out the letters. Elicit *m* as the missing letter. Write it in to complete the word.

- 3 Repeat 2 with the other names and *I'm / My name's ...*
- 4 Say **Write**. Check that the children are completing the names correctly, giving support where necessary.
- 5 Give feedback, using the same approach as in 2 (1 *Amir* 2 *Tala* 3 *Salwa* 4 *Sami*).

ACTIVITY 2 10 minutes

- 1 Write 1 on the board. Say **Trace**. and write slowly and clearly over the number. Point out the direction of the writing. Repeat with numbers 2–10.
- 2 Say **Trace and copy**. Check that the children are writing the numbers correctly.

As you write each number as a model for the children, describe how you form the number in Arabic, e.g. 3 'up and around, back and around'. This will help them grasp the sequences involved.

ACTIVITY 3 10 minutes

- 1 Model the activity. Write on the board ____ 9 ____ 7 6 ____ 3 ____ 1. Elicit the missing numbers. Write in 10.
- 2 Say **Complete**. Check that the children are writing the correct numbers and forming them correctly.
- 3 Say **Say**. and get the children to read the numbers to you from left to right.
- 4 Delete the numbers on the board and get the children to close their books. Elicit the sequence 10–1 from memory.
- 5 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

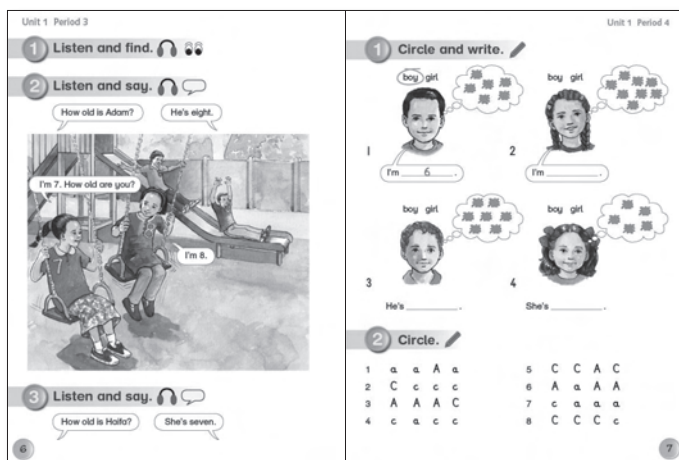
UNIT 1

Aims to talk about their own age; to ask and say how old other people are

Key language *How old are you? I'm ... How old is he/she? He's/She's ... ; boy, girl; 1–10 reading/writing letters A, C*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1, Numbers 1–10, Letters a/A, c/C)

Plus (for Period 4): Activity Poster 1



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 6

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond.
- 2 Show Unit 1 Poster.
 - Ask *Who's this?* Elicit *Jamila* and *Sami*.
 - Introduce *girl* and *boy*. Point to Jamila and say *Girl*. Then point to a girl in the class and say *Girl*. Encourage the children to repeat. Repeat with *Sami* and *boy*.
- 3 Show the boy and girl flashcards in random order to elicit the words.
- 4 Give two boys a number flashcard to hold up: 9 and 8. Ask *How old are you?* Elicit *I'm nine*. Repeat with the other boy.
- 5 Point to the first boy and ask *How old is he?* Elicit *Nine*. Say *Yes – he's nine*. Repeat with the other boy (*He's eight*).
- 6 Repeat 4 & 5 with two girls and the number flashcards 7 and 10: *How old is she?* *She's (seven/ten)*.
- 7 Say **Listen**. Play recording, pointing to the characters on the poster.

Audio

- *Jamila, how old are you?*
- *I'm five.*
- *Jamila is a girl. How old is she? She's five.*
- *Sami, how old are you?*
- *I'm eight.*
- *Sami is a boy. How old is he? He's eight.*

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *a* and introduce the letter form *A*:
 - Say *a a a a – apple*. Write on the board *apple – a*. Read it aloud together.

- Repeat with *a a a a – Amir*, writing *Amir – A*.
 - Explain English capital letters in Arabic. Say that every letter in English has two forms. The one they have met already (*a, b, c*, etc.) is used for most words. The other form is used at the start of special words such as the names of people, cities and countries – the letters used here are called capital letters.
 - Display the letter flashcard for *a* and say *The name is ...* to elicit *... a*. *The sound is a*. Repeat with *A*.
 - Show the letters *a* and *A* randomly to elicit appropriate words.
- 2 Repeat 1 to revise the sound *c* and introduce the letter form *C*, using *cat* and *Cairo*.

ACTIVITY 1 5 minutes 7

- 1 Say **Listen and find**. Play the first part of the recording, pausing so the children can find the numbers (7 and 8).
- 2 Say **Listen and find**. Play the second part of the recording, pausing so the children can find the characters.

Audio

- *I'm seven. How old are you, Salwa?*
- *I'm eight.*
- *I'm eight. How old are you, Adam?*
- *I'm eight too.*
- *Haifa. How old is she? She's seven.*
- *Salwa. How old is she? She's eight.*
- *Adam. How old is he? He's eight.*
- *Amir. How old is he? He's eight too.*

ACTIVITY 2 5 minutes 8

- 1 Write on the board:
 - How old are you?*
 - I'm ...*

Draw a direction arrow from left to right. Say **Listen and read**. Read out the text slowly and get the children to repeat each word after you.

For reading tasks like these, you will find it useful to create wordcards, that you can use again and again.

Make the cards about the size of picture flashcards.

1 The writing needs to be big enough for the children at the back of the class to read.

2 Use a thick black pen so that the words are clear.

3 Use the same writing style as the children are learning.

2 Ask various children *How old are you?* Elicit *I'm ...*

3 Say **Listen and say**. Play recording. The children repeat and give their own age.

4 Repeat 2.

5 Put the children into pairs to take it in turn to say *I'm ... How old are you?* and to respond *I'm ...*

Audio

I'm ... How old are you?
I'm ...

ACTIVITY 3 5 minutes

1 Say **Listen**. Play recording for Activity 1.

2 Tell the children that they are going to answer some questions about Haifa, Salwa, Adam and Amir. Say **Listen and say**. Play recording, pausing after each question for the children to answer.

Audio

How old is Haifa? ... She's seven.
How old is Salwa? ... She's eight.
How old is Adam? ... He's eight.
How old is Amir? ... He's eight too.

REVIEW 10 minutes

- Count 1–10, with you saying the odd numbers (1, ... , 3 ... , etc.) and the class saying the even numbers in sequence. Change roles.
- Repeat 1, this time counting backwards, from 10 to 1, with you doing the even numbers.
- Put the children in pairs. They repeat 1 & 2 together.
- Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 10 minutes 6

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- Ask *Number one – boy or girl?* Elicit *Boy*. Say *Circle*. Model circling the word *boy* in the book as an example.
- Say *Circle*. Check that the children are circling the correct words.
- Give feedback. Say *Number four – boy or girl?* Elicit *Girl*. Repeat with the other pictures, prompting in random order.
- Ask *How old is the boy in number one?* Count the shapes in the thought bubble together to elicit *Six*. Say **Write**. Model writing 6 in the Pupil's Book as an example.
- Say **Write**. Check that the children are writing the correct numbers.
- Get the children to check their answers in pairs.
- Give feedback. Ask *The boy in number one. How old is he?* Elicit *He's six*. Repeat with *girl / Number two (eight)*, *boy / Number three (seven)* and *girl / Number four (five)*. Write the answers on the board. The children correct their work.

ACTIVITY 2 5 minutes

- Display the letter flashcards *a, A, c, C* in random order. Ask the children to match the pairs (*a* and *A*, *c* and *C*) and say the sounds. Ask the class when capital letters are used (at the start of special words such as the names of people, cities and countries).
- Display Activity Poster 1 (first activity). Point to the first row. Elicit the letter name. Elicit the odd one out, asking a child to come and point to it on the poster.
- Say *Circle*. Check that the children are circling the odd one out in each row.
- Give feedback, asking a different child to come and write the letter each time. Ask the class why the letter is the odd one out.

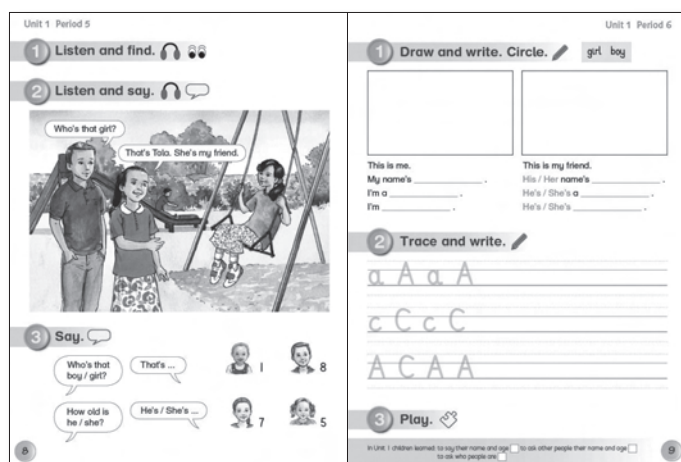
REVIEW 10 minutes

- Use the boy/girl flashcards and the number flashcards. Hold them up in different pairs (e.g. *girl + 4*) to elicit *She's four*. Repeat with other boy/girl + number combinations.
- Everyone says *Goodbye*.

Aims to ask who people are; to describe other people

Key language *Who's that boy/girl? That's (Tala). How old is he/she? He's/She's (eight).*; 1–10 reading/writing letters A, C

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Letters a/A, c/C)
Plus (for Period 6): Letter Poster, Flashcards (Unit 1), scrap paper for Activity 3 game



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 10

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond.
- 2 Show Unit 1 Poster.
 - Ask *What can you see?* Elicit character names and *boy, girl*.
 - Point to Jamila and ask *How old is she?* Elicit *She's five*.
 - Repeat with Sami (*How old is he? / He's eight*).
- 3 Say **Listen**. Play recording, pointing to the characters on the poster as they are mentioned.
- 4 Indicate a girl in the class and ask *Who's that girl?* Elicit her name. Say *Yes – that's (Rana)*. Explain in Arabic that *that* is used to refer to someone or something which isn't near you, contrasting it with *this*. Practise the difference by pointing to different items in the classroom and eliciting *this* or *that* as appropriate.
- 5 Indicate different boys and girls in the class, asking *Who's that boy/girl?* in random order to elicit *That's (Ali/Rana)*., etc.

Audio

- *Who's that girl?*
- *That's Jamila.*
- *Who's that boy?*
- *That's Sami.*

PHONEMIC AWARENESS 5 minutes

- 1 Review *a/A* and *c/C*:
 - Show the *a* flashcard. Elicit *The name is a. The sound is a.* Say *a a a a* to elicit *apple*. Repeat with *A (Amir)*.
 - Repeat with *c* and *C (cat/Cairo)*.
 - Show the letters *a, c, A, C* randomly to elicit appropriate words.

ACTIVITY 1 5 minutes 11

- 1 Say **Listen and find**. Play recording, pausing so the children can find the characters.

Audio

- *Who's that girl?*
- *That's Tala. She's my friend.*
- *How old is she?*
- *She's eight.*
- *Who's that boy?*
- *That's Sami. He's my friend.*
- *How old is he?*
- *He's eight.*

ACTIVITY 2 10 minutes 12

- 1 Write on the board / Use wordcards:
Who's that girl?
That's Tala.
Draw a direction arrow from left to right. Say **Listen and read**. Read out the text slowly and get the children to repeat each word after you.
- 2 Repeat 1 with *boy/Sami*.
- 3 Say **Listen and say**. Play recording, pausing for the children to answer the questions about Tala and Sami.
- 4 Repeat 3.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- 1 Point to the first picture and ask *Who's that boy?* to elicit *That's Zaid*. Ask *How old is he?* Elicit *He's one*. Repeat with the

other characters (*That's Adam. He's eight., That's Haifa. She's seven., That's Jamila. She's five.*).

- 2 Say **Say**. Put the children in pairs to ask and answer the questions, using the picture prompts.

REVIEW 5 minutes

- 1 Point to a girl in the class and ask her friend *Who's that girl?* Elicit *That's ...* Ask *How old is she?* Elicit *She's ...* Repeat with other boys and girls in the class.
- 2 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 10

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Write on the board / Use wordcards:

girl boy
This is me.
My name's _____.
I'm a _____.
I'm _____.

Read the text aloud together. Emphasise that you read from left to right.

- 2 Pretend to be the girl in the girl flashcard. Hold it up in front of you and say *This is me. My name's Nour.* Write *Nour* on the appropriate line. Say *Girl or boy?* Elicit *Girl*. Point to the word *girl* on the board, then copy it on the appropriate line. Say *I'm seven.* and write 7 on the appropriate line.
- 3 Say **Draw and write**. Check that the children are drawing and writing correctly. Encourage the children to use the English sounds they know to work out how to write their own names.

It doesn't matter if the children spell their names correctly or not at this stage – the important thing is that they are concentrating on linking sounds and letters.

- 4 Write on the board / Use wordcards:

girl boy
This is my friend.
His / Her name's _____.
He's / She's a _____.
He's / She's _____.

Ask a boy to circle the correct words on the board as you describe him. Go slowly so that the class can follow you

easily. Stress the underlined words. *This is my friend. His name's (Ali). He's a boy. He's (nine).*

- 5 Delete the circling and repeat 4 with a girl.
- 6 Say **Draw and write**. *Circle*. Check that the children are completing the second text correctly.
- 7 Listen to children's answers. Encourage constructive feedback from the rest of the class.

ACTIVITY 2 10 minutes

- 1 Display the Letter Poster. Trace A on the poster, using the arrows to show the direction of writing. Make sure the letters you write on the board for this activity are big and clear and copy the style used on the poster.
- 2 Write A on the board and say the sound *a*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.

As you write each letter as a model for the children, describe how you form the letter in Arabic, e.g. *A 'up and down – and cross'.* This will help them grasp the sequences involved.

- 3 Repeat 1 & 2 with C.
- 4 Write on the board *a A a A*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *A*. Ask a child to come and write *A*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *C, a* and *c*.

ACTIVITY 3 5 minutes

- 1 Say *Let's play Bingo*.
 - Get children to call out letter sounds they know, *s, a, t*, etc. Write each letter on the board, asking the class to repeat it.
 - Hand out paper. Draw a bingo grid (two rows of three boxes) for the children to copy. They choose six letters from the letters on the board and write each in a box of their grid.
 - Say the sounds in random order. When they hear the sound of a letter they have, the children score it through in the grid. The first child to have correctly scored through all his/her letters is the winner. He/She calls out *Bingo!*
- 2 Everyone says *Goodbye*.

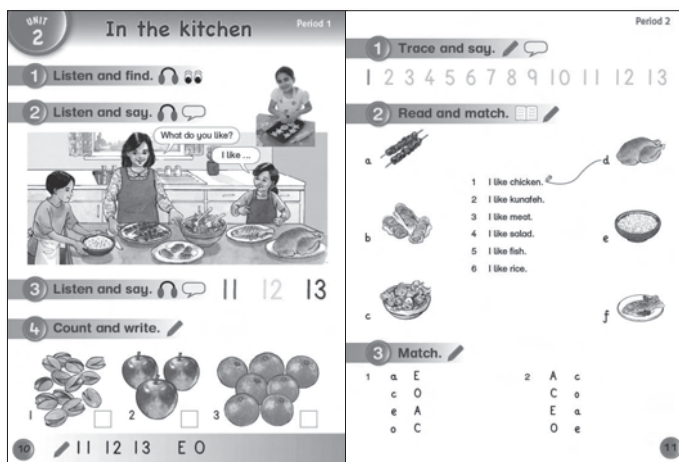
UNIT 2

In the kitchen

Aims to say what food they like; to learn numbers

Key language *kunafeh, rice, meat, fish, chicken, salad; I like ...*; 11, 12, 13 **reading/writing letters** E, O

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2, Numbers 1–13, Letters c, f, h, k, m, r, s)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 13

- 1 Say *Hello*. Encourage the children to respond.
- 2 Show Unit 2 Poster.
 - Ask *What can you see?* Elicit *olives, nuts, eggs, cheese, melon, bread* (review from Grade 1) and the other items in Arabic.
- 3 Show the Unit 2 flashcards (except ice cream and chocolate). Keep displayed on board/wall throughout lesson.
- 4 Say **Listen**. Play recording, pointing to the items.
- 5 Say **Say**. Use the flashcards to elicit the foods.
- 6 Ask the children to use their fingers, or clap, to show you the syllables: *chi-cken* (2), *ku-na-feh* (3). Play the recording again if necessary to help them.

Audio

kunafeh, rice, meat, fish, chicken, salad

PHONEMIC AWARENESS 5 minutes

- 1 As you say each sound, show the children how to form the mouth shape. Revise the sounds *k, r, m, f, s, ch*:
 - Say **Think**. Say *k k k k* to elicit *kunafeh*.
 - Say **Say** *k k k k*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *r* (*rice, red, rabbit*), *m* (*meat, Mum, melon, etc.*), *f* (*fish, face, finger, etc.*), *s* (*salad, sister, skirt, etc.*), *ch* (*chicken, chair, cheese*).
 - Display the letter flashcard for *k* and say *The name is k. The sound is k*. Repeat with the other letters.

- 2 Say *Salad*. and elicit *s s s s*. Repeat with *fish, kunafeh, rice, chicken, meat*.

ACTIVITY 1 5 minutes 14

- 1 Say **Listen and find**. Play recording twice, pausing so the children can find the foods.
- 2 Ask *Who likes meat?* Elicit *Tala*. Repeat with the other foods.

Audio

– *What do you like, Tala?*
– *I like meat and rice.*
– *What do you like, Sami?*
– *I like chicken and salad. What about you, Mum?*
– *I like chicken too. And I like fish. Do you like kunafeh?*
– *Yes – I like kunafeh!*
– *Me too!*

ACTIVITY 2 5 minutes 15

- 1 Say **Listen and say**. Play recording, pausing after each line for the children to repeat.
- 2 Point to the Unit 2 flashcards to elicit *I like ...*

Audio

As Activity 1 with pause at end of each sentence

ACTIVITY 3 5 minutes 16

- 1 Introduce the numbers 11, 12, 13:
 - Write on the board 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, eliciting each number as you write it.

- Ask a child to come to the front of the class and hold up both hands to show all ten fingers. Count the fingers, then show and count three of your own: *eleven, twelve, thirteen*.
 - Write on the board 11, 12, 13 (after 10 in the number line). Say each number as you write it and encourage the children to repeat. Leave the numbers on the board.
- 2 Say **Listen and say**. Play recording, showing the flashcard for each number. The children point to each number on the page and repeat it in the gap.

Audio*eleven, twelve, thirteen***ACTIVITY 4 5 minutes**

- 1 Point to the numbers on the board, eliciting each one.
- 2 Point to the nuts and ask *How many nuts?* **Count**. Count together (*thirteen*). Model writing 13 in your book as an example.
- 3 Say **Count and write**. Check that the children are writing the numbers correctly.
- 4 Give feedback. Ask *How many apples?* (*three*). Repeat for the others (*How many oranges?* *seven*; *How many nuts?* *thirteen*).

REVIEW 5 minutes

- 1 Play *I spy* (see p. 8) using words from the pictures on Pupil's Book p. 10.
- 2 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 13

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Write 1 on the board. Elicit *One*. Say **Trace**. Trace over the number 1 on the board.
- 2 Say **Trace**. Check that the children are tracing the numbers correctly.
- 3 Say **Say**. Read aloud together the numbers as a sequence, with the children pointing to each number in the book as they say it.
- 4 Repeat 3, this time going backwards from *thirteen* to *one*.
- 5 Show the number flashcards in random order to elicit the numbers.

ACTIVITY 2 10 minutes

- 1 Elicit the food pictured.
- 2 Write on the board / Use wordcards: *I like chicken*. Say **Read**. Read it aloud together. Follow the text from left to right with your finger as you do so, to show reading direction.
- 3 Say **Read**. Read aloud together the sentences in the book.
- 4 Say *I like chicken*. Which picture? Elicit *d*. Model drawing a line from the sentence to the picture as an example.
- 5 Say **Read and match**. Check that the children are matching the sentences and pictures correctly.
- 6 The children check their answers in pairs.
- 7 Give feedback. Say *I like chicken*. to elicit *d*. Repeat for the others (*I like kunafeh*. – *b*, *I like meat* – *a*, *I like salad*. – *c*, *I like fish*. – *f*, *I like rice* – *e*).

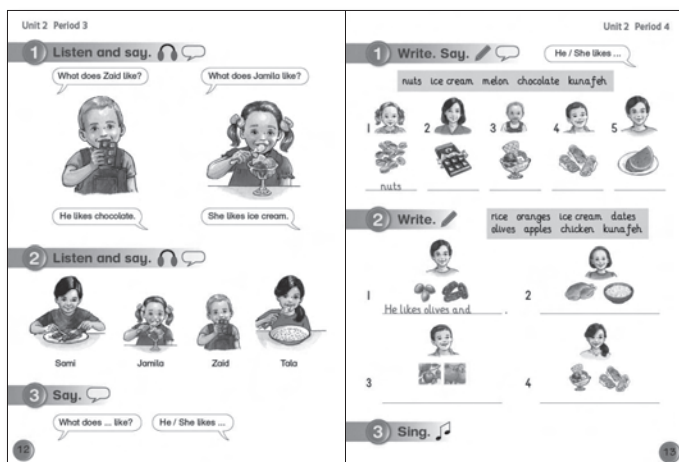
ACTIVITY 3 5 minutes

- 1 Write question 1 on the board (*a/c/e/o E/O/A/C*) with enough space between the columns for matching.
- 2 Elicit the names and sounds of the letters. Elicit which are small letters and which are capitals. Say **Match**. Ask a child to come to the board and match *a* and *A*. Repeat with the other letters. Rub out the letters on the board. (If necessary repeat 1 & 2 for question 2 in the book. Alternatively, you could let the children work this one out for themselves.)
- 3 Say **Match**. Check that the children are matching the letters correctly.
- 4 Give feedback, writing the letters up on the board and asking a different child to match each one (*aA, cC, eE, oO*).
- 5 Everyone says *Goodbye*.

Aims to say what food people like; to practise numbers

Key language *kunafeh, rice, meat, fish, chicken, salad, ice cream, chocolate; 11, 12, 13; He likes meat. She likes chicken. reading/writing letters E, O*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2, Unit 1, Numbers 11–13, Letters e/E, o/O)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 17

- Everyone says *Hello*.
- Show Unit 2 Poster.
 - Ask *What can you see?* Elicit the foods.
 - Introduce *ice cream* and *chocolate* using the poster. Encourage the children to repeat them.
 - Point to the kunafeh on the plate and ask *How many kunafeh?* **Count.** Count them together (*thirteen*).
- Show the number flashcards 11, 12 and 13 in random order to elicit the words.
- Display Unit 2 flashcards. Ask *What do you like?* to elicit personal responses, e.g. *I like fish*.
- Display two sets of flashcard pairs: boy/meat and girl/chicken.
- Say **Listen**. Play recording, pointing to the correct pair each time.
- Say **Say**. Give four children (two boys and two girls) a food flashcard to hold up. Say *What does (Ali/Rana) like?* to elicit *He/She likes ...* as appropriate.

Audio

What does Sami like?
He likes meat.
What does Tala like?
She likes chicken.

PHONEMIC AWARENESS 5 minutes

- Revise the sound *e* and introduce the letter form *E*:
 - Say *e e e – egg*. Write on the board *egg – e*. Read it aloud together.

- Repeat with *e e e – Etoff*, writing *Etoff – E*. Remind the children that *E* is a capital letter and is used at the start of names and cities/countries.
 - Display the letter flashcard for *e* and say *The name is ...* to elicit *... e*. *The sound is e*. Repeat with *E*.
 - Show the letters *e* and *E* randomly to elicit appropriate words.
- Repeat 1 to revise the sound *o* and introduce the letter form *O*, using *olive* and *Othman*.

ACTIVITY 1 5 minutes 18

- Say **Listen and find**. Play recording. The children point to the correct picture each time.
- Say **Listen and say**. Play recording again, pausing for the children to answer the question each time.

Audio

What does Zaid like? ... He likes chocolate.
What does Jamila like? ... She likes ice cream.

ACTIVITY 2 10 minutes 19

- Elicit the characters and foods.
- Say *Sami – he or she?* Elicit *He*. Repeat with the other characters pictured.
- Say *Sami. What does he like?* Elicit *He likes meat*. Repeat with the other pictures.
- Say **Listen and say**. Play recording, pausing for the children to answer each question.

Audio

What does Sami like? ... He likes meat.
What does Jamila like? ... She likes ice cream.
What does Zaid like? ... He likes chocolate.
What does Tala like? ... She likes rice.

ACTIVITY 3 5 minutes

- 1 Write on the board / Use wordcards:
What does Sami like?
He likes ...
Draw a direction arrow from left to right. Say **Listen** and **read**. Read out the text slowly and get the children to repeat each word after you.
- 2 Replace *Sami* and *He* in the text with *Jamila* and *She*. Read the text aloud together.
- 3 Say **Say**. Put the children into pairs. They take it in turn to ask and answer *What does ... like? He/She likes ...*, using the pictures in Activity 2 as prompts.

REVIEW 5 minutes

- 1 Play a memory game. Ask the children to close their books, then ask questions about the pictures in Activity 2, e.g.
 - *Who likes meat?, etc.*
 - *What does Zaid like?, etc.*
 - *She likes ice cream. Who is it?, etc.*
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 17

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 7 minutes

- 1 Write on the board / Use wordcards: *nuts, ice cream, melon, chocolate, kunafeh*. Say **Read**. Read the words aloud together.
- 2 Say *m m m m for ... ?* to elicit *melon*. Ask a child to come and circle *m* in *melon*. Repeat for the other words.
- 3 Elicit the characters and foods pictured.
- 4 Ask *What does Jamila like?* Elicit *Nuts*. Say **Write**. Model writing *nuts* on the board as an example.
- 5 Say **Write**. Check that the children are writing the words correctly.
- 6 Say **Say**. Say *What does Jamila like?* Elicit *She likes nuts*. Repeat with the other characters (*Wafa – chocolate, Zaid – ice cream, Amir – kunafeh, Sami – melon*).
- 7 The children check each other's writing in pairs, comparing each written word to the version supplied in the wordbox.

ACTIVITY 2 10 minutes

- 1 Elicit the foods pictured. Encourage the children to use *and* for each pair (e.g. *Olives and dates.*).
- 2 Read aloud together the words in the wordbox, then the character names.
- 3 Ask *Who likes chicken and rice?* Elicit *Salwa*. Repeat for the other food pairs.
- 4 Ask *What does Sami like?* Elicit *He likes olives and dates*. Write the sentence on the board. Say **Write**. Check that the children are writing the words correctly.
- 5 Give feedback, writing the answers on the board or using wordcards. Ask *What does Sami like?* Elicit *He likes olives and dates*. Repeat with the other characters (*Salwa – She likes chicken and rice., Amir – He likes apples and oranges., Tala – She likes ice cream and kunafeh.*).

ACTIVITY 3 8 minutes 20

- 1 Say **Listen and find**. Play recording. The children find the food items on the page.
- 2 Say **Sing**. Play recording again. The children sing along. Repeat several times.

You could extend the activity by asking children to make up their own verse for the song, using the foods they like.

- 3 Everyone says *Goodbye*.

Audio

What do you like? What do you like?
I like dates. I like dates and olives.

What does she like? What does she like?
She likes chicken. She likes chicken and rice.

What does he like? What does he like?
He likes oranges. He likes oranges and apples.

UNIT 2

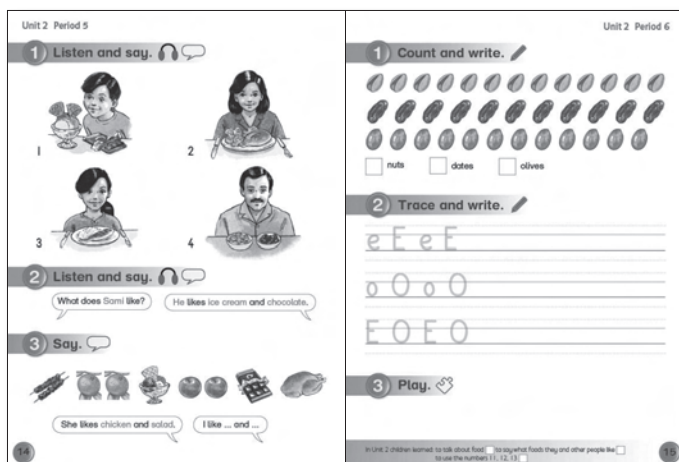
Aims to talk about what food people like; to practise numbers

Key language *kunafeh, rice, meat, fish, chicken, salad, ice cream, chocolate; 11, 12, 13; I like meat. He/She likes chicken.*

reading/writing letters *E, O*

Materials Pupil's Book, CD 1, Unit 2 Poster, Flashcards (Unit 2, Unit 1, Letters e/E, o/O, c, f, h, k, m, r, s)

Plus (for Period 6): Letter Poster, Flashcards (Numbers 11–13)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 21

- Everyone says *Hello*.
- Show Unit 2 Poster.
 - Ask *What can you see?* Elicit the foods.
 - Point to the ice creams on the tray and ask *How many ice creams?* **Count**. Count them together (*twelve*).
- Display Unit 2 flashcards. Point to the meat and the ice cream. Say *I like meat and ice cream*. Ask a child *What do you like?* to elicit a personal response, e.g. *I like fish and kunafeh*. Repeat with several more children, each time encouraging the children to link two items using *and*.
- Display two sets of flashcard groups: boy + chicken/kunafeh/salad/ice cream and girl + rice/chocolate/fish/meat.
- Say **Listen**. Play recording, pointing to the correct food flashcard each time.
- Say **Look and say**. Ask *Who likes rice?* Elicit *She likes rice*. Repeat with the other foods.

Audio

He likes chicken and salad.

She likes rice and meat.

He likes ice cream and kunafeh.

She likes fish and chocolate.

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *k, r, m, f, s, ch*:
 - Say **Think**. Say *k k k k k* to elicit *kunafeh*.
 - Say **Say** *k k k k k*. Get the children in pairs to check that their mouths are making the correct shape.

- Repeat for *r* (*rice, red, rabbit*), *m* (*meat, Mum, melon, etc.*), *f* (*fish, face, finger, etc.*), *s* (*salad, sister, skirt, etc.*), *ch* (*chicken, chair, cheese*).
 - Display the letter flashcard for *k* and say *The name is k. The sound is k*. Repeat with the other letters.
- Say *Salad*. and elicit *s s s s*. Repeat with *fish, kunafeh, rice, chicken, meat*.
 - Review *e/E* and *o/O*:
 - Show the *e* flashcard. Elicit *The name is e. The sound is e*. Say *e e e e* to elicit *egg*. Repeat with *E* (*Esfahan*).
 - Repeat with *o* and *O* (*olive/Othman*).
 - Show the letters *e, o, E, O* randomly to elicit appropriate words.

ACTIVITY 1 10 minutes 22

- Practise *he* and *she*. Say *Wafa – he or she?* to elicit *She*. Repeat with names of the other characters pictured, then with children in the class.
- Say **Listen and find**. Play recording. The children find the pictures.
- Say **Listen and say**. Play recording again, pausing for the children to answer the question each time.

Audio

She likes rice and fish. Who is it? ... It's Tala.

He likes olives and nuts. Who is it? ... It's Jamal.

She likes chicken and salad. Who is it? ... It's Wafa.

He likes ice cream and chocolate. Who is it? ... It's Sami.

ACTIVITY 2 5 minutes 23

- Write on the board / Use wordcards:
What does he like?
He likes ...

Draw a direction arrow from left to right. Say **Listen and read**. Read out the text slowly and get the children to repeat each word after you.

- 2 Repeat 1 with *What does she like? She likes ...*
- 3 Elicit the food in each picture, using *and* (e.g. *Ice cream and chocolate*).
- 4 Say **Listen and say**. Play recording, pausing for the children to answer the question each time.

Audio

*What does Sami like? ... He likes ice cream and chocolate.
What does Wafa like? ... She likes chicken and salad.
What does Tala like? ... She likes rice and fish.
What does Jamal like? ... He likes olives and nuts.*

ACTIVITY 3 5 minutes

- 1 Elicit the foods pictured.
- 2 Read the text in the speech bubbles aloud together.
- 3 Say **Say**. Put the children in pairs. They take it in turn to say what the characters in Activity 1 like. They then express their own likes.

REVIEW 5 minutes 20

- 1 Play the 'What do you like?' song from Unit 2 Period 4. Encourage the children to sing along.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 21

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Show the flashcards 11, 12 and 13 in random order, eliciting each number. Repeat several times.
- 2 Display the flashcards. Say *Twelve?* and ask a child to identify the correct flashcard. Repeat with the other numbers.
- 3 Put the children in pairs. Say **Count. Count to thirteen**. Count aloud together, showing the appropriate number of fingers (one child in each pair will show ten, then the second child will continue with the higher numbers).
- 4 Say **Count and write**. Check that the children are counting and writing correctly.
- 5 Give feedback. Ask *How many nuts?* to elicit *Thirteen*. Say *Thirteen nuts*. and encourage the children to repeat. Repeat with *dates (eleven)* and *olives (twelve)*.

ACTIVITY 2 5 minutes

- 1 Display the Letter Poster. Trace *E* on the poster, using the arrows to show the direction of writing.
- 2 Write *E* on the board and say the sound *e*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.
- 3 Repeat 1 & 2 with *O*.
- 4 Write on the board *e E e E*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *E*. Ask a child to come and write *E*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *O*, *e* and *o*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play What's missing?*
 - Display the food flashcards, showing them one at a time and eliciting the name.
 - Say **Look**. Give the children 30 seconds to memorise them.
 - Then tell them to close their eyes. Change the order of the cards and remove one.
 - The children open their eyes and say the name of the missing item.
 - Repeat several times. To make the game more challenging, take away two cards at a time.
- 2 Everyone says *Goodbye*.

UNIT 3

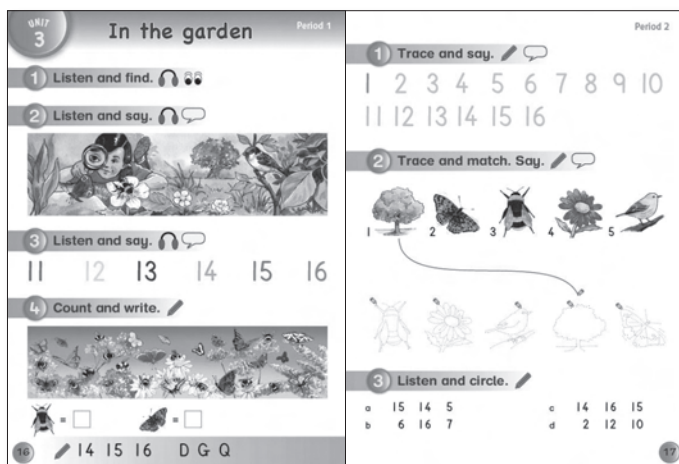
In the garden

Aims to learn garden vocabulary; to learn numbers

Key language *bee, butterfly, bird, flower, tree; 14, 15, 16*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3, Numbers 14–16, Letters b, f, t)

Plus (for Period 2): Activity Poster 1



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 24

- Everyone says *Hello*.
- Show Unit 3 Poster.
 - Ask what the children can see. Elicit the garden features in Arabic.
 - Point to a bee and say *What colour is it?* Elicit *Black and yellow*. Repeat with a butterfly, a tree, a flower and a bird.
- Show the Unit 3 flashcards. Keep displayed on board/wall throughout lesson.
- Say **Listen**. Play recording, pointing to each flashcard.
- Say **Listen and say**. Point to the tree flashcard and elicit *A tree*. Repeat with the others. You could ask the children to clap the syllables as they say each one.

Audio

a bee, a butterfly, a bird, a flower, a tree

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *b, f, t*:
 - Say **Think**. Say *b b b b* and elicit *bee, butterfly, bird*.
 - Say **Say** *b b b b*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *f* (*flower, four, five, etc.*), *t* (*tree, t-shirt, teacher, etc.*).
 - Display the letter flashcard for *b* and say *The name is b. The sound is b*. Repeat with the other letters.
- Say *Fish*. and elicit *ffff*. Repeat with *boy, twelve, box, friend, taxi*.

ACTIVITY 1 5 minutes 25

- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Show the garden flashcards, eliciting the names. Then put them in a pile, face down. Take out one without showing the children. Ask *What is it?* They guess (e.g. *It's a bee.*), until they identify the correct card. Repeat several times, asking a different child to choose a card and confirm the answer.

Audio

*This is my garden.
 Look! This is a bee.
 This is a butterfly.
 This is a tree.
 This is a flower.
 This is a bird.*

ACTIVITY 2 5 minutes 26

- Say **Listen and say**. Play recording, pausing so the children repeat each line.

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 10 minutes 27

- Introduce the numbers 14, 15, 16:
 - Write on the board 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, eliciting each number as you write it.

- Ask two children to come to the front of the class. One holds up all ten fingers. The other holds up three. Count the fingers, then show and count three of your own: *fourteen, fifteen, sixteen*.
 - Write on the board 14, 15, 16 (after 13 in the number line). Say each number as you write it and encourage the children to repeat it. Leave the numbers on the board.
- 2 Say **Listen and say**. Play recording. The children point to each number on the page and repeat it in the gap.

Audio

eleven, twelve, thirteen, fourteen, fifteen, sixteen

ACTIVITY 4 5 minutes

- 1 Point to the numbers on the board, eliciting each one.
- 2 Show the flashcards for 14, 15 and 16, eliciting each number. Show them again, in random order.
- 3 Say **Count**. **Count** to sixteen. Count aloud together.
- 4 Say *How many bees?* **Count**. Elicit *Thirteen*.
- 5 Say **Count and write**. Check that the children are counting and writing correctly.
- 6 Give feedback. Ask *How many bees?* to elicit *Thirteen*. Repeat with *butterflies* (*sixteen*).
- 7 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 24

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Say **Trace**. Check that the children are tracing the numbers correctly.
- 2 Say **Say**. Read aloud together the numbers as a sequence, with the children pointing to each number in the book as they say it.
- 3 Repeat 2, this time going backwards from *sixteen* to *one*.
- 4 Write up the sequence 1–16. Delete three random numbers. Ask the class to say the whole sequence. Repeat several times more, deleting two or three numbers each time, until the class is able to say the whole sequence from memory.

ACTIVITY 2 10 minutes

- 1 Say **Trace**. Check that the children are tracing the pictures.
- 2 Say *One. Bee?* Elicit *Tree*. Say **Match**. Model tracing the matching line in the book.
- 3 Say **Match**. Check that the children are matching the pictures.
- 4 Say **Say**. Get the children to check each other's work in pairs and say what the items are.

ACTIVITY 3 5 minutes

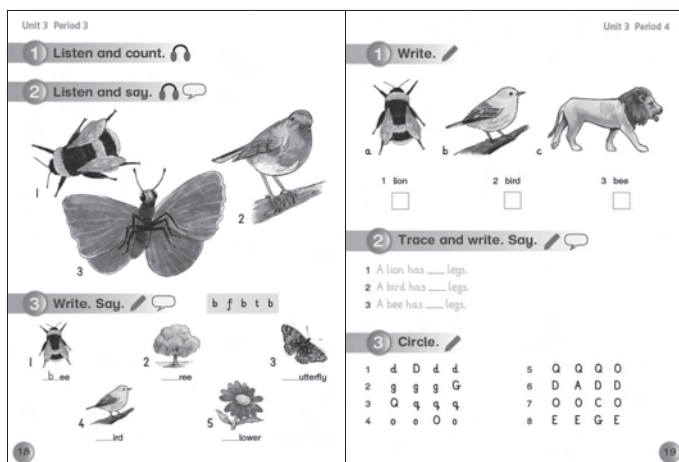
- 1 Elicit the numbers. Then elicit each group of numbers in order, e.g. **a** *five, fourteen, fifteen*.
- 2 Display Activity Poster 1 (second activity). Read out the numbers: the children show their understanding by holding up the correct number of fingers. For numbers more than 10, they do it in pairs.
- 3 Say **Listen and circle**. Read out the following, pausing after each one for the children to circle the number they hear: **a** *fourteen* **b** *seven* **c** *sixteen* **d** *twelve*.
- 4 Give feedback. Say each number again and ask a child to point to it on the poster. The rest of the class confirm whether it is correct.
- 5 Everyone says *Goodbye*.

Aims to practise garden vocabulary;
to practise numbers

Key language bee, butterfly, bird, flower,
tree; A bird has two legs.; 14, 15, 16

reading/writing letters D, G, Q

Materials Pupil's Book, CD 1, Unit 3 Poster,
Flashcards (Unit 3, Numbers 1–16, Letters d/D,
g/G, q/Q)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 28

- Everyone says *Hello*.
- Show Unit 3 Poster.
 - Ask *What can you see?* Elicit the garden features.
 - Ask *How many trees?* Elicit *Three*. Repeat with *flowers* (*sixteen*), *bees* (*fourteen*), *butterflies* (*five*) and *birds* (*eleven*).

If it is difficult for the whole class to count all the items, ask three children to come to the front each time: one counts; the other two confirm.

- Show the bee flashcard. Say **Count** the legs. *One, two, three, four, five, six. A bee has six legs.* Encourage the children to repeat. Repeat with *bird* and *butterfly*.
- Say **Listen**. Play recording. Get the children to show the numbers with their fingers.
- Say **Listen and say**. Show the butterfly flashcard and say *How many legs?* Elicit *A butterfly has six legs.*

Audio

A bird has two legs – one, two.

A bee has six legs – one, two, three, four, five, six.

A butterfly has six legs – one, two, three, four, five, six.

PHONEMIC AWARENESS 5 minutes

- Revise the sound *d* and introduce the letter form *D*:
 - Say *d d d d – dog*. Write on the board *dog – d*. Read it aloud together.
 - Repeat with *D – Damascus*, writing *Damascus – D*. Remind the children that *D* is a capital letter and is used at the start of names and cities/countries.

- Display the letter flashcard for *d* and say *The name is ...* to elicit *... d*. *The sound is d*. Repeat with *D*.
 - Show the letters *d* and *D* randomly to elicit appropriate words.
- Repeat 1 to revise *g* and introduce *G* (using *goat* and *Gaza*) and *q/Q* (using *quiet* and *Qu'ran*).

ACTIVITY 1 5 minutes 29

- Elicit the animals pictured.
- Say **Listen and count**. Play recording twice. The children join in with the counting each time. Point out the difference between antennae and legs in the bee and the butterfly.

Audio

A bee has six legs – one, two, three, four, five, six. It has six legs.

A bird has two legs – one, two. It has two legs.

A butterfly has six legs – one, two, three, four, five, six. It has six legs.

ACTIVITY 2 5 minutes 30

- Say **Listen and say**. Play recording for Activity 1 again. The children count along with the recording.
- Tell the children that they are going to answer some questions about the animals now. Say **Listen and say**. Play recording for Activity 2, pausing so that the children can complete the description.
- Say *It has two legs. What is it?* Elicit *Bird*. Prompt the children also to come up with *boy* and *girl*. Repeat with *six legs* (*butterfly, bee*) and *four legs* (*goat, cat, lion, zebra, dog, rabbit, kitten*).

Audio

A bee. How many legs? ... It has six legs.

A bird. How many legs? ... It has two legs.

A butterfly. How many legs? ... It has six legs.

ACTIVITY 3 5 minutes

- 1 Say **Say**. to elicit the items pictured.
- 2 Write on the board *b, f, b, t, b*. Elicit the letters. Show the bee flashcard. Then write ____ee. Read it aloud. Look puzzled. Elicit *b* as the missing letter. Write it in to complete the word.
- 3 Repeat 2 with the other items.
- 4 Say **Write**. Check that the children are completing the words correctly.
- 5 Give feedback, using the same approach as in 2 (1 bee 2 tree 3 butterfly 4 bird 5 flower).

REVIEW 10 minutes

- 1 Hand out the number flashcards 1–10 in random order to ten children. Ask them to stand in order. Ask the rest of the children to read out the numbers and confirm whether they are correct. Repeat with 11–16, using different children.
- 2 Repeat 1 with all the cards, making a single sequence of 1–16 round the classroom.

You could extend the activity: hand out even-number cards to children (2, 4, 6 ...). Get them to stand in order, leaving a space where there is a missing number. Then hand out odd-number cards to different children. Ask them to stand in the spaces. Ask the whole class to read out the numbers 1–16.

- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 28

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the animals pictured.
- 2 Read the words aloud together.
- 3 Say *One – lion*. Elicit *c*. Say **Write**. Model writing *c* in the book as an example.
- 4 Say **Write**. Check that the children are writing the correct letter for each animal.
- 5 Give feedback. Say *One – lion*. Elicit *c*. Repeat for the others (*two – bird – b, three – bee – a*).
- 6 Roar to elicit *Lion*. Repeat with *bee* and *bird*. Ask different children to imitate an animal for the rest of the class to guess.

ACTIVITY 2 10 minutes

- 1 Say *A boy. How many legs?* Elicit *Two*. Repeat with *a dog* and *a butterfly*.
- 2 Write on the board / Use wordcards: *A lion has _____ legs*. Read the text aloud together.
- 3 Say **Trace**. Trace the text on the board, sounding out the words slowly as you do so.
- 4 Say *A lion. How many legs?* Elicit *Four*. Say **Write**. Write 4 on the line, to complete the sentence on the board. Ask the children to read it aloud, as you point to each word in turn. Model writing in the book as an example.
- 5 Say **Trace and write**. Check that the children are tracing the text and writing the numbers correctly.
- 6 Give feedback. Say **Say**. *How many legs does a lion have?* Elicit *A lion has four legs*. Repeat with *bird (two)* and *bee (six)*.

ACTIVITY 3 5 minutes

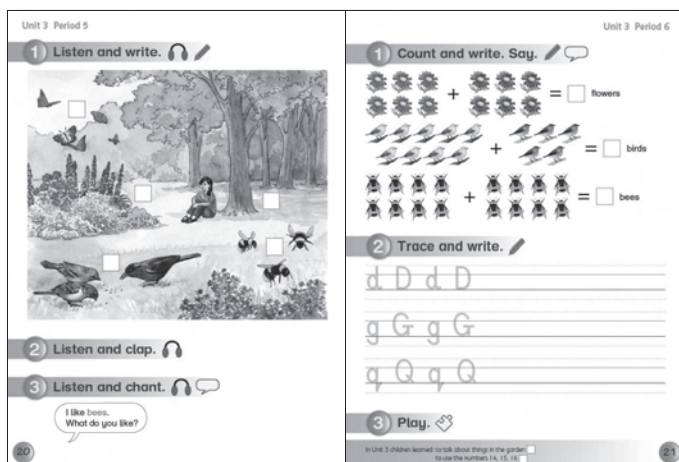
- 1 Display the letter flashcards *d, D, g, G, q, Q* in random order. Ask the children to match the pairs and say the sounds. Ask the class when capital letters are used (at the start of special words such as the names of people, cities and countries).
- 2 Write on the board *d D d d*. Elicit the letter name. Elicit the odd one out, asking a child to come and circle it on the board.
- 3 Say **Circle**. Check that the children are circling the odd one out in each row.
- 4 Give feedback, asking a different child to come and circle the letter each time. Ask the class why the letter is the odd one out.
- 5 Everyone says *Goodbye*.

Aims to practise garden vocabulary; to do simple sums

Key language *bee, butterfly, bird, flower, tree;* 14, 15, 16 **reading/writing letters** D, G, Q

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3, Letters d/D, g/G, q/Q, b, f, h, s, t)

Plus (for Period 6): Letter Poster



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 31

- Everyone says *Hello*.
- Show Unit 3 Poster.
 - Ask *What can you see?* Elicit the garden features, in both the singular and plural forms (e.g. *flower – flowers*).
 - Ask *How many trees?* Elicit *Three trees*. Repeat with *flowers* (*Sixteen flowers.*), *bees* (*Fourteen bees.*), *butterflies* (*Five butterflies.*) and *birds* (*Eleven birds.*).

If it is difficult for the whole class to count all the items, ask one child to come to the front and count, then have two others confirm each time.

- Say **Listen**. Make it clear to the children that there will be gaps in the recording, but this time they should just listen, not say anything. Play the recording.
- Say **Listen and say**. Play the recording again, pausing for the children to say the even numbers. Repeat.

Audio

one, three, five, seven, nine, eleven, thirteen, fifteen

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *b, f, t, s, th*:
 - Say **Think**. Say *b b b b* and elicit *bee, butterfly, bird*.
 - Say **Say** *b b b b*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *f* (*flower, fourteen, fifteen*, etc.), *t* (*tree, t-shirt, taxi*, etc.), *s* (*sixteen, six, seven*, etc.), *th* (*thirteen, three, think*, etc.).
 - Display the letter flashcard for *b* and say *The name is b. The sound is b*. Repeat with the other letters.

- Say *Five*. and elicit *ffff*. Repeat with *salad, boy, twelve, bed, finger, teacher, thank you*.
- Review *d/D, g/G* and *q/Q*:
 - Show the *d* flashcard. Elicit *The name is d. The sound is d*. Say *d d d d* to elicit *dog*. Repeat with *D (Dalia)*.
 - Repeat with *g* and *G (goat/Gaza)*, then *q* and *Q (quiet/Qalqilya)*.
 - Show the letters *d, g, q, D, G, Q* randomly to elicit appropriate words.

ACTIVITY 1 5 minutes 32

- Write on the board / Use wordcards: *I like ...*. Read the text aloud together.
- Elicit *Tala*. and the names of the items pictured.
- Show the bee flashcard and elicit *Bee*. Say *I like bees*, stressing the *s* ending. Repeat with *bird, tree, flower, butterfly*.
- Say *I like bees*. Say **Write**. Model writing a tick in the box by the bees in the picture, as an example.
- Say **Listen and write**. Play recording, pausing after each verse for the children to tick the correct item in the picture.
- Play recording again so that the children can check their answers (bees, birds and butterflies should be ticked).

Audio

*I like bees.
I like bees.
What do you like?
What do you like?
I like birds.
I like birds.
What do you like?
What do you like?*

*I like butterflies.
I like butterflies.
What do you like?
What do you like?*

ACTIVITY 2 10 minutes 33

- 1 Hand out the flashcards for bee, bird and butterfly to three children. Say **Listen**. Play recording. The children listen. Those with flashcards hold them up when they hear their animal mentioned.
- 2 Say **Listen and clap**. Say the first verse, clapping each beat. Encourage the children to join in with you.
- 3 Say **Listen and clap**. Play recording again. The children listen and clap along. Repeat.

Audio

As Activity 1

ACTIVITY 3 10 minutes 34

- 1 Say **Listen and chant**. Play recording. The children clap and chant along with the recording. Repeat several times.

Audio

As Activity 1

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** 31

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Elicit the items pictured.
- 2 Read the text aloud together (*flowers, birds, etc.*).
- 3 Ask *How many flowers?* **Count**. Elicit *One, two, three, four, five, six*. for the first group, then *one – six* for the second group. Write the sum on the board: $6 + 6 = \underline{\quad}$. Say *Six and six is ... ?* to elicit *Twelve*. Model writing 12 in the book as an example. Say **Say Twelve flowers**.
- 4 Say **Count and write**. Check that the children are counting and writing the numbers correctly.
- 5 The children check each other's answers in pairs. With each one, they say the answer, e.g. *Twelve flowers*.
- 6 Give feedback. Say *How many flowers?* Elicit *Six and six is twelve. Twelve flowers*. Repeat with the other pictures (*nine and five – fourteen birds, eight and eight – sixteen bees*).

ACTIVITY 2 5 minutes

- 1 Display the Letter Poster. Trace *D* on the poster, using the arrows to show the direction of writing.
- 2 Write *D* on the board and say the sound *d*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.
- 3 Repeat 1 & 2 with *G* and *Q*.
- 4 Write on the board *d D d D*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *D*. Ask a child to come and write *D*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *G, Q, d, g* and *q*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play The chain game*.
 - Explain that the aim of the game is to make the longest sentence they can, using words for things you find in a garden.
 - Brainstorm garden words. Elicit the unit vocabulary and review plausible words, e.g. *boy, girl, food, drinks, animals, family members, etc.*
 - Ask the class to stand. Start the chain off by saying *In the garden I can see a girl*.
 - The first child repeats what you have said and adds an item, e.g. *In the garden, I can see a girl and a rabbit*.
 - The chain continues, with each child repeating the list so far and adding an item. If a child makes a mistake or can't think of an item to add, he/she sits down. The chain starts again from the beginning. Play until only a few children are left standing. They are the winners.
- 2 Everyone says *Goodbye*.

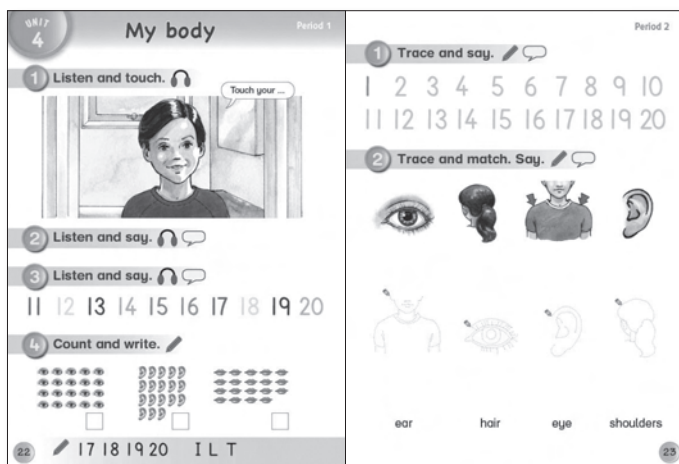
UNIT 4

My body

Aims to learn body vocabulary; to learn numbers

Key language *ear, eye, hair, shoulder, nose, mouth; I have ... ; 17, 18, 19, 20*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4, Numbers 17–20, Letters a, e, i, o, u)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 35

- Everyone says *Hello*.
- Show Unit 4 Poster.
 - Ask *What can you see?* Elicit *Salwa, face, head, nose, mouth, hand, fingers*.
 - Elicit in Arabic the other facial features (*ear, eye, hair, shoulder*).
- Show the Unit 4 flashcards. Keep displayed on board/wall throughout lesson.
- Say **Listen**. Play recording, pointing to each flashcard.

Remind the children when *a* and *an* are used: *a* before most nouns; *an* before words starting with *a, e, i, o* or *u*. Ask if they can think of any other words beginning with these letters, to elicit *an apple, an egg, an insect, an orange/olive, an umbrella*. Point out that you don't use *a* with *hair*.

- Say *Touch your nose*. Model the action and encourage the children to copy you. Say **Say** *nose*. Encourage them to repeat.
- Repeat 5 with the other body parts.

Audio

a nose, a mouth, a shoulder, an ear, an eye, hair

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *a, e, i, o, u*:
 - Say **Think**. Say *a a a a* and elicit *apple, apple juice, a/an*.

- Say **Say** *a a a a*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *e* (*egg*), *i* (*insect*), *o* (*olive, orange, orange juice*), *u* (*umbrella, under*).
 - Display the letter flashcard for *a* and say *The name is a. The sound is a*. Repeat with the other letters.
- Say *Egg*. and elicit *e e e e – an egg*. Repeat with *orange, apple, umbrella, insect*.

ACTIVITY 1 5 minutes 36

- Say **Listen and touch**. Play recording, pausing so the children can touch their own nose, mouth, etc., as they hear them mentioned.

Audio

*I have a nose.
I have a mouth.
I have two ears.
I have two eyes.
I have two shoulders.
I have hair.*

ACTIVITY 2 5 minutes 37

- Say **Listen and say**. Play recording. The children repeat each sentence in the gap.

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 10 minutes 38

- 1 Introduce the numbers 17, 18, 19, 20:
 - Write on the board 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 eliciting each number as you write it.
 - Ask two children to come to the front of the class. One holds up all ten fingers. The other holds up six. Count the fingers, then show and count four of your own: *seventeen, eighteen, nineteen, twenty*.
 - Write on the board 17, 18, 19, 20 (after 16 in the number line). Say each number as you write it and encourage the children to repeat it. Leave the numbers on the board.
- 2 Say **Listen and say**. Play recording. The children point to each number on the page and repeat it in the gap.

Audio

eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

ACTIVITY 4 5 minutes

- 1 Point to the numbers on the board, eliciting each one.
- 2 Show the flashcards for 17, 18, 19 and 20, eliciting each number. Show them again, in random order.
- 3 Say **Count**. **Count** to twenty. Count aloud together.
- 4 Say *How many eyes?* **Count**. Elicit *Twenty*.
- 5 Say **Count and write**. Check that the children are counting and writing correctly.
- 6 Give feedback. Ask *How many eyes?* to elicit *Twenty*. Repeat with *ears (eighteen), mouths (nineteen)*.
- 7 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 35

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Say **Trace**. Check that the children are tracing the numbers correctly.
- 2 Say **Say**. Read aloud together the numbers as a sequence, with the children pointing to each number in the book as they say it.
- 3 Repeat 2, this time going backwards from *twenty* to *one*.

ACTIVITY 2 10 minutes

- 1 Elicit the items pictured.
- 2 Read the words aloud together.
- 3 Say **Trace**. Check that the children are tracing the pictures.
- 4 Say **Match**. Check that the children are matching the pictures to the tracing versions, and then to the words.
- 5 Say **Say**. Get the children to check each other's work in pairs and say what the items are.

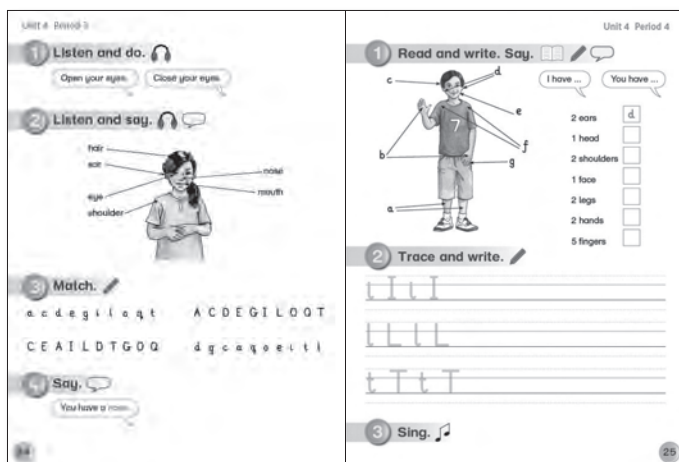
REVIEW 5 minutes

- 1 Play *Teacher says* (p. 8) to practise parts of the body: (*Teacher says*) *touch your shoulders*. Remember to include the review items too (*face, head, hand, fingers*).
- 2 Everyone says *Goodbye*.

Aims to practise body vocabulary; to understand instructions; to practise numbers

Key language *ear, eye, hair, shoulder, nose, mouth; I have ... / You have ...* **reading/ writing letters** *I, L, T*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4, Letters i/l, I/L, t/T) *Plus (for Period 4): Letter Poster*



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 39

- 1 Everyone says *Hello*.
- 2 Show Unit 4 Poster. Elicit the body parts.
- 3 Say **Listen and touch**. Play recording, pausing after each sentence for the children to repeat and touch their own mouth, nose, etc.
- 4 Say *Touch your nose*. Model the action, encouraging the children to copy you. Repeat with *shoulders, hair* and *ears*.
- 5 Say *Open your mouth*. Model the action, again encouraging the children to copy you. Repeat with *Close your mouth*, *Close your eyes*, *Open your eyes*.

Audio

*I have a mouth.
I have a nose.
I have hair.
I have two eyes.
I have two ears.
I have two shoulders.*

- 2 Repeat 1 to revise *I* and introduce *L* (using *lion* and *Lebanon*) and *t/T* (using *teacher* and *Tala*).

ACTIVITY 1 5 minutes 40

- 1 Read the text in the speech bubbles aloud together.
- 2 Say **Listen and do**. Play recording, pausing for the children to do the correct action.

Warn the children to listen carefully for singular and plural forms.

- 3 Repeat 2, this time not pausing, so that the children have to respond more quickly.

Audio

*Touch your head.
Open your mouth.
Close your mouth.
Touch your shoulders.
Close your eyes.
Touch your ear.
Open your eyes.
Touch your hair.*

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *i* and introduce the letter form *I*:
 - Say *i i i* – *insect*. Write on the board *insect* – *i*. Read it aloud together.
 - Repeat with *I* – *Immi*, writing *Immi* – *I*. Remind the children that *I* is a capital letter and is used at the start of names and cities/countries.
 - Display the letter flashcard for *i* and say *The name is ...* to elicit *... i*. *The sound is i*. Repeat with *I*.
 - Show the letters *i* and *I* randomly to elicit appropriate words.

ACTIVITY 2 5 minutes 41

- 1 Ask a confident child to come to the front to help you. Say *I* – *I'm* + your name. (Emphasise *I*.) Gesture to the child and say *You* – *You're* + his/her name. (Emphasise *you*.) Repeat *I* and *you*, gesturing appropriately. Encourage the child to indicate him/herself and say *I*, then to gesture to you and say *You*. Put the class in pairs to take it in turn to gesture and say *I* and *You*.
- 2 Hold up the book and point to Tala's mouth. Say *You have a mouth*. Say **Listen and say**. Play recording, pausing so the children can point to the correct body part and repeat the sentence each time.

Audio

*You have a mouth.
You have a nose.
You have hair.
You have two eyes.
You have two ears.
You have two shoulders.*

ACTIVITY 3 5 minutes

- 1 Display the letter flashcards *i, l, l, L, t, T* in random order. Ask the children to match the pairs and say the sounds.
- 2 Write up the two rows of letters on the left on the board. Elicit the names and sounds of the letters.
- 3 Say **Match**. Ask a child to come to the board and match *a* and *A*. Ask the class to confirm whether it is correct. Repeat with a few more letters. Rub the letters out.
- 4 Say **Match**. Check that the children are matching the letters correctly.
- 5 Give feedback. Write up the two rows of letters on the left and ask different children to match each pair of letters. Repeat with the two rows on the right.

ACTIVITY 4 5 minutes

- 1 Point to your nose to elicit *You have a nose*. Repeat with the other body parts.
- 2 Put the children in pairs. Show the face flashcards, one by one. Say **Say**. The children take it in turn to say to their partner, e.g. *You have a nose*.

REVIEW 5 minutes

- 1 Play *Teacher says* (p. 8) to practise body parts, using *Touch your nose*, etc.
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 39

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the words for the parts of the body (a–g).
- 2 Read the text aloud together.
- 3 Write on the board *2 ears* and a box next to it. Read it aloud together. Say **Write**. *a?* Elicit *No*. Say *d?* Elicit *Yes*. Write *d* in the box.

- 4 Repeat **3** with the other items listed.
- 5 Say **Read and write**. Check that the children are writing the correct letters.
- 6 Give feedback. Say *I have two ears*. Which letter? to elicit *d*. Repeat for the other sentences (*one head – c, two shoulders – f, one face – e, two legs – a, two hands – b, five fingers – g*).
- 7 Say **Say**. Put the children in pairs. They take it in turn to point to a part of the body and say, e.g. *I have (two eyes)*. and to respond *You have (two eyes)*.

ACTIVITY 2 5 minutes

- 1 Display the Letter Poster. Trace *l* on the poster, using the arrows to show the direction of writing.
- 2 Write *l* on the board and say the sound *i*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.
- 3 Repeat **1 & 2** with *L* and *T*.
- 4 Write on the board *i l i l*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *l*. Ask a child to come and write *l*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *L, T, i, l* and *t*.

ACTIVITY 3 10 minutes 42

- 1 Touch your hair to elicit *Hair*. Repeat with *shoulders, eyes, ears, head, face, mouth, nose*.
- 2 Say **Listen and touch**. Play recording. The children touch the different parts of their bodies as they are mentioned.
- 3 Say **Sing and touch**. Play recording again. The children sing along and touch the parts of their bodies. Repeat several times.
- 4 Everyone says *Goodbye*.

Audio

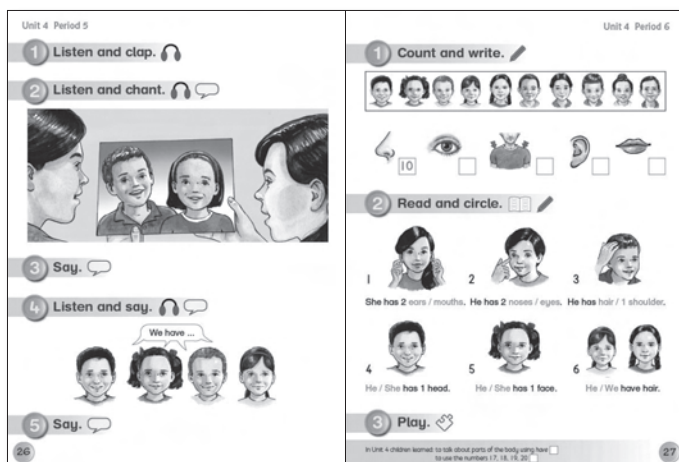
*Hair, shoulders, eyes and ears.
Eyes and ears.
Hair, shoulders, eyes and ears.
Eyes and ears.
And head and face and mouth and nose.
Hair, shoulders, eyes and ears.
Eyes and ears.*

Aims to practise body vocabulary; to practise numbers

Key language *ear, eye, hair, shoulder, nose, mouth; I/You/We have ... He/She has ...*; 17, 18, 19, 20 **reading/writing letters** *I, L, T*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4, Unit 1, Letters *i/l, I/L, t/T, h, s, w*)

Plus (for Period 6): Flashcards (Units 2 & 3)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 43

- Everyone says *Hello*.
- Show Unit 4 Poster.
 - Elicit the body parts.
- Point to yourself and say *I*. Display the boy flashcard and say *He*. Encourage the children to repeat after you. Repeat with the girl flashcard and *She*. Then indicate the whole class and say *We*.
- Say **Listen and find**. Play recording. The children point to the correct people in the gaps.

Audio

I, he, we, I, she, he, we, I, we, she, he, we

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *h, w, sh*:
 - Say **Think**. Say *h h h h* and elicit *he, hair*.
 - Say **Say** *h h h h*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *w* (*we, water, Wafa*, etc.), *sh* (*she, shoulder, shorts*, etc.).
 - Display the letter flashcard for *h* and say *The name is h. The sound is h*. Repeat with the other letters.
- Say *He*. and elicit *h h h h*. Repeat with *we, she*.
- Review *i/l, I/L, t/T*:
 - Show the *i* flashcard. Elicit *The name is i. The sound is i*. Say *i i i i* to elicit *insect*. Repeat with *I (Immi)*.
 - Repeat with *I* and *L* (*lion/Lebanon*), then *t* and *T* (*teacher/Tala*).

- Show the letters *i, l, t, I, L, T* randomly to elicit appropriate words.

ACTIVITY 1 5 minutes 44

- Say **Listen and touch**. Play recording. The children touch the different parts of the body.
- Say **Listen and clap**. Say *He has a nose*. and clap at the same time (the **bold** in the audioscript shows where to clap). Repeat, encouraging the children to clap with you.
- Say **Listen and clap**. Play recording again. The children listen and clap along. Repeat.

Audio

*He has a nose.
He has a mouth.
He has two eyes.
He has two ears.
He has hair.*

*She has a nose.
She has a mouth.
She has two eyes.
She has two ears.
She has hair.*

ACTIVITY 2 5 minutes 45

- Say **Listen and chant**. Play the recording. This time the children chant along. Repeat.

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 5 minutes

- 1 Give a boy the mouth flashcard. Ask him to hold it above his head to elicit *He has a mouth*. Repeat with the other flashcards, using a mixture of boys and girls.
- 2 Say **Say**. Put the children in pairs: they take turns pointing to one of the characters in the book and saying, e.g. *He/She has a mouth*.

ACTIVITY 4 5 minutes 46

- 1 Point to yourself / a boy / a girl / the whole class at random eliciting *I/he/she/we*, as appropriate.
- 2 Write on the board / Use wordcards: *We have ...* Say **Read**. Use your arms to gesture the meaning of *we*.
- 3 Say **Listen and say**. Play recording. The children repeat each sentence in the gap, gesturing for *we* and touching the body parts.

Audio

*We have two ears.
We have two eyes.
We have a nose.
We have a mouth.
We have a face.
We have hair.*

ACTIVITY 5 5 minutes

- 1 Show the ear flashcard. Say **Say**. Elicit *We have two ears*. Repeat with *eyes, a nose, a mouth, shoulders, hair*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** 43

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Point to the pictures of the children, eliciting *he/she* for each one as appropriate.
- 2 Ask *How many boys?* Elicit *Six*. Repeat with *girls (four)*.
- 3 Elicit the body parts pictured.
- 4 Say *Noses?* **Count**. Elicit *Ten*.
- 5 Say **Write**. Trace the example *10* in the Pupil's Book.
- 6 Say **Count and write**. Check that the children are writing the correct numbers.

- 7 Give feedback. Say *Noses?* and elicit *Ten*. Repeat with *eyes (twenty), shoulders (twenty), ears (twenty), mouths (ten)*.

ACTIVITY 2 10 minutes

- 1 Write on the board / Use wordcards: *She has 2 ears / mouths*. Say **Read**. Read it aloud together.
- 2 Model the activity. Point to the picture of Tala in the book. Say **Think** – *two ears or two mouths?* Elicit *Two ears*. Say **Circle**. and circle the word *ears* on the board.
- 3 Say **Read and circle**. Check that the children are circling the correct words.
- 4 The children check each other's answers in pairs.
- 5 Give feedback, using the same approach as in 2 (1 ears 2 eyes 3 hair 4 He 5 She 6 We).
- 6 When you have confirmed the answers, ask the children to score out the options which are incorrect, e.g. *She has 2 ears /-mouths*. and to say the correct answers to their partner.

ACTIVITY 3 5 minutes

- 1 Say *Let's play Sets*.
 - Draw a line on the board to create two sections and give each section a heading: *Body* (with a small drawing of a face) and *Food* (with a small drawing of a fish).
 - Shuffle the body parts and food flashcards and leave them face down on your desk.
 - Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set.

You could make the game more challenging by including a third set of flashcards from Unit 1 or 3.

- 2 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 1–4

Key language language from Units 1–4 (see p. 10 for summary) **reading/writing letters** B, H, P

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Numbers 11–20, Letters b/B, h/H, p/P)

Period 1

LANGUAGE PRESENTATION 5 minutes

- Everyone says *Hello*.
- Show Unit 3 Poster.
 - Ask *What can you see?* Elicit the garden words.
 - Ask *How many bees?* Elicit *Fourteen*. Repeat with *trees (three)*, *birds (eleven)*, *butterflies (five)*, *flowers (sixteen)*.
- Show the number flashcards (11–20) in random order to elicit the numbers. Ask different children to put them in order on the board. Then take them down.

ACTIVITY 1 5 minutes

- Say **Listen and find**. Play recording. The children point to the items as they are mentioned.
- Say **Listen and write**. Play recording again, pausing so the children can write the number of each item in the box.
- Play recording again for the children to check each other's work.
- Give feedback. Say *How many butterflies?* Elicit *Twenty*. Ask a child to write the number on the board. Repeat with the others, using different children (see audioscript).

Audio

How many butterflies? Twenty butterflies.
How many trees? Fifteen trees.
How many bees? Eighteen bees.
How many birds? Sixteen birds.
How many flowers? Nineteen flowers.

ACTIVITY 2 5 minutes

- Point to Activity 1. Say *How many birds?* Elicit *Sixteen birds*. Repeat with the other items.
- Say **Listen and say**. Play recording, pausing for the children to answer the question each time, using the answers in Activity 1.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- Point to the first picture and ask *How many trees?* Elicit *Fourteen trees*. Repeat with the other items.
- Say **Say**. Put the children in pairs to ask and answer using the picture and number prompts.

ACTIVITY 4 5 minutes

- Write on the board 1 ____ 4 ____ 7 ____ 9 ____ . Elicit the missing numbers. Ask different children to write them in. Read the sequence aloud together, then rub out all the numbers.
- Say **Complete**. Check that the children are writing the correct numbers in each sequence.
- Give feedback. Write up the sequences on the board and elicit the missing numbers. Ask different children to write them in.
- Say **Say**. Ask the class to read out the number sequences.

ACTIVITY 5 10 minutes

- 1 Revise the sound *b* and introduce the letter form *B*:
 - Say *b b b b – bag*. Write on the board *bag – b*. Read it aloud together.
 - Repeat with *B – Bethlehem*, writing *Bethlehem – B*. Remind the children that *B* is a capital letter and is used at the start of names and cities/countries.
 - Display the letter flashcard for *b* and say *The name is ...* to elicit ... *b*. *The sound is b*. Repeat with *B*.
 - Show the letters *b* and *B* randomly to elicit appropriate words.
- 2 Repeat 1 to revise *h* and introduce *H* (using *hand* and *Haifa*) and *p/P* (using *pencil* and *Palestine*).
- 3 Write on the board *B b b b*. Elicit the letter name. Elicit the odd one out, asking a child to come and circle it on the board.
- 4 Say *Circle*. Check that the children are circling the odd one out in each row.
- 5 Give feedback, asking a different child to come and circle the letter each time. Ask the class why the letter is the odd one out.

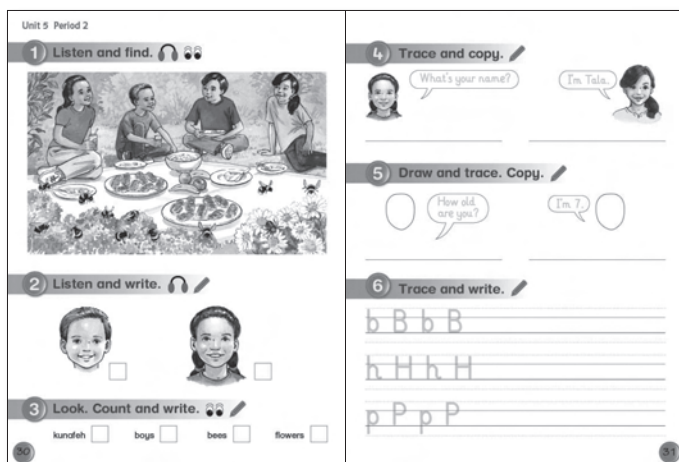
ACTIVITY 6 5 minutes

- 1 Elicit the sounds of the letters in the wordbox.
- 2 Elicit the items pictured and the missing letter each time.
- 3 Say **Write**. Check that the children are writing the missing letters.
- 4 Say **Say**. The children check their answers in pairs, saying the words and the missing letters.
- 5 Give feedback. Write up the words with gaps. Ask a different child to write in the missing letter each time (**h**air, **l**eg, **f**inger, **s**houlders, **n**ose, **m**outh).
- 6 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 1–4

Key language language from Units 1–4 (see p. 10 for summary) **reading/writing letters** B, H, P

Materials Pupil's Book, CD 1, Letter Poster, Flashcards (Unit 4)



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Everyone says *Hello*.
- 2 Use the Unit 4 flashcards to review the words for body parts. Cover part of the flashcard with a piece of paper each time, so that the children have to work out what it is.
- 3 Play *Teacher says* (p. 8) to practise the *Touch/Open* actions.

ACTIVITY 1 5 minutes 49

- 1 Ask *What can you see?* Elicit *Sami, Tala, bees, flowers* and the food.
- 2 Point to Hashim. Say *This is Sami's friend. His name is Hashim.* Repeat with *Tala's friend / Zahra.*
- 3 Point to Zahra and Hashim and ask *Who's that girl/boy?* to elicit their names.
- 4 Say **Listen and find**. Play recording, pausing so the children can find the characters.

Audio

- I'm Sami. What's your name?
- I'm Hashim.
- I'm Tala. What's your name?
- I'm Zahra.

ACTIVITY 2 5 minutes 50

- 1 Say **Listen**. Play recording, pausing so the children can hold up the correct number of fingers for each age.
- 2 Say **Listen and write**. Play recording again. The children listen, then write in the ages for Hashim and Zahra.
- 3 Give feedback. Ask *How old is Hashim?* Elicit *Five*. Repeat with *Zahra (seven), Sami (eight), Tala (eight)*. Write the answers on the board. The children correct their work.

Audio

- I'm eight. Hashim, how old are you?
- I'm five.
- I'm eight. Zahra, how old are you?
- I'm seven.

ACTIVITY 3 5 minutes

- 1 Read the words aloud together.
- 2 Say **Look**, pointing to the picture in Activity 1. Ask *How many kunafeh?* Elicit *Sixteen*.
- 3 Say **Count and write**. Check that the children are counting and writing the numbers correctly.
- 4 Give feedback. Say *There are eight.* to elicit *Flowers*. Repeat with *eleven (bees), two (boys), sixteen (kunafeh)*. Write the answers on the board. The children correct their work.

ACTIVITY 4 5 minutes

- 1 Say **Trace**. Check that the children are tracing the text in the speech bubbles.
- 2 Introduce yourself and ask a child *What's your name?* Elicit *I'm + name*.
- 3 Say **Copy**. Check that the children are copying the question and *I'm + writing their own name*. Encourage them to sound out their name and find English letters for the sounds.

ACTIVITY 5 10 minutes

- 1 Say **Draw**. Check that the children are drawing features on the two faces.
- 2 Say **Trace**. Check that the children are tracing the text in the speech bubbles.
- 3 Ask a child *How old are you?* Elicit *I'm + age*.

- 4 Say **Copy**. Check that the children are copying the question and *I'm* + writing their own age.

ACTIVITY 6 5 minutes

- 1 Display the Letter Poster. Trace *B* on the poster, using the arrows to show the direction of writing.
- 2 Write *B* on the board and say the sound *b*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter.
- 3 Repeat 1 & 2 with *H* and *P*.
- 4 Write on the board *b B b B*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *B*. Ask a child to come and write *B*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *H, P, b, h* and *p*.
- 7 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 1–4

Key language language from Units 1–4 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 2 Poster

Unit 5 Period 3

1 Listen and write.

2 Listen and say.

3 Say.

4 Write and match.

5 Write.

chocolate chicken ice cream
salad olives dates He She

Period 3

LANGUAGE PRESENTATION 5 minutes

- Everyone says *Hello*.
- Show Unit 2 Poster. Ask *What can you see?* Elicit the foods.
- Elicit the food and drink items pictured in Activity 1.

ACTIVITY 1 5 minutes

- Say **Listen**. Sami says 'I like meat.' Model finding the meat picture on the page. Say *What number?* Elicit *Two*. Repeat with *grapes (nine)* and *water (twelve)*, to show that he chooses one thing from each section of the menu.
- Say **Listen and write**. Play recording, pausing so the children can write the number by the correct picture each time.
- Give feedback. Ask *What does Sami like?* Elicit *Meat – two, grapes – nine, water – twelve*. Repeat for the other characters (Tala – *chicken – four, ice cream – seven, tea – thirteen*; Zahra – *fish – five, kunafeh – six, orange juice – fifteen*; Hashim – *salad – three, oranges – eight, apple juice – eleven*). Ask children to write the numbers on the board. The children correct their work.

Audio

- *What do you like, Sami?*
– *I like meat. I like grapes. I like water.*
- *What do you like, Tala?*
– *I like chicken. I like ice cream. I like tea.*
- *What do you like, Zahra?*
– *I like fish. I like kunafeh. I like orange juice.*
- *What do you like, Hashim?*
– *I like salad. I like oranges. I like apple juice.*

ACTIVITY 2 5 minutes

- Point to Sami and ask *He or she?* Elicit *He*. Repeat with the other characters.
- Say *What does Sami like? He likes ...* Elicit *Meat*. Say *Yes – he likes meat*. Elicit *He likes grapes*. and *He likes water*.
- Say **Listen and find**. Play recording. The children point to the food/drinks as they are mentioned.
- Say **Listen and say**. Play recording again, pausing for the children to complete the sentence each time. Then continue the recording so that the children can check their answers.

Audio

- What does Sami like? He likes meat. He likes grapes. He likes water.*
- What does Tala like? She likes chicken. She likes ice cream. She likes tea.*
- What does Zahra like? She likes fish. She likes kunafeh. She likes orange juice.*
- What does Hashim like? He likes salad. He likes oranges. He likes apple juice.*

ACTIVITY 3 5 minutes

- Say *I like chocolate*. Then ask a child *What do you like?* Elicit *I like + food or drink*. Ask other children the same question.
- Write on the board / Use wordcards: *What does Sami like? He likes ...* Say **Read**. Get the children to read the words as you point to them. Delete *Sami* and *He* and write in *Tala* and *She*, and repeat the task.
- Ask several children *What do you like?* Elicit *I like ...*
- Say **Read**. Read the text in the speech bubbles aloud together.

- 5 Say **Say**. Put the children in pairs. They take it in turn to ask and answer the questions, using their answers to Activity 1 and their own personal opinions.

ACTIVITY 4 10 minutes

- 1 Elicit the items pictured.
- 2 Write on the board *j c h c f w r t a o*. Elicit the letters. Then write *___ish*. Read it aloud. Look puzzled. Elicit *f* as the missing letter. Write it in to complete the word. Say *Which picture?* Elicit *b*.
- 3 Elicit the complete form of all the other words and the matching pictures.
- 4 Say **Write and match**. Check that the children are completing the words and matching the pictures correctly.
- 5 Give feedback, using the same approach as in 2 (1 **f**ish – b 2 **t**ea – f 3 **w**ater – e 4 **o**range – c 5 **r**ice – a 6 **a**pple juice – h 7 **c**offee – g 8 **c**heese – d).

ACTIVITY 5 10 minutes

- 1 Elicit the foods and characters pictured.
- 2 Elicit *He*. or *She*. for each of the characters.
- 3 Write on the board / Use wordcards: *_____ likes chicken and _____*. Ask *Who likes chicken?* **Find**. Elicit *Jamila*. Say *Jamila – he or she?* Elicit *She*. Say **Write**. and model writing it in the book as an example. Say *She likes chicken and ... ?* Elicit *Ice cream*. Model writing it in the book.
- 4 Say **Write**. Check that the children are writing the sentences correctly.
- 5 Give feedback, using the same approach as in 3 (1 *She likes chicken and ice cream*. 2 *He likes salad and chocolate*. 3 *She likes olives and dates*.).
- 6 Everyone says *Goodbye*.

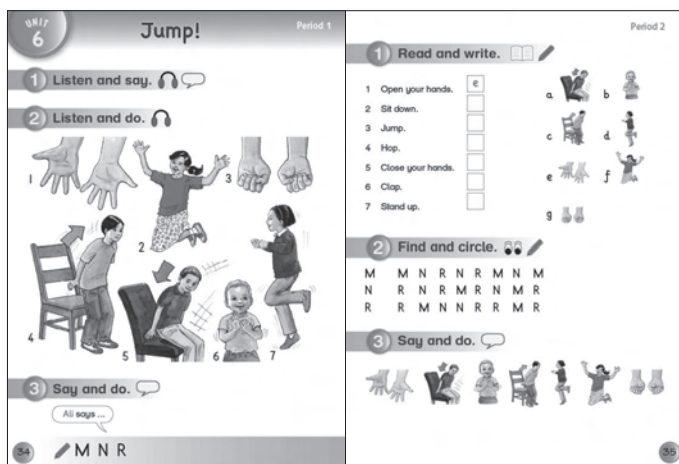
UNIT 6

Jump!

Aim to learn instructions

Key language *jump, hop, clap, stand up, sit down, open your hands, close your hands*
reading/writing letters *M, N, R*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6, Letters c, h, j, o, s)
Plus (for Period 2): Flashcards (Letters m/M, n/N, r/R)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 53

- Everyone says *Hello*.
- Show Unit 6 Poster.
 - Elicit that the pictures are of school lessons.
 - Ask *How many boys can you see?* Elicit *nine*. Repeat with *girls* and *teachers* (*seven* and *two*).
- Show the Unit 6 flashcards. Keep displayed on board/wall throughout lesson.
- Say **Listen**. Play recording, pointing to the flashcards/poster as the instruction is mentioned.
- Introduce and practise the action for each of the instructions.

Audio

Jump.
Hop.
Clap.
Stand up.
Sit down.
Open your hands.
Close your hands.

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *j, h, c, s, o*:
 - Say **Think**. Say *j j j j* and elicit *jump, jeans, juice*.
 - Say **Say** *j j j j*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *h* (*hop, here, hello, head*, etc.), *c* (*clap, close, car*, etc.), *s* (*stand up, sit down, salad*, etc.), *o* (*open, olive, orange*, etc.).

- Display the letter flashcard for *j* and say *The name is j. The sound is j*. Repeat with the other letters.
- Say *Hop*. and elicit *h h h h*. Repeat with *jump, open, close, sit down*.

ACTIVITY 1 5 minutes 54

- Say **Listen and find**. Play recording, pausing so the children can find the actions.
- Say **Listen and say**. Play recording again, pausing so the children can repeat the action each time.

Audio

Open your hands.
Jump.
Close your hands.
Stand up.
Sit down.
Clap.
Hop.

ACTIVITY 2 10 minutes 55

- Say **Listen and do**. Play recording, pausing so the children can do the action each time.
- Play recording again. This time don't pause it, so that the children have to respond quickly to the instructions. Repeat several times.

Audio

As Activity 1

ACTIVITY 3 10 minutes

- Remind the children of how to play *Teacher says* (p. 8).

- 2 Put the class into teams. In each team pick a leader. The leaders give the instructions (*Stand up, hop, etc.*). Remind the leaders that they should sometimes say (*Ali/Tala*) says ... before an instruction and sometimes miss it out. When they say it, the team should do the action; when they don't, the team should stand still. If a child makes a mistake, he/she is out.
- 3 Say **Say and do**. Tell the teams to play until there is only one person left in the game. This person becomes the new leader and the game starts again.
- 4 Everyone says *Goodbye*.

ACTIVITY 3 10 minutes

- 1 Elicit the actions pictured.
- 2 Say the actions in order. The class respond with the appropriate action.
- 3 Say **Say and do**. Put the children in pairs. They take it in turn to say one of the instructions pictured and to do it. Tell them to use the pictures in the order given, and then to prompt in random order.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 10 minutes 53

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Elicit the actions pictured.
- 2 Write on the board / Use wordcards: *Open your hands*. Say **Read**. Read it aloud together. Read the rest of the sentences in Activity 1 aloud together. Encourage the children to do the action for each one as they say it.
- 3 Say *Open your hands*. *Picture a?* Elicit *No*. Ask *Which picture?* Elicit *e*. Say **Write**. Model writing *e* in the book as an example.
- 4 Say **Read and write**. Check that the children are writing the letters correctly.
- 5 Give feedback. Say *Open your hands*. to elicit *e*. Repeat with the other instructions (*Sit down*. – *a*, *Jump*. – *f*, *Hop*. – *d*, *Close your hands*. – *g*, *Clap*. – *b*, *Stand up*. – *c*). Ask the children to correct their work if necessary.

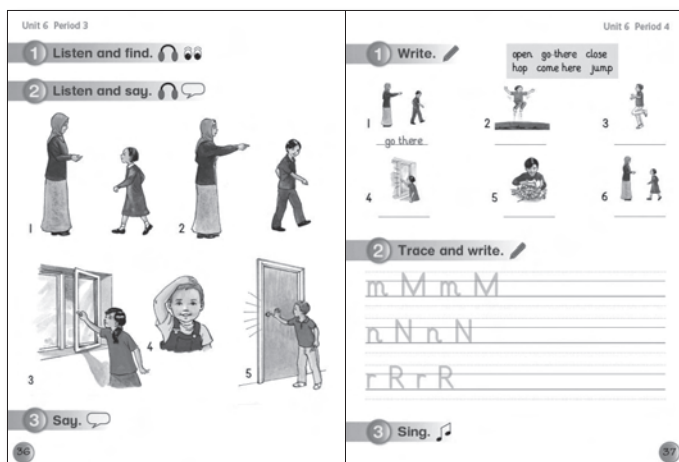
ACTIVITY 2 5 minutes

- 1 Display the letter flashcards *m, M, n, N, r, R* in random order. Ask the children to match the pairs (*m* and *M*, etc.) and say the sounds.
- 2 Write on the board *M*. Elicit the letter name. Then write alongside *M N R N R M*. Say **Find M**. asking a child to come and circle them on the board. Then rub out the letters.
- 3 Say **Circle**. Check that the children are circling the correct letters in each row.
- 4 Give feedback. Copy the line for *M* from the Pupil's Book on the board and ask a child to come and circle the letters each time. Repeat with the lines for *N* and *R*.

Aims to learn instructions; to revise numbers

Key language *come here, go there, jump, hop, sit down, stand up, open ... , close ... , clap*
reading/writing letters *M, N, R*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6, Letters m/M, n/N, r/R)
Plus (for Period 4): Letter Poster



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 56

- Everyone says *Hello*.
- Show Unit 6 Poster.
 - Ask *How many people can you see? How many boys, girls and teachers?* Elicit *Eighteen*.
 - Point to the children and elicit the following instructions: *Jump., Hop., Clap., Stand up., Sit down., Open your hands., Close your hands.*
- Show the Unit 6 flashcards. Keep displayed on board/wall throughout lesson.
- Say **Listen**. Play recording, pointing to the flashcards and/or the poster.
- Introduce *Come here.* and an action for it (beckoning to come towards you) and *Go there.* (pointing far away). Review/Adjust actions for the rest of the instructions in the recording.
- Say **Listen and do**. Say each instruction for the children to do the action.

Audio

*Come here.
 Go there.
 Stand up.
 Jump.
 Hop.
 Clap.
 Sit down.
 Open the window.
 Close the door.*

PHONEMIC AWARENESS 5 minutes

- Revise the sound *m* and introduce the letter form *M*:
 - Say *m m m m – melon*. Write on the board *melon – m*. Read it aloud together.
 - Repeat with *M – Manar*, writing *Manar – M*. Remind the children that *M* is a capital letter and is used at the start of names and cities/countries.
 - Display the letter flashcard for *m* and say *The name is ...* to elicit *... m*. *The sound is m*. Repeat with *M*.
 - Show the letters *m* and *M* randomly to elicit appropriate words.
- Repeat 1 to revise *n* and introduce *N* (using *nut* and *Nablus*) and *r/R* (using *rabbit* and *Ramallah*).

ACTIVITY 1 10 minutes 57

- Say **Listen and find**. Play recording, pausing so the children can find the instructions.
- Point to the touch flashcard to elicit *Touch*. Repeat with the other instructions.
- Say *Open the window. Open ... ?* to elicit other English expressions. Prompt as necessary to elicit *Open the bag/ book/box/desk/door.* and *Open your hands/mouth*. Repeat with *close* (as *open*) and *touch* (parts of the body, classroom / school bag items, clothes, etc.).

Audio

*Close the door.
 Go there.
 Open the window.
 Touch your head.
 Come here.*

ACTIVITY 2 10 minutes 58

- 1 Say **Listen and do**. Play recording, pausing for the children to do the action for each instruction.
- 2 Repeat **1**, this time without pausing, so that the children have to respond more quickly.
- 3 Say **Listen and say**. Play recording again. The children repeat each instruction in the gap.

Audio*Close the window.**Go there.**Open the door.**Touch your nose.**Come here.**Go there.**Touch your ears.**Open the window.**Come here.**Close the door.***ACTIVITY 3 5 minutes**

- 1 Point to the Unit 6 flashcards. Elicit the English for each.
- 2 Put the children in pairs. Say **Say**. They take it in turn to give each other an instruction and to do it. Encourage them to come up with as many different combinations as they can for *Touch ...*, *Open ...* and *Close ...*. They keep a tally of the number of instructions they manage to do in the time you give them. At the end of the activity, ask each pair how many different instructions they used.
- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 56

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the activities pictured.
- 2 Read the words in the wordbox aloud together.
- 3 Say *Picture one. What is it?* Elicit *Go there*. Say *g g g ... Go there.*, to remind the children to think about letters and sounds in this activity. Say **Write**. Model writing *go there* in the book as an example.
- 4 Say **Write**. Check that the children are writing the words correctly.

- 5 The children check each other's answers in pairs.
- 6 Give feedback. Say *Picture 1*. Elicit *Go there*. Write *go there* on the board. Repeat for the other pictures (*Picture 2 – jump*, *Picture 3 – hop*, *Picture 4 – close*, *Picture 5 – open*, *Picture 6 – come here*).

ACTIVITY 2 5 minutes

- 1 Display the Letter Poster. Trace *M* on the poster, using the arrows to show the direction of writing.
- 2 Write *M* on the board and say the sound *m*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter. Point out the direction of the writing, drawing small arrows by the letter.
- 3 Repeat **1 & 2** with *N* and *R*.
- 4 Write on the board *m M m M*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *M*. Ask a child to come and write *M*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *N*, *R*, *m*, *n* and *r*.

ACTIVITY 3 10 minutes 59

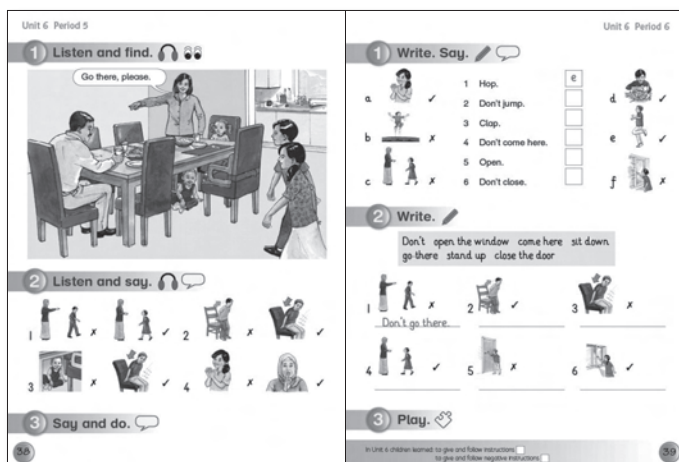
- 1 Say the actions from the song, one by one, and encourage the children to do each one.
- 2 Say **Listen and do**. Play recording. The children do the actions as they hear them mentioned.
- 3 Say *Sing and do*. Play recording again. The children sing along and do the actions. Repeat several times.
- 4 Everyone says *Goodbye*.

Audio*Clap your hands, clap your hands!**Stand up.**Sit down.**Hop, hop, hop around.**And clap your hands!**Clap your hands, clap your hands!**Come here.**Go there.**Jump, jump, jump around.**And clap your hands!*

Aims to learn instructions; to revise numbers

Key language *jump, hop, sit down, stand up, open ... , close ... , clap; Don't ... reading/ writing letters M, N, R*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Letters m/M, n/N, r/R, c, d, h, j, s)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 60

- Everyone says *Hello*.
- Show Unit 6 Poster. Ask *What can you see?* to elicit the instructions shown in both classes.
- Choose two children near the front of the class. Make sure that their books are closed. To one say *Open your book*. To the other say *Don't open your book.*, stressing *Don't*. If he/she tries to open the book, say *No*.
- Repeat 3 with two different children, saying *Stand up.* / *Don't stand up.*
- Say **Listen and do**. Play recording, pausing after each line for the children to do the appropriate action.
- Point to the people on the poster to elicit all the instructions with *Don't* (e.g. *Don't jump.*, *Don't go there.*, etc.).

Audio

Stand up.
Don't sit down.
Clap.
Hop.
Don't hop.
Jump.
Don't stand up.

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *j, h, c, s, d*:
 - Say **Think**. Say *j j j j* and elicit *jump, jeans, juice*.
 - Say **Say j j j j**. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *h* (*hop, here, hello, head*, etc.), *c* (*clap, cat, car*, etc.), *s* (*stand up, sit down, salad*, etc.), *d* (*don't, doll, dress*, etc.).

- Display the letter flashcard for *j* and say *The name is j. The sound is j*. Repeat with the other letters.
- Say *Hop*. and elicit *h h h h*. Repeat with *jump, don't, close, stand up*. Repeat with other words.
 - Review *m/M, n/N, r/R*:
 - Show the *m* flashcard. Elicit *The name is m. The sound is m*. Say *m m m m* to elicit *melon*. Repeat with *M (Manar)*.
 - Repeat with *n* and *N (nut/Nablus)*, then *r* and *R (rabbit/Ramallah)*.
 - Show the letters *m, M, n, N, r, R* randomly to elicit appropriate words.

ACTIVITY 1 8 minutes 61

- Say **Listen and find**. Play recording, pausing so the children can find the characters.
- Play recording again and ask questions about it:
 - Where is Zaid? (under the table)*
 - What does Wafa say to Sami? (come here, go there)*
 - What does Wafa say to Tala? (sit down)*
 - What does Wafa say to Zaid? (don't sit under the table)*

Audio

– Sami, come here, please.
 – Coming! Where do I sit?
 – Go there, please. And Tala, sit down there.
 – Me here?
 – Don't sit under the table!

ACTIVITY 2 7 minutes 62

- Elicit the actions for the instructions pictured. Remind the children of the action for quiet (a finger to the lips).

- Point out the ticks and crosses by the pictures. Draw a cross on the board and say *Don't*, shaking your head to make the meaning obvious. Say **Listen**. Play recording. The children repeat each sentence in the gap.
- Say **Listen and say**. Play recording again, pausing for the children to repeat each sentence.

Audio

*Don't go there.
Come here.
Don't stand up.
Sit down.*

*Don't sit under the table.
Sit on the chair.
Don't clap.
Be quiet.*

ACTIVITY 3 5 minutes

- Elicit the instructions in Activity 2.
- For the positive instructions in Activity 2 (e.g. *Come here.*), elicit the negative form (*Don't come here.*). Repeat, making the negative instructions positive.
- Say **Say and do**. Put the children in pairs. They take it in turn to say one of the instructions pictured and to do the action. Remind the children that if their partner uses *Don't*, they don't do the action.

REVIEW 5 minutes

- Play the 'Clap your hands' song from Unit 6 Period 4. Encourage the children to sing along.
- Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 5 minutes

- Elicit the instructions pictured, with *Don't* as appropriate.
- Write on the board *Hop*. Read the text aloud together. Read the other sentences in the book aloud together.
- Say *One – Hop. Which picture?* Elicit *e*. Model writing *e* in the book as an example.
- Say **Write**. Check that the children are writing the letters correctly.
- Say **Say**. The children check each other's answers in pairs.
- Give feedback, using the approach in **3**: *one (Hop. – e), two (Don't jump. – b), three (Clap. – a), four (Don't come here. – c), five (Open. – d), six (Don't close. – f)*. Write answers on the board. The children correct their work.

ACTIVITY 2 10 minutes

- Elicit the instructions pictured, with *Don't* as appropriate.
- Read out the words in the wordbox together. Point out the capital letter in *Don't* for the start of the instruction.
- Say **Write**. Check that the children are writing the instructions correctly and using capital letters and full stops appropriately.
- The children check each other's answers in pairs.
- Give feedback. Say *Picture one?* Elicit *Don't go there*. Repeat for the others: *two (Stand up.)*, *three (Don't sit down.)*, *four (Come here.)*, *five (Don't close the door.)*, *six (Open the window.)*. Write answers on the board. The children correct their work.

ACTIVITY 3 10 minutes

- Say *Let's play Shark attack*.
 - Use the Unit 6 instructions words (including negative forms with *Don't* ...). Write the prompt on the board, e.g. _____.
 - Explain that the aim of the game is to work out the word before the shark is complete. Every wrong guess means you draw a line of the shark.
 - Elicit letters from the children. If the letter is in the word, write it in; if not, draw a line of the shark and write the letter at the side of the board.
 - The child who works out the answer can write up the next prompt.
- Everyone says *Goodbye*.

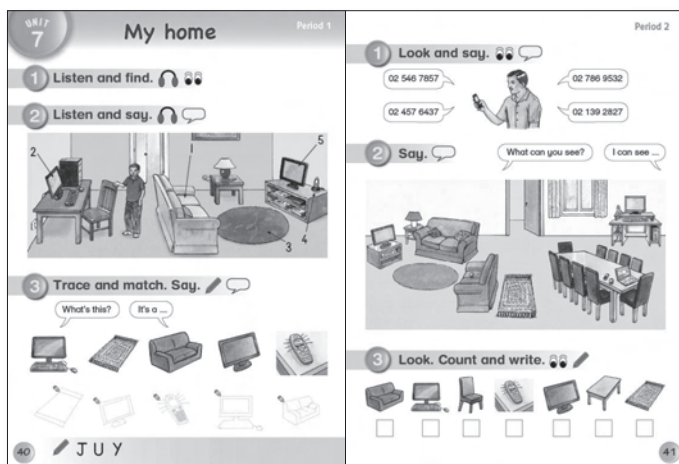
UNIT 7

My home

Aim to learn living room vocabulary

Key language *telephone, sofa, computer, rug, TV*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7, Letters c, r, s, t)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 63

- Everyone says *Hello*.
- Show Unit 7 Poster.
 - Ask *What can you see?* Elicit, e.g. *baby, Dad, Mum, table, chair, car, bus, taxi, etc.*
 - Elicit in Arabic the kind of room this is and the furniture items in it.
- Show the Unit 7 flashcards. Keep displayed on board/wall throughout lesson.
- Say **Listen**. Play recording, pointing to each flashcard.
- Say **Listen and say**. Point to the sofa flashcard and elicit *Sofa*. Repeat with the others. You could ask the children to clap the syllables as they say each one.

Audio

rug, TV, sofa, computer, telephone

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *t, s, c, r*:
 - Say **Think**. Say *t t t t* and elicit *telephone, taxi, teacher, etc.*
 - Say **Say t t t t**. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *s* (*sofa, skate, salad, seventeen, etc.*), *c* (*computer, cat, car, coffee, etc.*), *r* (*rug, rabbit, red, rice*).
 - Display the letter flashcard for *c* and say *The name is c. The sound is c*. Repeat with the other letters.

- Say *Red*. and elicit *r r r r*. Repeat with *sixteen, twenty, two, close, sister, coffee, rice*.

ACTIVITY 1 5 minutes 64

- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Point out that you use *This is ...* when you are showing things to people, e.g. if they visited your house. Ask the children if they can think of other times you use *This is ...* Elicit introductions, e.g. *This is my Dad.*, etc.

Audio

*This is my living room.
This is the sofa.
This is the computer.
This is the rug.
This is the telephone.
This is the TV.*

ACTIVITY 2 5 minutes 65

- Say **Listen and find**. Play recording. The children point to the items in the book.
- Say **Listen and say**. Play recording again. The children repeat the items in the gaps.

Audio

a TV, a rug, a telephone, a sofa, a computer

ACTIVITY 3 10 minutes

- Say **Trace**. Check that the children are tracing the pictures in the second row.

- 2 Point to the first picture and say *What's this?* Elicit *It's a computer.* Say **Match**. Model matching the pictures in the book.
- 3 Say **Match**. Check that the children are matching the pictures.
- 4 Read the speech bubbles aloud together.
- 5 Say **Say**. Divide the class into two groups: one team says *What's this?* The other team responds: *It's a ...* Use the flashcards as prompts. After a few turns, swap roles, so the team answering now asks the question.
- 6 Repeat 5 with the children working in pairs and pointing to items in their books.

REVIEW 5 minutes

- 1 Show the flashcard for rug, text side to the class. Encourage the children to sound out the word. Show the picture to confirm whether they are correct. Repeat with the other flashcards.
- 2 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 10 minutes 63

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Introduce 0. Draw three balloons. Say **Count**. Elicit *One, two, three*. Delete one balloon and elicit *One, two*. Repeat, to elicit *One*. Then delete the final balloon. Say *No balloons*, and shake your head. Write 0 on the board and say *Zero*. *Three, two, one, zero*. Encourage the children to repeat *zero* after you as they air-write the number.
- 2 Ask different children in turn to write a number on the board, to revise the numbers up to 10.
- 3 Say **Look and say**. Ask in Arabic what these numbers are, to elicit telephone numbers.
- 4 Write 02 546 7857 on the board and get the children to read the numbers to you.
- 5 Read aloud together the other numbers from the Pupil's Book.
- 6 Put the children in pairs: they take turns reading the numbers to each other.
- 7 Ask *What's your telephone number?* Praise any child who knows their number, in Arabic or English.

ACTIVITY 2 5 minutes

- 1 Say **Read**. Read the text in the speech bubbles aloud together.
- 2 Point to the picture in the Pupil's Book. Ask *What can you see?* to elicit *I can see two sofas, I can see a telephone on the sofa*, etc.
- 3 Divide the class into two groups. One group asks *What can you see?* The other answers. Use the flashcards to prompt. Repeat, with the groups swapping roles.
- 4 Put the children in pairs. Say **Say**. They take it in turn to ask *What can you see?* and respond *I can see ...*

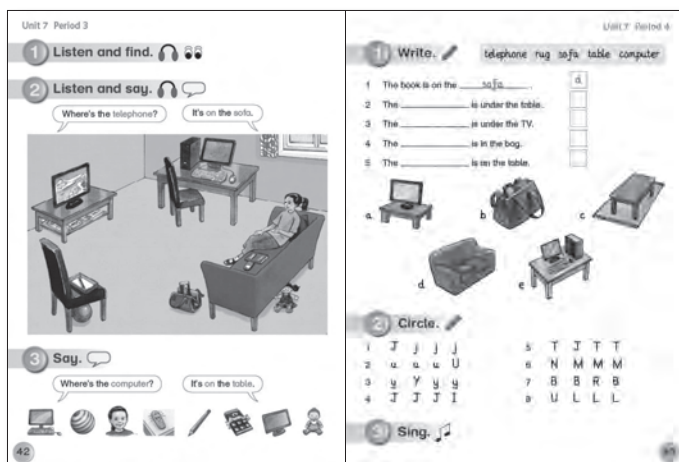
ACTIVITY 3 10 minutes

- 1 Elicit the names of the items pictured.
- 2 Ask *How many sofas?* **Look and count**, pointing to the picture in Activity 2. Elicit *Two*. Say **Write**. Model writing 2 in the box below the picture of the sofa.
- 3 Say **Count and write**. Check that the children are counting and writing the numbers correctly.
- 4 Give feedback. Ask *How many sofas?* Elicit *Two*. Repeat with *computers (two), chairs (ten), telephones (four), TVs (one), tables (three), rugs (two)*. Ask children to write the numbers on the board. The children correct their work.
- 5 Everyone says *Goodbye*.

Aims to practise living room vocabulary; to say where things are

Key language *telephone, sofa, computer, rug, TV; on, in, under* **reading/writing letters** J, U, Y

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Letters j/J, u/U, y/Y) Plus (for Period 4): Flashcards (Unit 7)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 66

- Everyone says *Hello*.
- Show Unit 7 Poster.
 - Ask *What can you see?* Elicit as much as possible in English, including the colours of all the living room items.
- Say **Listen**. Play recording, pointing to the items on the poster and making the location clear.
- Revise the actions for the prepositions *in, under, on*.
 - Say *Under*: hold your left hand out, palm down; put your right hand under your left hand.
 - Say *On*: put your right hand on top of your left hand.
 - Say *In*: curve your left hand as though holding a glass and put your right hand into the curve.
- Say **Listen and do**. Play recording again. This time the children do the appropriate action for each preposition.

Audio

*The baby is on the rug.
The bus is on the box.
The little ball is under the chair.
The big ball is on the sofa.
The computer is on the table.
The rug is under the box.
The telephone is in the bag.*

- Display the letter flashcard for *j* and say *The name is ...* to elicit *... j*. *The sound is j*. Repeat with *J*.
 - Show the letters *j* and *J* randomly to elicit appropriate words.
- Repeat 1 to revise *u* and introduce *U* (using *umbrella* and *Uncle*) and *y/Y* (using *yo-yo* and *Yemen*). (Explain that *Uncle* is what you call your father or mother's brother in English.)

ACTIVITY 1 10 minutes 67

- Do the actions for *in, on, under* several times in random order to elicit the prepositions.
- Say **Listen and find**. Play recording, pausing so the children can find the items. Then continue playing so that the children can check.

Audio

*Where's the telephone?
It's under the book.
Where's the chocolate?
It's in the bag.
Where's the TV?
It's on the table.
Where's the book?
It's on the sofa.
Where's the ball?
It's under the chair.
Where's the pencil?
It's in the box.*

PHONEMIC AWARENESS 5 minutes

- Revise the sound *j* and introduce the letter form *J*:
 - Say *j j j j* – *juice*. Write on the board *juice – j*. Read it aloud together.
 - Repeat with *J* – *Jerusalem*, writing *Jerusalem – J*.

ACTIVITY 2 10 minutes 68

- Read the speech bubbles aloud together.
- Say *Under the chair*. and do the action for *under*. Encourage the children to copy you. Ask *What's under the chair?* Elicit *The ball*. Repeat with the other items, using the details in the recording for Activity 1.

- 3 Say **Listen and say**. Play recording, pausing for the children to answer each question.

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 5 minutes

- 1 Elicit the items pictured.
- 2 Ask *Where's the computer?* **Look**, indicating the picture in Activities 1 & 2. Elicit *It's on the table*. Repeat with the other items.
- 3 Say **Say**. Put the children in pairs. They take it in turn to ask and answer about the items pictured, giving details of the locations using the big picture in Activities 1 & 2.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 10 minutes 66

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the items pictured.
- 2 Say *The book is on the ... ?* **Find the book**. Elicit that the missing word is *sofa*. Say **Write**. Model writing *sofa* in the book as an example. Say *Which picture?* Elicit *d*.
- 3 Say **Read**. Read the wordbox and the sentences aloud together, eliciting the missing words.
- 4 Model writing *d* in the book as an example.
- 5 Say **Write**. Check that the children are writing the words and letters correctly.
- 6 The children check each other's answers in pairs.
- 7 Give feedback. Say *The book is on the ... ?* to elicit *Sofa*. Ask *Which picture?* to elicit *d*. Repeat with the other sentences (*The rug is under the table*. – Picture c, *The table is under the TV*. – Picture a, *The telephone is in the bag*. – Picture b, *The computer is on the table*. – Picture e). Write the answers on the board. The children correct their work.

ACTIVITY 2 5 minutes

- 1 Display the letter flashcards *j, J, u, U, y, Y*, in random order. Ask the children to match the pairs (*j* and *J*, etc.) and say the sounds.
- 2 Write on the board *Jjjj*. Elicit the letter name. Elicit the odd one out, asking a child to come and circle it on the board.

- 3 Say **Circle**. Check that the children are circling the odd one out in each row.

- 4 Give feedback, asking a different child to come and circle the letter each time. Ask the class why the letter is the odd one out.

ACTIVITY 3 10 minutes 69

- 1 Use Unit 7 flashcards to review living room words.
- 2 Review *kite, yo-yo, ball* by drawing quick sketches on the board.
- 3 Elicit the actions for *in, on, under*.
- 4 Say **Listen**. Play recording. The children do the actions for the prepositions. You could also encourage them to do actions for the toys.
- 5 Say **Sing**. Play recording again. The children sing along and do the actions. Repeat several times.
- 6 Everyone says *Goodbye*.

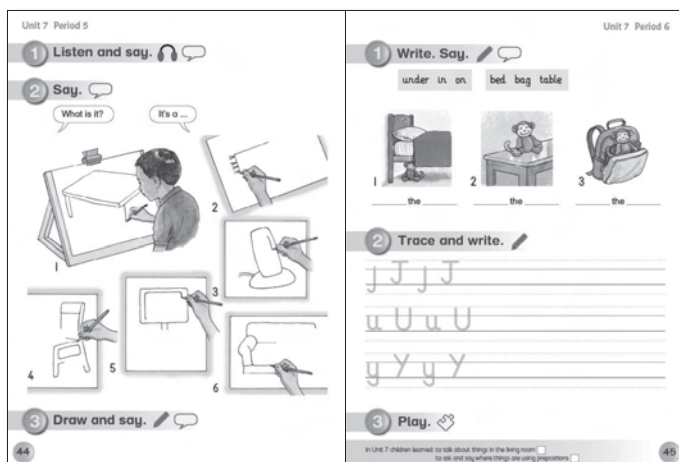
Audio

Where's my kite?
It's under the sofa.
Where's my yo-yo?
It's on the table.
Where's my ball?
It's in the bag.
Where are you?
I'm in bed!

Aim to talk about things in the living room

Key language *telephone, sofa, computer, rug, TV* **reading/writing letters** J, U, Y

Materials Pupil's Book, CD 1, Unit 7 Poster Plus (for Period 6): Letter Poster, Flashcards (Unit 7 + a selection from Units 1–6)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 70

- Everyone says *Hello*.
- Show Unit 7 Poster.
 - Ask *What can you see?* Elicit as much as possible in English.
 - Ask *Where's the baby?* Elicit *On the rug*. Repeat with other items on the poster to practise the prepositions *in*, *on* and *under*.
- Say **Listen**. Play recording, pausing for the children to identify the item described each time. Then continue playing so that they can check their answers.
- Revise the actions for the prepositions *in*, *under*, *on* (see p. 50).
- Say **Listen and do**. Play recording again. This time the children do the appropriate action for each preposition.

Audio

*It's in the bag. It's red. What is it? ... It's a telephone.
It's under the chair. It's orange and blue. What is it? ... It's a rug.
There's a big ball on it. It's yellow. What is it? ... It's a sofa.
It's on a table. It's white. What is it? ... It's a computer.*

PHONEMIC AWARENESS 5 minutes

- Play *I spy* (p. 8) using the poster.

ACTIVITY 1 10 minutes 71

- Say **Read**. Read the text in the speech bubbles aloud together.

- Say **Listen and find**. Play recording. The children find the items.
- Elicit the items pictured.
- Say **Listen and say**. Play recording again, pausing for the children to answer the question each time. Then continue the recording so that they can check their answers.

Audio

*– What is it? ...
– It's a table.
– What is it? ...
– It's a rug.
– What is it? ...
– It's a telephone.
– What is it? ...
– It's a chair.
– What is it? ...
– It's a computer.
– What is it? ...
– It's a sofa.*

ACTIVITY 2 5 minutes

- Say *Picture one. What is it?*, etc. to elicit the items pictured.
- Put the children in pairs. Say **Say**. They take it in turn to point to one of Amir's pictures and say *What is it?* and to respond *It's a ...*

ACTIVITY 3 5 minutes

- Read the text in the speech bubbles in Activity 2 aloud together.
- Draw part of an apple on the board – enough for it to be recognisable. Say *What is it?* Elicit *It's an apple*.

Remind the children that *an* is used before words beginning with *a*, *e*, *i*, *o*, *u*.

- 3 Repeat 2, this time asking a child to draw something for the rest of the class to guess.
- 4 Say **Draw and say**. Put the children in pairs. They take it in turn to draw and guess, using *What is it?* and *It's a/an ...*

REVIEW 5 minutes 69

- 1 Play the 'Where's my kite?' song from Unit 7 Period 4. Encourage the children to sing along.
- 2 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 70

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words in the wordboxes together.
- 2 Point to the first picture and ask *Where's the monkey?* Say **Say**, to elicit *Under the bed*. Say **Write**. Model writing the phrase in the book as an example.
- 3 Say **Write**. Check that the children are writing the phrases correctly.
- 4 Give feedback. Ask *Picture one. Where's the monkey?* Elicit *Under the bed*. Repeat for *Picture 2 – on the table* and *Picture 3 – in the bag*. Write the answers on the board. The children correct their work.
- 5 Ask *Where's the monkey?* Ask a child to come to the board and draw a monkey in, on or under another object. The class then answers the question. Repeat with different children.

ACTIVITY 2 5 minutes

- 1 Display the Letter Poster. Trace *J* on the poster, using the arrows to show the direction of writing.
- 2 Write *J* on the board and say the sound *j*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter. Point out the direction of the writing, drawing small arrows by the letter.
- 3 Repeat 1 & 2 with *U* and *Y*.
- 4 Write on the board *j j j J*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.

- 6 Write on the board *J*. Ask a child to come and write *J*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *U*, *Y*, *j*, *u* and *y*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play The memory game*.
 - Put the class into four teams: 1, 2, 3 and 4.
 - Choose and display the following flashcards:
 - three Unit 7 cards
 - one garden card (from Unit 3)
 - Elicit the words.
 - Tell the children to look at the cards and memorise them. Give them 20 seconds. Then take the cards down.
 - Ask Team 1 to tell you what the cards were: they score 1 point for each one they can remember. If they remember them all, they get a bonus point. If they forget some, the other teams get the chance to 'steal' double points: they get 2 points for every missing item.
 - Repeat with different sequences of cards (Unit 7 + any other topic), with a different team answering first each time.
 - The team with the most points is the winner.
- 2 Everyone waves and says *Goodbye*.

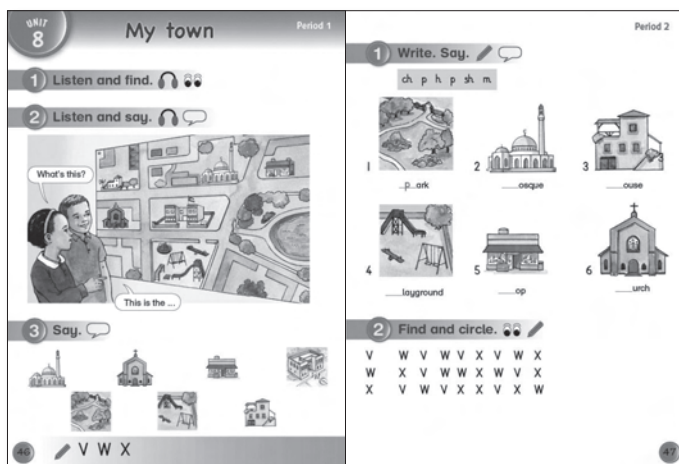
UNIT 8

My town

Aim to learn places in a town

Key language *mosque, church, shop, school, park, playground, house* **reading/writing letters** V, W, X

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8, Letters c, h, m, p, s) *Plus (for Period 2):* Flashcards (Letters v/V, w/W, x/X)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 72

- Everyone says *Hello*.
- Show Unit 8 Poster.
 - Ask *What can you see?* Elicit the character names.
 - Ask where the characters are, eliciting answers in Arabic.
- Show the Unit 8 flashcards. Keep displayed on board/wall throughout lesson.
- Say **Listen**. Play recording, pointing to each flashcard.
- Say **Listen and say**. Point to the school flashcard and elicit *School*.

Audio

mosque, church, shop, school, park, playground, house

PHONEMIC AWARENESS 5 minutes

- Revise the sounds *m, s, p, h, ch, sh*:
 - Say **Think**. Say *m m m m* and elicit *mosque, melon, milk*, etc.
 - Say **Say** *m m m m*. Get the children in pairs to check that their mouths are making the correct shape.
 - Repeat for *s* (*school, salad, sofa*, etc.), *p* (*park, playground, pencil*), *h* (*house, hop, hair*, etc.), *ch* (*church, chair, chocolate, cheese, chicken*), *sh* (*shop, shoulder, shoes*, etc.).
 - Display the letter flashcard for *m* and say *The name is m. The sound is m*. Repeat with the other letters. For combinations like *ch*, say, e.g. *The name is c, the name is h. The sound is ch*.

- Say *Shorts*. and elicit *sh sh sh sh*. Repeat with *mosque, playground, chocolate, house, school*.

ACTIVITY 1 5 minutes 73

- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Show the flashcard of the mosque. Elicit *This is the mosque*.

Audio

- *What's this?*
- *This is the mosque.*
- *What's this?*
- *This is the park.*
- *What's this?*
- *This is the school.*
- *What's this?*
- *This is the playground.*
- *What's this?*
- *This is the church.*
- *What's this?*
- *This is the shop.*
- *What's this?*
- *This is my house!*

ACTIVITY 2 10 minutes 74

- Say **Listen and say**. Play the recording, pausing at the end of each line for the children to repeat. They should clap along at the same time.
- Say **Listen and say**. Either repeat 1 or, if your class is confident, play the whole recording without pausing, with your class joining in.

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 5 minutes

- 1 Say *What's this?*, showing a flashcard of the park to elicit *This is the park*. Repeat with the other flashcards.
- 2 Read the speech bubbles in Activity 2 aloud together.
- 3 Say **Say**. Put the children in pairs. They take it in turn to point to a place, asking *What's this?*, and to answer *This is the ...*

REVIEW 5 minutes

- 1 Play *I spy* (see p. 8) using words from the pictures in the Pupil's Book on p. 46.
- 2 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 72

As Period 1.

PHONEMIC AWARENESS 5 minutes

As Period 1.

ACTIVITY 1 7 minutes

- 1 Elicit the items pictured.
- 2 Write on the board *ch p h p sh m*. Elicit the letters. Show the park flashcard. Then write *___ark*. Read it aloud. Look puzzled. Elicit *p* as the missing letter. Write it in to complete the word.
- 3 Say **Write**. Check that the children are completing the words correctly.
- 4 Say **Say**. The children take it in turn to point to a place on the map on page 46 and ask *What's this?*, and to respond *This is the ...*
- 5 Give feedback, using the same approach as in 2, but asking a different child to come and write the letter each time (1 **p**ark 2 **m**osque 3 **h**ouse 4 **p**layground 5 **s**hop 6 **ch**urch).

ACTIVITY 2 8 minutes

- 1 Display the letter flashcards *v, V, w, W, x, X* in random order. Ask the children to match the pairs (*v* and *V*, etc.) and say the sounds. Ask the class when capital letters are used (at the start of special words such as the names of people, cities and countries).
- 2 Write on the board *V*. Elicit the letter name. Then write alongside *W V W V X V*. Say **Find V**, asking a child to come and circle them on the board. Then rub out the letters.

- 3 Say **Circle**. Check that the children are circling the correct letters in each row.
- 4 Give feedback. Copy the line for *V* from the Pupil's Book on the board and ask a child to come and circle the letters each time. Repeat with the lines for *W* and *X*.

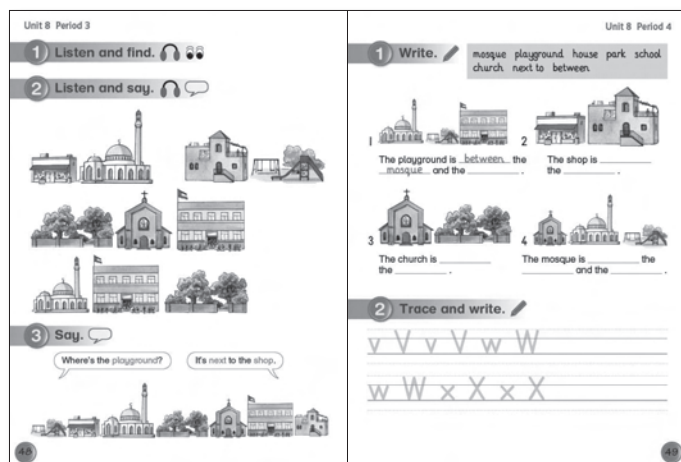
REVIEW 10 minutes

- 1 Ask the children to close their books, then try to remember all the places in town shown on the page.
- 2 Repeat 1. Challenge the children to remember more places and/or remember them all more quickly.
- 3 Everyone says *Goodbye*.

Aim to talk about where places in town are

Key language mosque, church, shop, school, park, playground, house; next to, between reading/writing letters V, W, X

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8, Letters v/V, w/W, x/X) Plus (for Period 4): Letter Poster



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 75

- 1 Everyone says *Hello*.
- 2 Show Unit 8 Poster. Ask *What can you see?* Elicit the places in town.
- 3 Introduce the prepositions *between* and *next to*. Show the park flashcard and elicit the word. Then put the church flashcard next to it. Say *The church is next to the park*. Point to the Sami picture on the poster and ask *What's next to the mosque?* Elicit *The house*. Point to the picture of Salwa and Amir and say *Amir's next to Jamila*. to elicit *No – he's next to Salwa*.
- 4 Display park, house and shop in a row. Elicit the words. Say *The house is between the park and the shop*. Encourage the children to repeat. Point to the first picture on the poster and ask *What's between the church and the school?* to elicit *The park*. Point to the picture of Tala and say *My house is between the school and the playground*. to elicit *No – the shop is between the school and the playground*.

Explain that you use *next to* to describe any two items next to each other. So in the first picture on the poster *The church is next to the park*. is also correct.

- 5 Say **Listen**. Play recording, pointing to the items on the poster and making their location clear.
- 6 Say **Listen and say**. Point to the school flashcard and ask *Where's Sami?* Elicit *School*. Repeat with the others.

Audio

*The park is between the church and the school.
The house is next to the mosque.
The shop is between the school and the playground.
Salwa is next to Amir.*

PHONEMIC AWARENESS 5 minutes

- 1 Revise the sound *v* and introduce the letter form *V*:
 - Say *v v v v – van*. Write on the board *van – v*. Read it aloud together.
 - Repeat with *V – Venice*, writing *Venice – V*.
 - Display the letter flashcard for *v* and say *The name is ... to elicit ... v. The sound is v*. Repeat with *V*.
 - Show the letters *v* and *V* randomly to elicit appropriate words.
- 2 Repeat 1 to revise *w* and introduce *W* (using *water* and *Walid*) and *x/X* (using *box*. Explain that *X* is very rarely used at the start of words in English.).

ACTIVITY 1 5 minutes 76

- 1 Elicit the places pictured.
- 2 Say **Listen and find**. Play recording, pausing for the children to find the picture each time.

Audio

*The church is between the park and the school.
The house is next to the playground.
The shop is next to the mosque.
The school is between the mosque and the park.*

ACTIVITY 2 10 minutes 77

- 1 Elicit the places pictured.
- 2 Point to the third picture and ask *Where's the church?* Elicit *It's between the park and the school*. Repeat with the other pictures, using the details in the recording in Activity 1.
- 3 Say **Listen and say**. Play recording, pausing so that the children can answer the questions. Then continue the recording so that they can check their answers.

Audio

1 *Where's the church? ... It's between the park and the school.*

2 *Where's the playground? ... It's next to the house.*

3 *Where's the mosque? ... It's next to the shop.*

4 *Where's the school? ... It's between the mosque and the park.*

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles aloud together.
- 2 Elicit the places.
- 3 Ask *Where's the school?* to elicit *It's between the church and the house. / It's next to the church. / It's next to the house.*
- 4 Say **Say**. Put the children in pairs. They take it in turn to ask *Where's the ... ?* and describe the location of the place, using *It's ...*. Encourage them to come up with as many different descriptions as they can using *next to* and *between*. They keep a tally of the number of different descriptions they manage to do in the time you give them. At the end of the activity, ask each pair how many different instructions they used.

REVIEW 5 minutes

- 1 Play *I spy* (see p. 8) using the poster.
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 75

As Period 3.

PHONEMIC AWARENESS 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Say **Read**. Read the words in the wordbox aloud together.
- 2 Ask *Where's the playground?* *The playground is ...*. Elicit *Between the mosque and the school*. Say **Write**. Model writing the missing words in the book as an example.
- 3 Read the other sentences, eliciting the missing words.
- 4 Say **Write**. Check that the children are writing the sentences correctly.
- 5 Give feedback. Elicit the missing words, writing each one on the board (1 The playground is **between** the **mosque** and the **school**. 2 The shop is **next to** the **house**. 3 The church is **next to** the **park**. 4 The mosque is **between** the **church** and the **playground**).

ACTIVITY 2 5 minutes

- 1 Display the Letter Poster. Trace V on the poster, using the arrows to show the direction of writing.
- 2 Write V on the board and say the sound v. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter. Point out the direction of the writing, drawing small arrows by the letter.
- 3 Repeat 1 & 2 with W and X.
- 4 Write on the board v V v V. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board V. Ask a child to come and write V. Ask the rest of the class to confirm if the letter is written correctly. Repeat with W, X, v, w and x.

REVIEW 10 minutes

- 1 Display the flashcards for playground, park and school in that order. Elicit *The park is between the playground and the school*. Repeat using all the Unit 8 flashcards, to practise *next to* and *between*. Ask children to place the cards to elicit the responses.
- 2 Everyone says *Goodbye*.

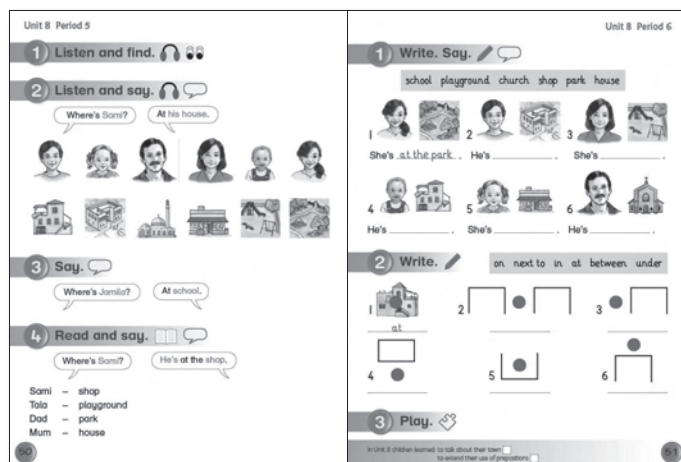
UNIT 8

Aim to talk about where people are

Key language mosque, church, shop, school, park, playground, house; next to, between, at

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8)

Plus (for Period 6): Flashcards (a selection from Units 1–7)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 78

- Everyone says *Hello*.
- Introduce the preposition *at*.
 - Show Unit 8 Poster. Point to the picture of Sami on the poster. Say *Sami is at the mosque*. Repeat with Tala (*Tala is at the shop*.) and Amir (*Amir is at the park*.). Ask *Is Sami at the playground?* to elicit *No – he's at the mosque*. Repeat with Tala.
- Show the Unit 8 flashcards. Keep them displayed throughout the lesson.
- Say **Listen**. Play recording, pointing to the flashcards.

Point out that you don't use *the* with *school* – *at school* – and with *house* you usually say *whose house*, e.g. *my house, his house, her house*, etc.
- Say **Listen and say**. Point to the school on the poster and ask *Where do you learn?* Elicit *At school*. Repeat with the others.

Audio

At the mosque.
At the church.
At the park.
At the playground.
At the shop.
At school.
At my house.

PHONEMIC AWARENESS 5 minutes

- Write on the board in random order, leaving enough space for the children to match the pairs: *a b c d e g h i l m n o p q r t* *A B C D E G H I L M N O P Q R T*. Say *m* (giving the letter name).

Ask a child to find both versions of the letter *m*, draw a line matching them on the board and say *The name is m. The sound is m*. Repeat until all the letters are matched.

ACTIVITY 1 5 minutes 79

- Say **Read**. Read the text in the speech bubbles aloud together.
- Say **Listen and find**. Play recording, pausing so the children can locate the person and the place directly below.

Audio

Sami is at his house.
Jamila is at school.
Dad is at the mosque.
Mum is at the shop.
Zaid is at the playground.
Tala is at the park.

ACTIVITY 2 10 minutes 80

- Ask *Who's at the shop?* Elicit *Mum*. Repeat for the other characters.
- Say **Listen and say**. Play recording, pausing after each question for the children to answer. Then continue the recording so that the children can check their answers.

Audio

Where's Sami? ... At his house.
Where's Jamila? ... At school.
Where's Dad? ... At the mosque.
Where's Mum? ... At the shop.
Where's the baby? ... At the playground.
Where's Tala? ... At the park.

ACTIVITY 3 5 minutes

- 1 Say **Read**. Read the speech bubbles together.
- 2 Say **Say**. Put the children in pairs. They take it in turn to ask *Where's ... ?* and answer *At ...*, using the pictures in Activity 2.

ACTIVITY 4 5 minutes

- 1 Say **Read**. Read the text prompts together.
- 2 Ask *Where's Sami?* Elicit *He's at the shop*. Repeat with the other prompts.
- 3 Say **Say**. Put the children in pairs. They take it in turn to ask *Where's ... ?* and answer *He's/She's at ...*, using the text prompts supplied. When they have done all of these, encourage them to make up more examples of their own.
- 4 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** 78

As Period 5.

PHONEMIC AWARENESS 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Hand out the Unit 8 flashcards to seven children. Say **Read**. Read the words in the wordbox aloud with the class. As each word is mentioned, the child with that card holds it up.
- 2 Point to the first picture. Ask *Where's Tala?* Elicit *At the park*. Model writing it in the book as an example. Point out that they need to write *at the* with each of the place words, with the exception of *school* and *house* – elicit *At school*. and *At his house*. for these two.
- 3 Say **Write**. Check that the children are writing the correct words for the pictures.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Ask *Picture one*. Elicit *She's at the park*. Repeat for the others: *two* (*He's at school*.), *three* (*She's at the playground*.), *four* (*He's at his house*.), *five* (*She's at the shop*.), *six* (*He's at the church*.). Write the answers on the board. The children correct their work.
- 6 Say **Say**. Put the children in pairs to prompt with a number and say a sentence, e.g. *Three. – She's at the playground*.

ACTIVITY 2 5 minutes

- 1 Read the words in the wordbox aloud together.
- 2 Elicit the prepositions shown by the pictures.
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 Give feedback. Draw picture 2 on the board. Elicit *Between*. Repeat for the others (*1 at 3 next to 4 under 5 in 6 on*). Write the preposition next to each of the sketches.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Odd one out*. You will need a selection of flashcards from Units 1–8.
 - Put the class into two teams: 1 and 2.
 - Explain that the teams in turn will say which is the odd one out in a set of four flashcards. They get 1 point for identifying the correct item and 2 points if they can explain why (in Arabic).
 - Display flashcards for church, ice cream, house, shop. Elicit the words.
 - Ask *Which is the odd one out?* The first team to say *Ice cream*. gets 1 point (plus another point if they can say, e.g. it is a food and all the others are places in a town). Accept any plausible answers – the children may see reasons for connections that are nothing to do with the topics in the Pupil's Book.
 - Repeat with other combinations of flashcards (three from a topic + one other; three the same colour + one a different colour, etc.).
- 2 Everyone says *Goodbye*.

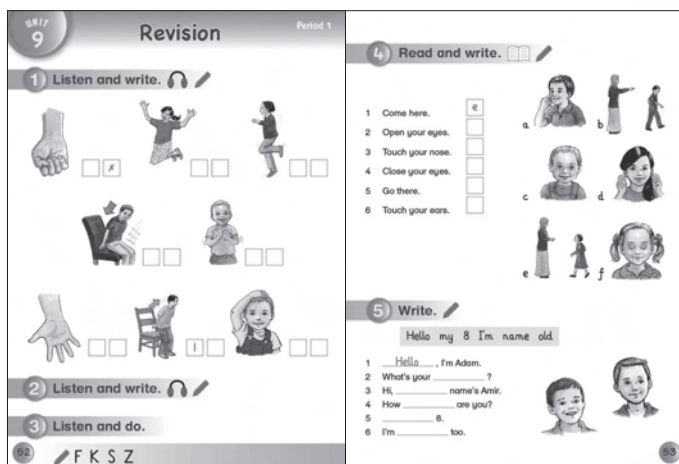
UNIT 9

Revision

Aim to revise vocabulary from Units 6–8

Key language language from Units 6–8 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6, a selection of flashcards from Units 1–8)



Period 1

LANGUAGE PRESENTATION 10 minutes

- 1 Everyone says *Hello*.
- 2 Show the Unit 6 Poster. Elicit the instruction words.
- 3 Display the jump flashcard on the board and draw a big cross next to it. Say *What's this?* Elicit *Don't jump*. Repeat with the other Unit 6 flashcards.
- 4 Show flashcards from Units 1–8 in random order, each time eliciting the word and the starting letter (*The name is ... The sound is ...*).

ACTIVITY 1 5 minutes 81

- 1 Elicit the instructions for the pictures.
- 2 Say **Listen and write**. Play recording, pausing after *One. Stand up*. Say **Find**. Pretend to look for, then find the correct picture in the book. Say **Write one**. Model writing *1* in the book as an example.
- 3 Say **Listen and write**. Continue the recording, pausing after each instruction so that the children can write the number in the left-hand box by the appropriate picture.
- 4 Play the recording again for the children to check their answers.

Audio

1 Stand up.
2 Hop.
3 Sit down.
4 Open your hand.

5 Clap.
6 Close your hand.
7 Jump.
8 Touch your head.

ACTIVITY 2 5 minutes 82

- 1 Say **Listen and write**. Say *Stand up*. Pretend to think, then draw a tick on the board. Repeat with *Don't jump*, this time drawing a cross.
- 2 Say **Listen and write**. Play recording, pausing after each instruction for the children to write a tick or a cross in each box on the right.
- 3 Give feedback. Play the recording again, pausing after the first instruction. Ask a child to write a tick or a cross for the instruction on the board. Repeat with the other instructions, using a different child each time.

Audio

Don't close your hand.
Stand up.
Don't hop.
Don't sit down.
Open your hand.
Clap.
Jump.
Don't touch your head.

ACTIVITY 3 5 minutes

- 1 Say **Listen and do**. Play *Teacher says* (p. 8), using a mixture of instructions (e.g. *Jump*, *Don't stand up*, etc.).

ACTIVITY 4 5 minutes

- 1 Elicit the instructions pictured.
- 2 Say **Read**. Read the text aloud together.
- 3 Say *Come here. Which picture?* Elicit *e*. Model writing *e* in the book as an example.
- 4 Say **Read and write**. Check that the children are writing the letters correctly.
- 5 Get the children to check each other's answers in pairs.
- 6 Give feedback. Say *One – Come here.* to elicit *e*. Repeat for the others: *two (Open your eyes. – c), three (Touch your nose. – a), four (Close your eyes. – f), five (Go there. – b), six (Touch your ears. – d)*. Write the answers on the board. The children check their work.

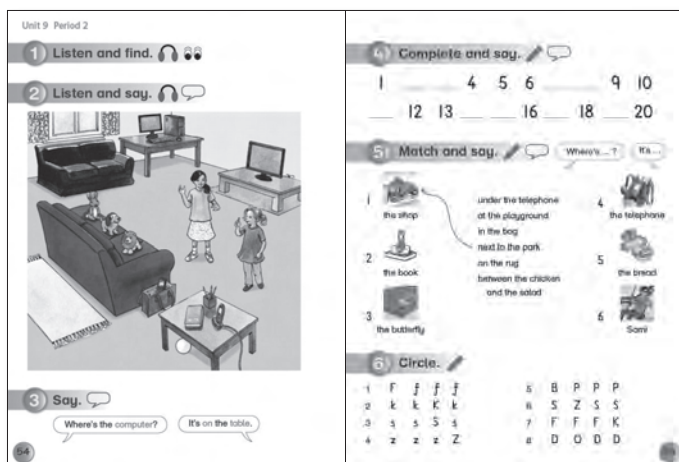
ACTIVITY 5 10 minutes

- 1 Say **Look**. *Who can you see?* Elicit *Amir.* and *Adam*.
- 2 Say **Read**. Read the words in the wordbox aloud together.
- 3 Write on the board / Use wordcards: _____, *I'm Adam*. Elicit the missing word (*Hello*).
- 4 Read out sentences 2–6 together, each time eliciting the missing word.
- 5 Say **Write**. Check that the children are writing the correct words to complete the sentences.
- 6 Get the children to check each other's work in pairs.
- 7 Give feedback. Say *One*. Elicit *Hello – Hello, I'm Adam*. Repeat for the others: *two (name – What's your name?), three (my – Hi, my name's Amir.), four (old – How old are you?), five (I'm – I'm 8.), six (8 – I'm 8 too.)*. Write the answers on the board. The children check their work.
- 8 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 6–8

Key language language from Units 6–8 (see p. 10 for summary) **reading/writing letters** F, K, S, Z

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Letters f/F, k/K, s/S, z/Z), a ball / soft toy and a box (to practise prepositions)



Period 2

LANGUAGE PRESENTATION 10 minutes

- Everyone says *Hello*.
- Show the Unit 7 Poster. Use *Where's the ... ?* to elicit where items are.
- Use a ball or a soft toy and a box to revise and practise the prepositions *in, on, under, between, next to*.

ACTIVITY 1 5 minutes 83

- Say **Listen and find**. Play recording, pausing at the end of each section so that the children can find the items.
- Ask *Where's the television?* to elicit *On the table*. Repeat with the other items, using the details in the recording.

Audio

- *It's on the green rug. What is it?*
- *It's the table.*
- *It's between the rabbit and the lion. What is it?*
- *It's the dog.*
- *It's black. It's under a window. What is it?*
- *It's the sofa.*
- *It's on the table. It's next to the telephone. What is it?*
- *It's the book.*
- *It's in the bag. What is it?*
- *It's the green telephone.*

ACTIVITY 2 5 minutes 84

- Say **Listen and say**. Play recording, pausing after each question so that the children can answer. Then continue the recording so they can check.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 5 minutes

- Ask *Where's the rabbit?* Elicit *It's on the sofa. / It's next to the dog*. Ask other questions to practise the prepositions using the picture in Activities 1 & 2, e.g. *Where's ... the computer?* (*It's on the table. / It's next to the black sofa.*) *the white ball?* (*It's under the table.*) *the bag?* (*It's between the little table and the red sofa.*) *the pencil?* (*It's in the box.*), etc.

- Say **Say**. Put the children in pairs: they repeat 1, taking it in turn to ask *Where's the ... ?* and to answer *It's ...* using different prepositions. Get them to keep a tally of the questions and answers. See which pair can do the most in the time you give them.

ACTIVITY 4 5 minutes

- Say **Complete**. Check that the children are writing the correct numbers.
- Give feedback. Write up the sequences on the board and elicit the missing numbers. Ask different children to write them in.
- Say **Say**. Ask the class to read out the number sequences.
- Repeat 3, this time counting backwards.

ACTIVITY 5 5 minutes

- Say **Read**. Read aloud together the text below the pictures, then the text in the middle.
- Point to the first picture and say *Where is the shop?* Elicit *Next to the park*. Model drawing a line from the picture to the text in the book as an example.
- Say **Match**. Check that the children are matching the pictures and text correctly.

- 4 Give feedback. Say *Picture one*. Elicit *Next to the park*. Repeat with *Picture two (under the telephone)*, *Picture three (on the rug)*, *Picture four (in the bag)*, *Picture five (between the chicken and the salad)*, *Picture six (at the playground)*.
- 5 Say **Say**. Put the children in pairs. They take it in turn to ask and answer, e.g. *Where's the butterfly? It's on the rug*.

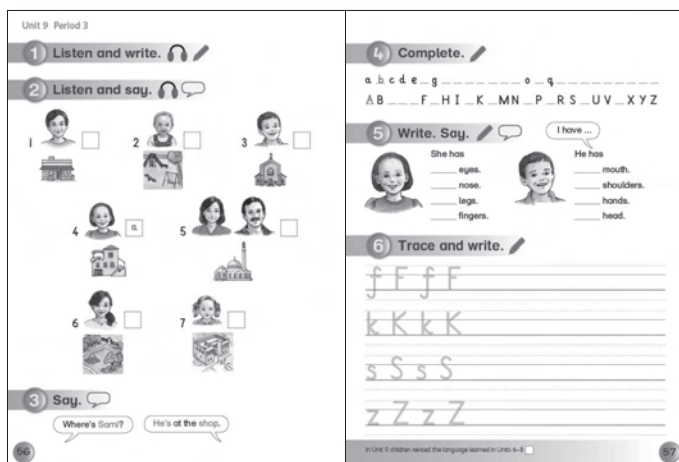
ACTIVITY 6 5 minutes

- 1 Revise the sound *f* and introduce the letter form *F*:
 - Say *ffff – fig*. Write on the board *fig – f*. Read it aloud together.
 - Repeat with *F – Fatima*, writing *Fatima – F*.
 - Display the letter flashcard for *f* and say *The name is ...* to elicit *... f*. *The sound is f*. Repeat with *F*.
 - Show the letters *f* and *F* randomly to elicit appropriate words.
- 2 Repeat 1 to revise *k* and introduce *K* (using *kitten* and *Kilimanjaro*), *s/S* (using *skate* and *Sami*) and *z/Z* using *Zaid*.
- 3 Write on the board *ffFf*. Elicit the letter name. Elicit the odd one out, asking a child to come and circle it on the board.
- 4 Say *Circle*. Check that the children are circling the odd one out in each row.
- 5 Give feedback, asking a different child to come and circle the letter each time. Ask the class why the letter is the odd one out.
- 6 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 6–8

Key language language from Units 6–8 (see p. 10 for summary) **reading/writing letters** F, K, S, Z

Materials Pupil's Book, CD 1, Alphabet Poster, Letter Poster



Period 3

LANGUAGE PRESENTATION 10 minutes 85

- Everyone says *Hello*.
- Display the Alphabet Poster. Point to *a* and say *The name is a*. Repeat with *b* and *c*.
- Say **Listen**. Play recording, pointing to the letters on the poster.
- Say **Listen and say**. Play recording again. The children join in, saying the names of the letters.
- Repeat 4, this time pointing to the capital letters.

Audio

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 1 5 minutes 86

- Say **Listen and find**. Play recording, pausing so the children can find the characters.
- Say **Listen and write**. Play recording again, pausing so the children can write the correct letter by each picture.

Audio

- a Salwa is at her house.
b Sami is at the shop.
c Mum and Dad are at the mosque.
d Zaid is at the playground.
e Jamila is at school.
f Amir is at the church.
g Tala is at the park.*

ACTIVITY 2 5 minutes 87

- Say **Listen and say**. Play recording, pausing so the children can answer each question. Then continue playing recording so they can check.

Audio

- 1 Where's Sami? ... At the shop.
2 Where's Zaid? ... At the playground.
3 Where's Amir? ... At the church.
4 Where's Salwa? ... At her house.
5 Where are Mum and Dad? ... At the mosque.
6 Where's Tala? ... At the park.
7 Where's Jamila? ... At school.*

ACTIVITY 3 5 minutes

- Say **Say**. Put the children in pairs. They take it in turn to ask and answer where the characters are, using the information in Activity 2.

ACTIVITY 4 5 minutes

- Write on the board *a _ _ c d e _ _*. Elicit the missing letters. Ask different children to write them in. Read the sequence aloud together, then rub out all the letters. (If your class needs more support, work through the whole alphabet together.)
- Say **Complete**. Check that the children are writing the correct letters.
- Give feedback. Write up the sequences on the board and elicit the missing letters. Ask different children to write them in.

ACTIVITY 5 5 minutes

- 1 Elicit the character names.
- 2 Read the text aloud together, eliciting the missing number each time.
- 3 Say **Write**. Check that the children are writing in the correct numbers.
- 4 The children check each other's work in pairs.
- 5 Give feedback (She has **2** eyes, **1** nose, **2** legs, **10** fingers. He has **1** mouth, **2** shoulders, **2** hands, **1** head.).
- 6 Say **Say**. The children in pairs take it in turn to describe either Salwa, Amir or themselves, using *She/He has ...* or *I have ...*

ACTIVITY 6 5 minutes

- 1 Display the Letter Poster. Trace *F* on the poster, using the arrows to show the direction of writing.
- 2 Write *F* on the board and say the sound *f*. Mark the starting point with a large dot. Start on the dot and slowly write over the letter. Make sure that the children can see how you form the letter. Point out the direction of the writing, drawing small arrows by the letter.
- 3 Repeat 1 & 2 with *K, S, Z*.
- 4 Write on the board *fFfF*. Elicit the letter name and sound. Ask a child to come and point to the capital letters. Repeat with the other sequences in the book.
- 5 Say **Trace and write**. Check that the children are tracing and writing the letters correctly.
- 6 Write on the board *F*. Ask a child to come and write *F*. Ask the rest of the class to confirm if the letter is written correctly. Repeat with *K, S, Z, f, k, s* and *z*.
- 7 Everyone says *Goodbye*.

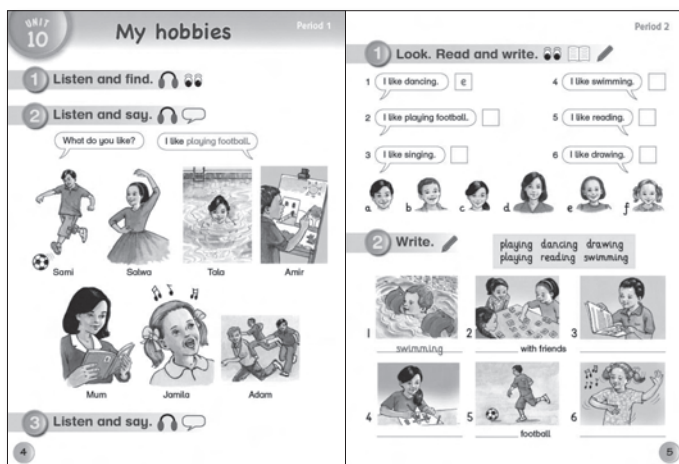
UNIT 10

My hobbies

Aim to say what hobbies you like doing

Key language *playing football, dancing, swimming, drawing, reading, singing, playing with friends; What do you like? I like (playing football).*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10, Letters d, f, l, p, r, s)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond. Say *Hello* to individual children: *Hello, Ali*. Encourage the children to say *Hello/Hi* to each other.
- 2 Show Unit 10 Poster.
 - Elicit the character names.
 - Ask what the people are doing to elicit responses in Arabic.
- 3 Say **Listen**. Play recording, pointing to the activities on the poster.
- 4 Show Unit 10 flashcards. Keep displayed on board/wall throughout lesson.
- 5 Point to playing football. Ask *What's this?* Elicit *Playing football*. Say *Playing football – do*. Encourage the children to do an action for playing football. Repeat for the other activities.
- 6 Do the action for swimming to elicit *Swimming*. Repeat for the other activities, each time choosing a different child to do the action for the rest of the class to guess.

Audio

playing football, dancing, swimming, drawing, reading, singing, playing with friends

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *s, p, f, d, r, l*.
 - Say **Think**. Say *s s s s* to elicit, e.g. *singing*.
 - Show the *s* flashcard and say *The name is s. The sound is s*.

• Repeat with *p, f, d, r, l*.

- 2 Display Unit 10 Poster. Play *I spy* (see p. 8), using the letters practised.

- Say *I spy something beginning with s*. Elicit *Swimming*, and anything else reasonable.
- Repeat with the other sounds.

ACTIVITY 1 5 minutes

- 1 Say **Listen and find**. Play recording, pausing so the children can find the activities.
- 2 Ask *Who likes singing?* Elicit *Jamila*. Repeat with the other activities.

Audio

– *I like drawing.*
– *I like singing.*
– *I like dancing.*
– *I like playing with friends.*
– *I like playing football.*
– *I like reading.*
– *I like swimming.*

ACTIVITY 2 5 minutes

- 1 Say **Read**. Read the text in the speech bubbles aloud together.
- 2 Say **Listen and say**. Play recording. The children repeat in the gaps.
- 3 Ask *What do you like?*, eliciting personal responses from different children.

Audio

- I like playing football.
- I like dancing.
- I like swimming.
- I like drawing.
- I like reading.
- I like singing.
- I like playing with friends.

ACTIVITY 3 10 minutes

- 1 Point to Unit 10 flashcards in random order to elicit the activities.
- 2 Say **Listen and say**. Play recording, pausing after the name each time for the children to answer as though they were that person.
- 3 Say **Say**. Put the children in small groups. They ask each other *What do you like?* and answer giving a personal response.

Audio

- What do you like, Sami?
- I like playing football.
- What do you like, Salwa?
- I like dancing.
- What do you like, Tala?
- I like swimming.
- What do you like, Amir?
- I like drawing.
- What do you like, Mum?
- I like reading.
- What do you like, Jamila?
- I like singing.
- What do you like, Adam?
- I like playing with friends.

REVIEW 5 minutes

- 1 Mime one of the activities to elicit *I like* + activity. Ask the child who got the answer to mime another activity for the rest of the class to work out. Repeat until all the activities have been done.
- 2 Say *Goodbye/Bye* to the children. Encourage them to say *Goodbye/Bye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes**

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Say **Look**. Look at the characters on p. 4 of the Pupil's Book and elicit what they like, e.g. *Sami – I like playing football*.
- 2 Say **Read**. Read the sentences aloud together.
- 3 Say *One. I like dancing – Salwa e*. **Write**. Model writing *e* by speech bubble 1.
- 4 Say **Read and write**. Check that the children are matching the activities and the texts correctly.
- 5 Give feedback. Say *One*. Elicit *I like dancing*. – *e Salwa*. Repeat for the others: *two (I like playing football. – a Sami), three (I like singing. – f Jamila), four (I like swimming. – c Tala), five (I like reading. – d Mum), six (I like drawing. – b Amir)*.

ACTIVITY 2 10 minutes

- 1 Read the words aloud together.
- 2 Elicit the activities pictured.
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 Give feedback. Say *One*. to elicit *Swimming*. Ask a child to write the word on the board. Repeat for the others: *two (playing), three (reading), four (drawing), five (playing), six (dancing)*, choosing a different child each time.

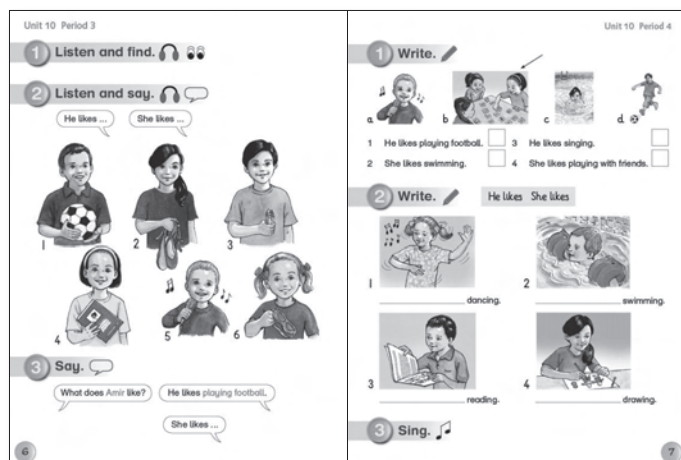
REVIEW 5 minutes

- 1 Display Unit 10 flashcards. Elicit a phrase and an action for each.
- 2 Ask the children to look away. Remove one of the flashcards. Ask them to say which card is missing.
- 3 Repeat 2, removing another card each time and eliciting the missing cards by pointing to the gap. Continue until the children are saying all the activities without any visual prompts.
- 4 Everyone says *Goodbye*.

Aim to say what hobbies other people like doing

Key language *playing football, dancing, drawing, swimming, reading, singing, playing with friends; What does he/she like? He/She likes (reading).*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10), Wordcards (see Language Building)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 6

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond. Say *Hello* to individual children: *Hello, Ali*. Encourage the children to say *Hello/Hi* to each other.
- 2 Show Unit 10 Poster.
 - Ask *Who's this?* to elicit the character names and *What's this?* to elicit the activities.
 - Point to Tala and ask *Girl or boy?* Elicit *Girl*. Say *Yes – she's a girl.*, emphasising *she's*. Repeat with *Sami*. to elicit *Boy*. and revise *he's*.
- 3 Say **Listen**. Play recording, pointing to the characters on the poster (only single characters at this stage).
- 4 Show the reading flashcard and point to yourself. Say *I like reading*. Give the card to a girl in the class and say *She likes reading*. Emphasise the differences. Repeat with *dancing*, using a boy. Repeat with the other activities, using a mixture of boys and girls in random order.

Audio

*She likes drawing.
He likes dancing.
She likes swimming.
She likes reading.
He likes playing with friends.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards: *playing football, dancing, drawing, swimming, reading, singing, playing with friends*

Make the cards about the size of picture flashcards.

- 1 The writing needs to be big enough for the children at the back of the class to read.
- 2 Use a thick black pen so that the words are clear.
- 3 Use the same writing style as the children are learning.

- 1 Show the Unit 10 flashcards to elicit the phrases.
- 2 Show the wordcard for *playing football*. Read it aloud together. Follow each word with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Repeat 2 with the other wordcards.
- 4 Display the flashcards on one side of the board and the wordcards on the other. Ask a child to find a pair. The rest of the class confirms whether it is correct. Repeat with different children until all the cards are paired correctly.

ACTIVITY 1 5 minutes 7

- 1 Say **Listen and find**. Play recording, pausing so the children can find the characters. This time the characters like different things and the children need to work out the activity from the equipment (e.g. dance shoes, swimming goggles).
- 2 Ask *Who likes dancing?* Elicit *Tala*. Repeat with the other characters.

Audio

*This is Amir. He likes football.
This is Sami. He likes drawing.
This is Zaid. He likes singing.
This is Tala. She likes dancing.
This is Salwa. She likes reading.
This is Jamila. She likes swimming.*

ACTIVITY 2 5 minutes 8

- 1 Read the speech bubbles aloud together.
- 2 Point to the pictures in random order to elicit what the people like.
- 3 Say **Listen and say**. Play recording, pausing after the question each time for the children to answer.

Audio

- 1 What does Amir like? ... He likes playing football.
- 2 What does Tala like? ... She likes dancing.
- 3 What does Sami like? ... He likes drawing.
- 4 What does Salwa like? ... She likes reading.
- 5 What does Zaid like? ... He likes singing.
- 6 What does Jamila like? ... She likes swimming.

ACTIVITY 3 10 minutes

- 1 Read the text aloud together.
- 2 Elicit the activities and characters pictured in Activity 2, then the correct pronoun for each character (*He./She.*).
- 3 Ask *What does Amir like?* Elicit *He likes playing football.* Repeat with the other characters.
- 4 Say **Say**. Put the children in pairs: they take it in turn to ask and answer.

REVIEW 5 minutes

- 1 Play *Teacher says* (p. 8) to revise the activities.
 - Ask the class to stand.
 - Say *Teacher says 'I like playing football.'* and do the action for *playing football*.
 - Say *I like playing football*. This time don't do the action.
 - Use the activities in random order. If you start with *Teacher says ...*, the children do the action. If you start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there are a few children left standing. They are the winners.
- 2 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 10 minutes 6

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the characters and the activities.
- 2 Write *He likes playing football.* on the board. Read it aloud slowly, following the words with your finger. Then read it aloud together. Ask *Which picture?* Elicit *d*.
- 3 Repeat 2 with the other sentences.
- 4 Say **Write**. Check that the children are writing the letter for each sentence correctly.

Point out to the children that in English, sentences start with a capital and finish with . (a full stop). Encourage them to apply these rules when they write sentences.

- 5 Give feedback. Say *One*. Elicit *He likes playing football. – d*. Repeat for the others: *two* (*She likes swimming. – c*), *three* (*He likes singing. – a*), *four* (*She likes playing with friends. – b*).

ACTIVITY 2 5 minutes

- 1 Read the words aloud together.
- 2 Elicit the activities pictured and *he/she* for each character.
- 3 Remind the children that sentences start with a capital letter. Ask them to identify the capital letters in the words in the wordbox.
- 4 Say **Write**. Model writing the words in the book as an example.
- 5 Check that the children are writing the words correctly.
- 6 The children check each other's work in pairs.
- 7 Give feedback. Say *One Jamila*. to elicit *She likes dancing*. Repeat with *two Zaid* (*He likes swimming.*), *three Amir* (*He likes reading.*), *four Tala* (*She likes drawing.*).

ACTIVITY 3 10 minutes 9

- 1 Introduce *I really like*.
 - Say *I like chocolate*. Do a thumbs-up sign as you say it and look happy.
 - Say *I really like chocolate*. Do a thumbs-up sign with both thumbs as you say it and look very happy.
- 2 Say *What does the singer like?* **Listen**. Play recording. Elicit: *reading, dancing, swimming, drawing, playing with friends*.
- 3 Make up actions together for the activities in the song.
- 4 Say *Sing*. Play recording again. The children sing along and do the actions. Repeat several times.
- 5 Everyone says *Goodbye*.

Audio

*I like reading.
I really like this book.
And I like dancing.
I'm good at dancing – look!*

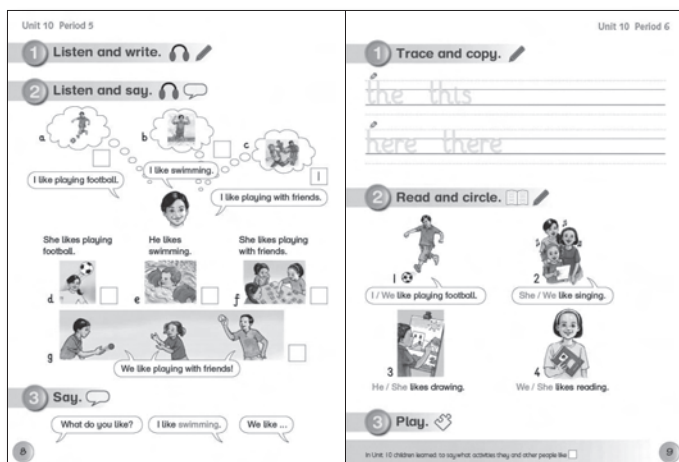
*I like swimming
And drawing with my pens.
But what do I like most of all?
Playing with my friends.*

Aim to say what hobbies people like doing

Key language *playing football, dancing, drawing, swimming, reading, singing, playing with friends; We like (dancing).*

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10), Wordcards (see Language Building)

Plus (for Period 6): Letter Poster



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 10

- 1 Say *Good morning / Good afternoon*, as appropriate. Encourage the children to respond. Say *Hello* to individual children: *Hello, Ali*. Encourage the children to say *Hello/Hi* to each other.
- 2 Show Unit 10 Poster.
 - Ask *Who's this?* to elicit the character names and *What's this?* to elicit the activities.
- 3 Say **Listen**. Play recording, pointing to the characters on the poster.
- 4 Ask a child to come to the front of the class and choose one of the Unit 10 flashcards. Show the flashcard and, indicating yourself, say *I like swimming*. Stand by the child and, indicating both of you, say *We like swimming*. Ask another child to join you and say *We like swimming*. again, to make it clear that *we* refers to two or more.
- 5 Ask the class to stand in pairs. Call out *I* and *we* randomly. For *I* they take a step apart from their partner; for *we* they link arms.

Audio

- *What do you like, Tala?*
- *I like drawing.*
- *What do you like, Dad?*
- *I like dancing.*
- *What do you like, Mum and Zaid?*
- *We like singing.*
- *What do you like, Amir and Mohammad?*
- *We like playing football.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *I / like / drawing / dancing / singing / playing football /*.

- 1 Show the Unit 10 flashcards to elicit the words.
- 2 Display the wordcards in random order. Read them aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Say *I like dancing*. Ask children to identify the wordcards for the sentence, then put them in the correct order. Remind them as necessary to include the full stop.
- 4 Show the flashcard for playing football. Ask different children to change the sentence accordingly. Repeat with the other flashcards.

ACTIVITY 1 10 minutes 11

- 1 Elicit the characters and the activities pictured.
- 2 Read the text aloud together.
- 3 Revise the numbers 1–7 by using your fingers to elicit the words.
- 4 Say **Listen and write**. Play recording, pausing after each section so that the children can write the number by the appropriate picture.
- 5 The children check each other's work in pairs.
- 6 Give feedback. Say *a* to elicit 3. Repeat with *b – 6, c – 1, d – 4, e – 7, f – 2, g – 5*.

Audio

- 1 I like playing with friends.
- 2 She likes playing with friends.
- 3 I like playing football.
- 4 She likes playing football.
- 5 We like playing with friends!
- 6 I like swimming.
- 7 He likes swimming.

ACTIVITY 2 5 minutes

- 1 Read the text aloud together.
- 2 Say **Listen and say**. Play recording, pausing after the question each time for the children to answer.

Audio

- What does Zaid like? ... He likes swimming.
- What does Salwa like? ... She likes playing with friends.
- What does Tala like? ... She likes playing football.
- What do you like, Sami? ...
- I like playing football. I like swimming. I like playing with friends.
- What do you like, Amir, Jamila and Mohammad? ...
- We like playing with friends.

ACTIVITY 3 5 minutes

- 1 Use the Unit 10 flashcards to elicit all the activities.
- 2 Say **Say**. Put the children in groups of four: they take it in turn to ask *What do you like?* and to respond *I like ...* They then work in pairs and find an activity they both like. The pairs take it in turn to ask *What do you like?* and to respond *We like ...*
- 3 Everyone says *Goodbye*.

REVIEW 5 minutes

- 1 Play the recording for the 'I like reading' song from Unit 10 Period 4. Encourage the children to sing along.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes**

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *t*, *h* and *e* on the poster, using the arrows to show the direction of writing.
- 3 Write *the* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

Remind the children to use the lines to help them form the letters: the *h* and *t* should touch the top line.

ACTIVITY 2 5 minutes

- 1 Stand beside a child and ask *I or we?* Elicit *We*. Stand apart and indicate only yourself. Ask *I or we?* Elicit *I*.
- 2 Point to the first picture. Ask *Sami, what do you like?* Elicit *I like playing football*. Say **Read**. Read the text aloud together. Say *Sami – I or we?* Elicit *I*. Model circling *I* in the book as an example.
- 3 Say **Read and circle**. Check that the children are circling the correct words.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *Picture one – I or we?* to elicit *I like playing football*. Repeat for the others: *two (We like singing.)*, *three (He likes drawing.)*, *four (She likes reading.)*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play What's missing?*
 - Display the activities flashcards, showing them one at a time and eliciting the name.
 - Say **Look**. Give the children 30 seconds to memorise them.
 - Then tell them to close their eyes. Change the order of the cards and take one away.
 - The children open their eyes and say the name of the missing activity.
 - Repeat several times. To make the game more challenging, take away two cards at a time.
- 2 Everyone says *Goodbye*.

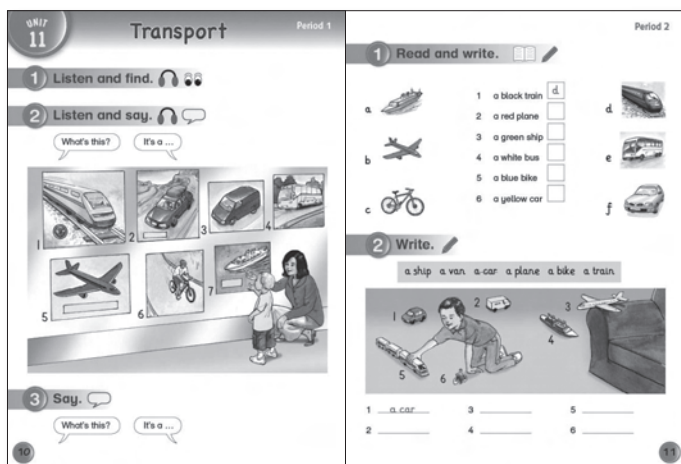
UNIT 11

Transport

Aim to learn transport vocabulary

Key language *ship, plane, train, bus, van, car, bike*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11, Letters b, c, h, p, s, t, v) Plus (for Period 2): Flashcards (Letters B, C, P, T, V)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 13

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster.
 - Ask in Arabic what this is a picture of (a toy shop).
 - Ask *What's this?* to elicit *bus, bike, car, taxi, van* (review from Grade 1).
 - Elicit the new transport items in Arabic.
- 3 Say **Listen**. Play recording, pointing to the transport items on the poster.
- 4 Show the Unit 11 flashcards. Keep displayed on board/wall throughout lesson.
- 5 Point to the bus flashcard. Ask *What's this?* Elicit *Bus*. Say *Bus – do*. Encourage the children to do an action for *bus*. Repeat for the other means of transport.
- 6 Do the action for bike to elicit *Bike*. Repeat for the other transport items, each time choosing a different child to do the action for the rest of the class to guess.

Audio

ship, plane, train, bus, van, car, bike

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *t, b, p, v, c, sh*:
 - Say **Think**. Say *t t t t* to elicit, e.g. *teacher*.
 - Show the *t* flashcard and say *The name is t. The sound is t*.
 - Repeat with *b, p, v, c, sh* (using *s + h* cards to show *sh*).

Point out that the *s* and *h* are two letters but together they have one sound.

- 2 Display Unit 11 Poster. Elicit words beginning with these sounds on the poster (*train, bus/bike/blue, plane, van, car, ship*).

- Challenge the children to come up with as many other words as they can beginning with each sound. Praise them for knowing so many words in English.

ACTIVITY 1 5 minutes 14

- 1 Say **Listen and find**. Play recording, pausing so the children can find the transport items.
- 2 Do the transport actions in random order, asking *What's this?* Encourage the children to copy the action and say *It's a (bike)*, etc.

Audio

What's this?

It's a car.

It's a train.

It's a bike.

It's a bus.

It's a ship.

It's a plane.

It's a van.

ACTIVITY 2 5 minutes 15

- 1 Say **Read**. Read the text in the speech bubbles aloud together.
- 2 Say **Listen and say**. Play recording. The children repeat in the gaps.

- 3 Show one flashcard at a time, asking *What's this?* Show only part of the card, covering up most of the picture. The children work out the item from the detail, responding *It's a ...*

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 5 minutes

- 1 Point to the flashcards in random order to elicit the transport items.
- 2 Say **Say**. Put the children in pairs. They take it in turn to do a transport action and say *What's this?* and to respond, e.g. *It's a van.*

REVIEW 10 minutes

- 1 Point to the flashcards in random order to elicit the transport items. Give the children a short time to memorise them.
- 2 Take the flashcards away. Challenge the children to remember all the transport items. As they mention each one, display it.
- 3 Repeat 2 several times.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 10 minutes 13

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Elicit the transport items (e.g. *A ship.*), then the colour of each one (e.g. *Green.*).
- 2 Say **Read**. Read the text aloud together.
- 3 Say *A black train. Which picture?* Elicit *d*. Model writing *d* as an example in the book.
- 4 Say **Read and write**. Check that the children are writing the correct letters.
- 5 Give feedback. Say *a*. Elicit *A green ship*. Repeat for the others: *b* (*a red plane*), *c* (*a blue bike*), *d* (*a black train*), *e* (*a white bus*), *f* (*a yellow car*).

ACTIVITY 2 10 minutes

- 1 Read the words aloud together.
- 2 Elicit the transport items pictured.

- 3 Say **Write**. Check that the children are labelling the items in the picture correctly.
- 4 Give feedback. Say *One*. to elicit *A car*. Ask a child to write the words on the board. Repeat for the others: *two* (*a van*), *three* (*a plane*), *four* (*a ship*), *five* (*a train*), *six* (*a bike*), choosing a different child each time.

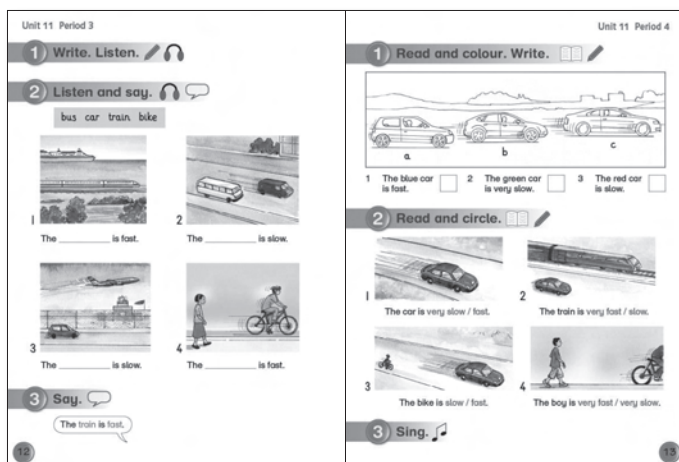
REVIEW 5 minutes

- 1 Display the flashcards for *t, b, p, v, c, T, B, P, V, C*, in random order. Ask children to match them.
- 2 Put the children in pairs: they take it in turn to write one of these letters on their partner's back and to work out what letter is being written. Encourage the children to use *The name is ... The sound is ...*
- 3 Everyone says *Goodbye*.

Aim to say if transport is fast or slow

Key language *ship, plane, train, bus, van, car, bike; The train is fast. The bike is slow.*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11), Wordcards (see Language Building)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 16

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster.
 - Ask *What's this?* to elicit the transport items.
 - Point to the bus and ask *What colour is it?* Elicit *Blue*. Repeat with the other transport items.
 - Ask *What's blue?* Elicit *The bus/The plane*. Repeat with the other items.
- 3 Say **Listen**. Play recording, pointing to the items on the poster.
- 4 Ask the children to run on the spot. Model running on the spot slowly and encourage them to copy you. Then run fast and say *Fast*. Encourage them to copy you and say *Fast*. Repeat with *Slow*. Call out the words in random order for the children to do the appropriate action.

Audio

*The plane is fast.
The train is fast.
The car is fast.
The ship is slow.
The van is slow.
The bus is slow.
The bike is slow.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *ship, plane, train, bus, van, car, bike*

- 1 Show the Unit 11 flashcards to elicit the words.

- 2 Show the wordcard for *ship*. Read it aloud together. Follow the word with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Repeat 2 with the other wordcards.
- 4 Display the flashcards on one side of the board and the wordcards on the other. Ask a child to find a pair. The rest of the class confirms whether it is correct. Repeat with different children until all the cards are paired correctly.

ACTIVITY 1 10 minutes 17

- 1 Elicit the actions for *fast* and *slow*. Call the words out in random order for the children to respond by running on the spot fast or slowly.
- 2 Read aloud together the words in the wordbox, then the incomplete sentences. Elicit the missing words.
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 Say **Listen**. Play recording so that the children can check their answers.
- 5 Ask *The plane – is it fast?* Elicit *The plane is fast*. Repeat with the other transport items.

Audio

*1 The ship is slow. The train is fast.
2 The bus is slow. The van is fast.
3 The car is slow. The plane is fast.
4 The girl is slow. The bike is fast.*

ACTIVITY 2 10 minutes 18

- 1 Say **Listen and say**. Play recording, pausing in the gaps for the children to complete the sentences. Then continue the recording so that they can check. Repeat.

Audio

1

*The ship is ... slow.**The train is ... fast.*

2

*The van is ... fast.**The bus is ... slow.*

3

*The plane is ... fast.**The car is ... slow.*

4

*The girl is ... slow.**The bike is ... fast.***ACTIVITY 3 5 minutes**

- 1 Elicit the items pictured in Activity 2.
- 2 Say *Ship and train – fast or slow?* Elicit *The ship is slow.* and *The train is fast.* Point out that *fast* and *slow* can be relative. The children need to think about how quick each item pictured is compared to the one beside it.
- 3 Say **Say**. Put the children in pairs: they take it in turn to describe the pairs of items pictured in Activities 1 & 2.
- 4 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 16

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Read the sentences aloud together.
- 2 Remind the children what *very* means, introducing it into the running on the spot actions (*very slow, very fast*).
- 3 Say **Read and colour**. Check that the children are colouring the cars correctly.
- 4 Say **Write**. Check that the children are writing the correct letter in each box.
- 5 The children check each other's work in pairs.
- 6 Give feedback. Point to the first car in your book (= *very slow*) and ask *What colour is it?* Elicit *Green*. Say *Yes – It's green. It's very slow – a*. Repeat with the others, eliciting the full response each time (*slow – red – b, fast – blue – c*).

ACTIVITY 2 10 minutes

- 1 Elicit the transport items pictured.
- 2 Say *fast, slow, very fast, very slow* in random order to elicit the actions.
- 3 Write on the board *The car is very slow / fast*. Say **Read**. Read it aloud together, eliciting the correct option (*fast*) to complete it. Say **Circle**. and circle *fast*.
- 4 Say **Read and circle**. Check that the children are circling to complete the sentences correctly.
- 5 The children check each other's work in pairs.
- 6 Give feedback. Say *One. The car is ...* to elicit *The car is fast*. Repeat with the others: *two (The train is very fast.), three (The bike is slow.), four (The boy is very slow.)*.

ACTIVITY 3 5 minutes 19

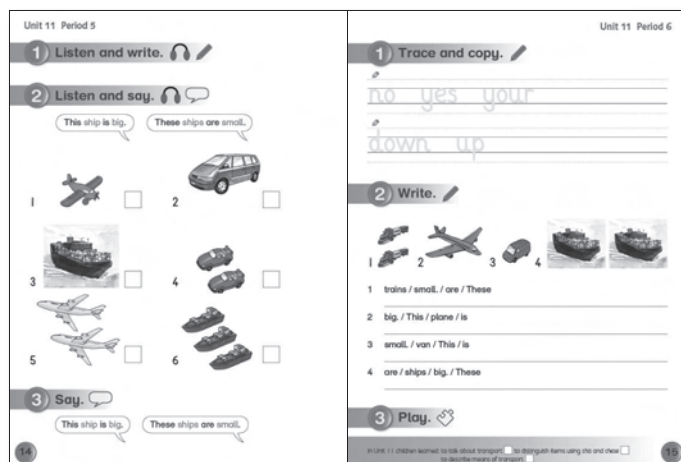
- 1 Show the Unit 11 flashcards to elicit the words.
- 2 Say **Listen**. Play recording. Ask the children what noise each type of transport made in the song.
- 3 Say **Listen and do**. Play recording again. The children join in with the transport noises and make a fast / slow / very slow / very fast gesture with their hand as they hear the words mentioned.
- 4 Say **Sing**. Play recording again. The children sing along. Repeat several times.
- 5 Everyone says *Goodbye*.

Audio*There are lots of cars**Going down my street.**Fast cars, slow cars –**Beep, beep, beep!**There are lots of trains**Going past my house.**Fast trains, slow trains –**Clicketty click!**There are lots of ships**Sailing on the sea.**Slow ships, very slow ships –**Hoot, hoot, hoot!**There are lots of planes**Flying in the sky.**Fast planes, very fast planes –**Zoom, zoom, zoom!*

Aim to talk about transport using *this* and *these*

Key language *ship, plane, train, bus, van, car, bike; This bus is green. These vans are yellow.*

Materials Pupil's Book, CD 2, Unit 11 Poster, Flashcards (Unit 11, Letters a–f), Wordcards (see Language Building), 3 pencils (one blue and two red), to illustrate *this* and *these* Plus (for Period 6): Letter Poster



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 20

- Greet the class. Encourage the children to respond.
- Show Unit 11 Poster.
 - Ask *What's this?* to elicit the transport items with colours (e.g. *A blue bus.*).
 - Ask *The bus – is it fast or slow?* Elicit plausible answers.
- Show the blue pencil and say *This pencil*. Show the red pencils and say *These pencils*. Repeat, holding up one finger as you show the blue pencil and two fingers when you hold up the red pencils. Encourage the children to repeat and copy you.
- Say **Listen**. Play recording. The children listen and hold up one finger when they hear *this* and two fingers when they hear *these*.

Audio

this plane, this ship, these cars, this van, these bikes, this bus

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *This / bus / is / green / . / These / vans / are / yellow*

- Show the Unit 11 flashcards to elicit the words.
- Display the wordcards in random order. Read them aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- Say *This bus is green*. Ask children to identify the wordcards for the sentence, then put them in the correct order.
- Repeat 3 with *These vans are yellow*.

ACTIVITY 1 10 minutes 21

- Elicit the transport items pictured, including colours (e.g. *A black ship.*).
- Read the text aloud together.
- Revise the letters a–f using the letter flashcards.
- Say **Listen and write**. Play recording, pausing after each section so that the children can write the letter by the appropriate item.
- The children check each other's work in pairs.
- Give feedback. Say *a This ship is big*. Elicit *Three*. Repeat with the other items (a3 b6 c5 d1 e4 f2).

Audio

- a This ship is big.
b These ships are small.
c These planes are big.
d This plane is small.
e These cars are small.
f This car is big.*

ACTIVITY 2 5 minutes 22

- Read the text aloud together.
- Remind the children of the actions for *big* and *small*:
 - Put your palms close together to indicate small.
 - Move your hands far apart (keep the palms still facing each other).
- Elicit the correct action for each picture.
- Point to the first picture and ask. *What size is this plane?* Elicit *This plane is small*. Repeat with the other pictures.

- 5 Say **Listen and say**. Play recording, pausing after the question each time for the children to answer. Then continue the recording so that they can check.

Audio

- 1 What size is this plane? ... This plane is small.
- 2 What size is this car? ... This car is big.
- 3 What size is this ship? ... This ship is big.
- 4 What size are these cars? ... These cars are small.
- 5 What size are these planes? ... These planes are big.
- 6 What size are these ships? ... These ships are small.

ACTIVITY 3 5 minutes

- 1 Say *Two?* to elicit *This car is big*. Repeat with the other picture numbers.
- 2 Say **Say**. Put the children in pairs. They take it in turn to prompt with a picture number and to respond with a sentence.

REVIEW 5 minutes 19

- 1 Play recording for 'There are lots of cars' song from Unit 11 Period 4. Encourage the children to sing along.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 20

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *n* and *o* on the poster, using the arrows to show the direction of writing.
- 3 Write *no* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

Remind the children to use the lines to help them form the letters: the *y* and the *p* should touch the bottom line.

ACTIVITY 2 10 minutes

- 1 Elicit the items pictured.
- 2 Write on the board *trains / small. / are / These* and point to the first picture again. Say *What size are these trains?*

Elicit *These trains are small*. Say **Find 'These'**. Ask a child to identify the word *These* on the board. Write *These* on a new line. Repeat with the other words in the sentence until the sentence is complete.

Remind the children that sentences start with a capital letter and finish with a full stop. This will help them identify the first and last words.

- 3 Say **Write**. Check that the children are writing the sentences correctly.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *Picture one*. Elicit *These trains are small*. Write the sentence on the board. Repeat for the others: *two* (*This plane is big.*), *three* (*This van is small.*), *four* (*These ships are big.*).

ACTIVITY 3 5 minutes

- 1 Say *Let's play Shark attack*.
 - Use the transport words. Write the prompt on the board, e.g. _____. .
 - Explain that the aim of the game is to work out the word before the shark is complete. Every wrong guess means you draw a line of the shark.
 - Elicit letters from the children. If the letter is in the word, write it in; if not, draw a line of the shark and write the letter at the side of the board.
 - The child who works out the answer can write up the next prompt.
- 2 Everyone says *Goodbye*.

UNIT 12

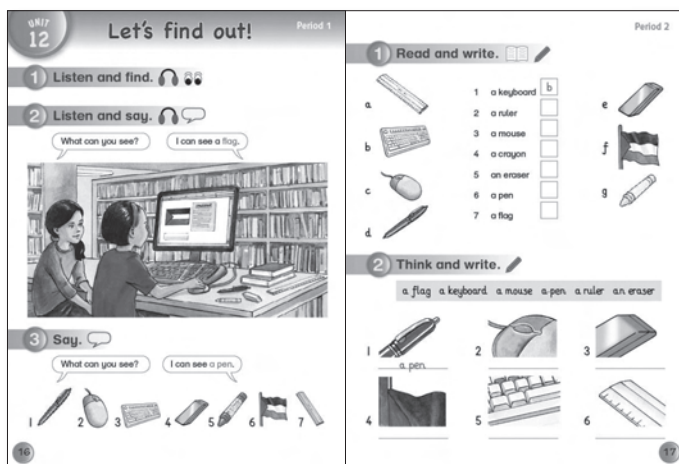
Let's find out!

Aim to learn more school items

Key language *a flag, a pen, a keyboard, a mouse, a ruler, an eraser, a crayon; What can you see? I can see a pen.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12, Letters a, c, e, f, k, m, p, r, u)

Plus (for Period 2): all letter flashcards



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 23

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Ask *What can you see?* Elicit any words the children already know in English (e.g. *books, pencil, computer, bag*).
 - Ask what else they can see to elicit responses in Arabic for pen, keyboard, etc.
- 3 Show Unit 12 flashcards. Keep displayed on board/wall throughout lesson.
- 4 Say **Listen**. Play recording, pointing to the flashcards.
- 5 Point to the pen flashcard and ask *What is it?* Elicit *A pen*. Repeat with the other items. Draw attention to an eraser.

Audio

a flag, a pen, a keyboard, a mouse, a ruler, an eraser, a crayon

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *f, p, k, m, r, e, c, u, a*:
 - Say **Think**. Say *ffff* to elicit, e.g. *fig*.
 - Show the *f* flashcard and say *The name is f. The sound is f*.
 - Repeat with *p, k, m, r, e, c, u* and *a*.
- 2 Display Unit 12 Poster. Play *I spy* (see p. 8), using the letters practised.
 - Say *I spy something beginning with f*. Elicit *Flag*.
 - Repeat with the other sounds.

ACTIVITY 1 5 minutes 24

- 1 Say **Listen and find**. Play recording, pausing so the children can find the items.
- 2 Ask *What can you see?* and show the crayon flashcard. Elicit *A crayon*. Repeat with the other items on the recording.

Audio

What can you see?
I can see a flag.
I can see a keyboard.
I can see a mouse.
I can see a pen.
I can see a ruler.
I can see an eraser.
I can see a crayon.

ACTIVITY 2 5 minutes 25

- 1 Read the text aloud together.
- 2 Say **Listen and say**. Play recording. The children repeat the sentences in the gaps.
- 3 Show one flashcard at a time, asking *What can you see?* Show only part of the card, covering up most of the picture. The children work out the item from the detail, responding *I can see a/an ...*

Audio

As Activity 1 with pause at end of each line

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Elicit the items pictured.
- 3 Say **Say**. Put the children in pairs: they take it in turn to prompt with *What can you see?* and a number and to respond, e.g. *What can you see? Six. – I can see a flag.*

REVIEW 10 minutes

- 1 Use the Unit 12 flashcards to elicit the words: each time, show only part of the flashcard, so that the children have to think a bit to work out what it is.
- 2 Point to the flashcards. Give the children one minute to memorise them, then remove them.
- 3 Challenge the class to remember all the flashcards.
- 4 Repeat 2 & 3 until the class can recall all the flashcards.
- 5 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 23

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Read the text aloud together.
- 3 Say **Read and write**. Check that the children are writing the correct letters.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *One*. Elicit *A keyboard – b*. Repeat with the others: *two (a ruler – a), three (a mouse – c), four (a crayon – g), five (an eraser – e), six (a pen – d), seven (a flag – f)*.

ACTIVITY 2 10 minutes

- 1 Read the words aloud together.
- 2 Say **Think**. Elicit the items pictured.
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 Give feedback. Say *Picture one*. to elicit *A pen*. Ask a child to come and write the words on the board. Repeat with the others: *two (a mouse), three (an eraser), four (a flag), five (a keyboard), six (a ruler)*.

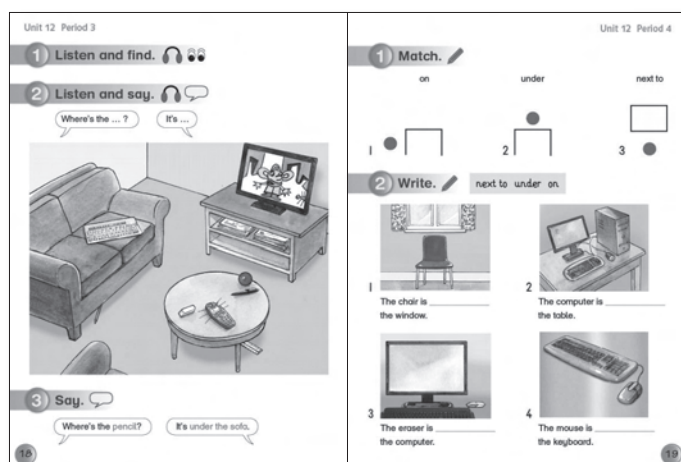
REVIEW 10 minutes

- 1 Put the class into five teams. Display the lower-case letter flashcards. Shuffle the capital letters and give the teams five cards each. Keep the last card.
- 2 Point to *a* and elicit *The name is a. The sound is a*. Ask *Who has capital A?* The children decide whether they have that letter and hold it up. The rest of the class confirms whether it is correct. The team wins 2 points for correctly identifying a letter. If they make a mistake, they lose 1 point.
- 3 Work through the alphabet. When you come to the card that you have, no one should answer. The team with the most points at the end wins.
- 4 Everyone says *Goodbye*.

Aim to say where school items are

Key language *a flag, a pen, a keyboard, a mouse, a ruler, an eraser, a crayon; Where's the pencil? It's under / on / next to the table.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12), Wordcards (see Language Building), ball or soft toy to practise prepositions



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 26

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Ask *What can you see?* to elicit *pen, keyboard, etc.*
 - Ask *What's on the table?*, *What's under the flag?* to elicit *A pen., etc.*
- 3 Say **Listen**. Play recording, pointing to the position of the items.
- 4 Ask *What's next to the ruler?* Elicit *A pencil. / An eraser*. Repeat with other items on the table, using *next to*.
- 5 Remind the children of the actions for *on*, *under*.
 - Say *Under*: hold your left hand out, palm down; put your right hand under your left hand.
 - Say *On*: put your right hand on top of your left hand.
- 6 Introduce an action for *next to*: hold your hands out, palms down, side by side.
- 7 Call the prepositions out in random order. The children respond with the appropriate action.

Audio

*The computer is under the flag.
The pen is on the table.
The keyboard is next to the mouse.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *a flag, a pen, a keyboard, a mouse, a ruler, an eraser, a crayon*

- 1 Show the Unit 12 flashcards to elicit the words.

- 2 Show the wordcard for *a flag*. Read it aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Repeat 2 with the other wordcards.
- 4 Display the flashcards on one side of the board and the wordcards on the other. Ask a child to find a pair. The rest of the class confirms whether it is correct. Repeat with different children until all the cards are paired correctly.

ACTIVITY 1 5 minutes 27

- 1 Say **Listen and find**. Play recording, pausing so the children can find the location of the items.

Audio

*Where's the pencil?
It's under the sofa.
Where's the ruler?
It's under the table.
Where's the eraser?
It's next to the phone.
Where's the pen?
It's next to the ball.
Where's the keyboard?
It's on the sofa.
Where's the TV?
It's on the table.*

ACTIVITY 2 10 minutes 28

- 1 Read the text aloud together.
- 2 Show the Unit 12 flashcards in random order to elicit the items.
- 3 Say **Listen and say**. Play the first half of the recording, pausing each time for the children to find the item and supply the missing words. Then continue the recording so they can check.

- 4 Repeat 3 with the second half of the recording.

Audio

What's on the sofa? ... The keyboard.
 What's under the sofa? ... The pencil.
 What's next to the ball? ... The pen.
 What's next to the telephone? ... The eraser.
 What's under the table? ... The ruler.
 What's on the table? ... The TV.
 Where's the TV? It's on ... the table.
 Where's the keyboard? It's on ... the sofa.
 Where's the ruler? It's under ... the table.
 Where's the pencil? It's under ... the sofa.
 Where's the pen? It's next to ... the ball.
 Where's the eraser? It's next to ... the telephone.

ACTIVITY 3 10 minutes

- 1 Read the text aloud together.
- 2 Put the ball / soft toy in different locations in the classroom. Ask *Where's the ball?* Elicit responses using *under*, *next to* and *on*. Repeat, asking different children to choose where to put the ball and ask *Where's the ball?*
- 3 Say **Say**. Put the children in pairs: they take it in turn to ask the question about the items in Activity 2 and to respond.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 10 minutes 26

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Say *On the desk*. Give a child a book and say *Put the book on the desk*. The rest of the class confirms whether the child did it correctly. Repeat with *under* and *next to*.
- 2 Read the text aloud together.
- 3 Say **Match**. Check that the children are matching the words and symbols correctly.
- 4 Give feedback. Say *One* to elicit *Next to*. Repeat for the others: *two (on)*, *three (under)*.

ACTIVITY 2 10 minutes

- 1 Read the text aloud together.
- 2 Point to the first picture. Say **Think**. *Where's the chair?* Elicit *The chair is under the window*. Repeat for the other pictures.

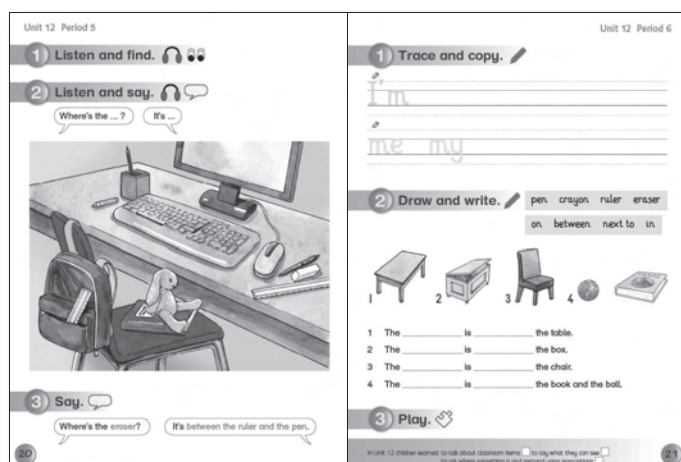
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 Give feedback. Say *Picture one* to elicit *The chair is under the window*. Repeat for the others: *two (The computer is on the table.)*, *three (The eraser is next to the computer.)*, *four (The mouse is next to the keyboard.)*.
- 5 Put the children into groups to make up sentences, using the sentences in the activity as a model but using new items and different combinations of items and prepositions. One child says the sentence; another draws a picture to illustrate it, then the other children write the sentence.

REVIEW 10 minutes

- 1 Display Unit 12 flashcards. Elicit the words.
- 2 Write on the board *p___n*. Elicit the word. Ask a child to write the missing letter. Repeat with the other flashcards. If the children need support, write up the missing letters in random order.
- 3 Everyone says *Goodbye*.

Aim to talk more about where school items are
Key language *a flag, a pen, a keyboard, a mouse, a ruler, an eraser, a crayon; Where's the pen? It's in the box. It's between the eraser and the ruler.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12), Wordcards (see Language Building)
Plus (for Period 6): Letter Poster, Flashcards (Unit 11 + others (optional) – see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 29

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Ask *What can you see?* Elicit *pen, keyboard, etc.*
 - Ask *Where's the ... ?* to elicit the location of items using *under, on, in, next to*.
- 3 Say **Listen**. Play recording, pointing to the items and showing their location clearly.
- 4 Use the Unit 12 flashcards. Display the pen, crayon and ruler, in that order. Say *Where's the crayon? The crayon is ...* Elicit *Between the pen and the ruler*. Repeat with other cards.
- 5 Remind the class of the action for *in* and introduce the action for *between*:
 - Say *In*: curve your left hand as though holding a glass and put your right hand into the curve.
 - Say *Between*: hold your hands out, palms facing inwards, then move your head forward into the space between them.
- 6 Remind the children of the actions for *on, under, next to* (see p. 80). Call out the prepositions in random order for the children to do the actions.

Audio

*The crayons are in the box.
 The water is in the bag.
 The pencil is between the ruler and the pen.
 The ruler is between the pencil and the eraser.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *The / pen / is / between / the / ruler / and / the / eraser / keyboard / crayon /*.

- 1 Show the Unit 12 flashcards to elicit the words.
- 2 Display the wordcards in random order. Read them aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Say *The pen is between the ruler and the crayon*. Ask children to identify the wordcards for the sentence, then put them in the correct order. To help them identify the starting word, remind them that it starts with a capital.
- 4 Repeat 3 with *The eraser is between the keyboard and the ruler*.
- 5 If you have time, ask the children to make up a different sentence using the words.

ACTIVITY 1 5 minutes 30

- 1 Read the text aloud together.
- 2 Ask the children to make statements about the picture using *next to, on* and *under*, e.g. *The crayon is next to the keyboard, The book is on the chair, The book is under the rabbit*.
- 3 Say **Listen and find**. Play recording, pausing so the children can find the items.
- 4 Ask *What's in the bag?* Elicit *The ruler*. Repeat with the other items in the recording.

Audio

*The ruler is in the bag.
 The pencil is in the box.
 The eraser is between the ruler and the pen.
 The keyboard is between the mouse and the crayon.*

ACTIVITY 2 5 minutes 31

- 1 Read the text aloud together.
- 2 Say **Listen and say**. Play recording, pausing after the question each time for the children to answer. Then continue the recording so they can check.
- 3 Repeat 2.

Audio

Where's the eraser? ... The eraser is between the ruler and the pen.

Where's the pencil? ... The pencil is in the box.

Where's the keyboard? ... The keyboard is between the mouse and the crayon.

Where's the ruler? ... The ruler is in the bag.

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Say **Say**. Put the children in pairs. They take it in turn to ask and answer the question, using the picture in Activities 1 & 2. Encourage them to ask about items not mentioned in the recording too, to review *next to*, *on* and *under*.

REVIEW 10 minutes

- 1 Play *Teacher says* (p. 8) to revise *in*, *between*, *under*, *next to* and *on*:
 - Ask the class to stand.
 - Say *Teacher says 'Show me under.'* and do the action for *under*.
 - Say *Show me under*. This time don't do the action.
 - Use the prepositions in random order. If you start with *Teacher says ...*, the children do the action. If you start without *Teacher says ...*, the children don't do the action.
 - If a child makes a mistake, he/she sits down. Play until there are a few children left: they are the winners.
- 2 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** 29

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *m* and *e* on the poster, using the arrows to show the direction of writing.
- 3 Write *me* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words. Ask what's different about *I'm*. Elicit that it starts with a capital letter. Explain that *I* is a special word in English and is always a capital.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

ACTIVITY 2 10 minutes

- 1 Elicit the items pictured.
- 2 Read the words aloud together.
- 3 Write on the board *The _____ is _____ the table*. Draw a table on the board. Pretend to think, then say *Pen*. Draw a pen on the table and say *The pen is on the table*.
- 4 Say **Draw and write**. Check that the children are drawing and writing correctly.
- 5 Ask some children to show their pictures and read their sentences.

ACTIVITY 3 5 minutes

- 1 Say *Let's play Sets*.
 - Draw a line on the board to create two sections and give each section a heading: *School items* (with a small drawing of a pencil) and *Transport* (with a small drawing of a car).
 - Shuffle the school items and transport flashcards and leave them face down on your desk.
 - Put the class into two teams. Each team takes it in turn to send two children to the front. One takes a card and says the word. The other puts it in the correct set. The rest of the class says whether they are correct or not. Each child wins 1 point for getting the right topic set.

You could make the game more challenging by including a third set of flashcards from Grade 2 Units 1–8.

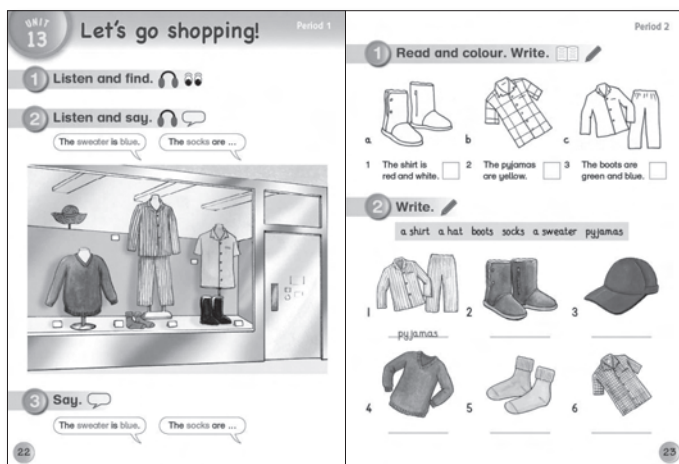
- 2 Everyone says *Goodbye*.

Let's go shopping!

Aim to learn more clothes vocabulary

Key language *sweater, socks, hat, pyjamas, boots, shirt*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13, Letters b, h, j, p, s)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 32

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Ask *What can you see?* Elicit the clothes the children have already learned (*t-shirt, jeans, shorts, skirt, dress, shoes*).
 - Ask what else they can see to elicit responses in Arabic for the other clothes.
 - Ask *What colour is it?* to elicit the colours of all the clothes.
- 3 Say **Listen**. Play recording, pointing to each item on the poster.
- 4 Show Unit 13 flashcards. Keep them displayed throughout the period.
- 5 Point to the hat flashcard and give a wrong description (e.g. *It's a black hat.*), getting either the colour or the item of clothing wrong. Elicit the correct description. Repeat with the other flashcards.

Audio

a hat, a shirt, a sweater, socks, boots, pyjamas

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *h, s, b, p, j, sh*:
 - Say **Think**. Say *h h h h* to elicit, e.g. *hand*. Elicit as many words as possible starting with this sound.
 - Show the *h* flashcard and say *The name is h. The sound is h.*
 - Repeat with *s, b, p, j, sh* (using *s + h* cards to show *sh*).

Point out that the *s* and *h* are two letters but together they have one sound.

- 2 Display Unit 13 Poster. Put the children into teams. Challenge them to be the quickest team to find items in the poster starting with all the letters.

ACTIVITY 1 7 minutes 33

- 1 Say **Listen and find**. Play recording, pausing so the children can find the items in the picture.
- 2 Ask *What colour is the sweater?* Elicit *Blue*. Repeat with the other items in the audioscript.

Audio

*The sweater is blue.
The hat is green and white.
The shirt is yellow.
The socks are blue.
The pyjamas are red and white.
The boots are black.*

ACTIVITY 2 8 minutes 34

- 1 Read the text aloud together.
- 2 Say **Listen and say**. Play recording, pausing after each item for the children to say the whole sentence. Then continue the recording so they can check.
- 3 Ask *What's green and white?* Elicit *The hat is green and white*. Repeat with the other items in the audioscript.

Audio

The sweater ... The sweater is blue.
The hat ... The hat is green and white.
The shirt ... The shirt is yellow.
The socks ... The socks are blue.
The pyjamas ... The pyjamas are red and white.
The boots ... The boots are black.

ACTIVITY 3 5 minutes

- 1 Say **Say**. Put the children in pairs. They take it in turn to describe the clothes in Activities 1 & 2.

REVIEW 5 minutes

- 1 Point to the board and say *The board is black/white*. Repeat with other items in the classroom, pointing or picking them up, eliciting the colour each time.
- 2 Put the children in pairs. They take it in turn to describe items around them and in their school bag. They can describe their clothes and shoes too.
- 3 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 32

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Elicit the names of the items pictured.
- 2 Read the sentences aloud together. Display the Unit 13 flashcards.
- 3 Ask individual children to identify the shirt, pyjamas and boots flashcards.
- 4 Say **Read and colour**. Check that the children are colouring the pictures correctly.
- 5 Say **Write**. Ask the children to match the sentences with the artwork and to write the correct letter in each box (1b 2c 3a).
- 6 The children check each other's work in pairs.

ACTIVITY 2 10 minutes

- 1 Read the words in the wordbox aloud together.
- 2 Elicit the items pictured.
- 3 Say **Write**. Check that the children are writing the correct words.

- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *One*. Elicit *Pyjamas*. Repeat for the others: *two (boots)*, *three (a hat)*, *four (a sweater)*, *five (socks)*, *six (a shirt)*.

REVIEW 5 minutes

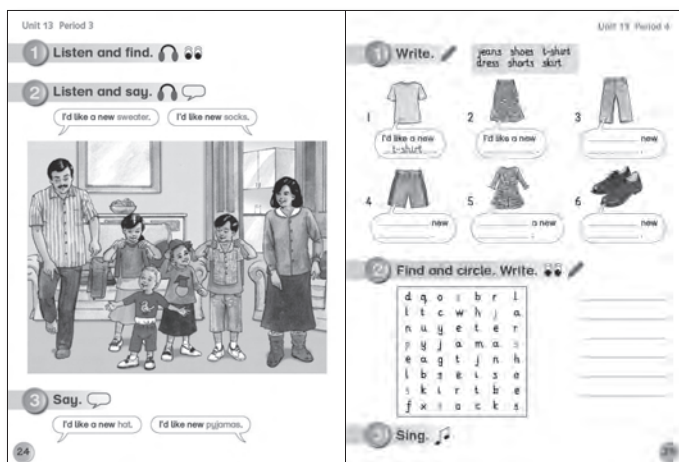
- 1 Show Unit 13 flashcards, eliciting the words and colours, e.g. *The sweater is yellow*.
- 2 Everyone says *Goodbye*.

Aim to say what clothes they would like

Key language *sweater, socks, hat, pyjamas, boots, shirt; I'd like a new (sweater). / I'd like new (boots).*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13), Wordcards (see Language Building)

Plus (for Period 4): Activity Poster 2



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 35

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Ask *What can you see?* Elicit all the clothes.
 - Point to each item of clothing in turn and ask *What is it?* Elicit *It's a red sweater.*, etc.
- 3 Introduce *new*. Say **Listen**. Play recording, pointing to each item on the poster. Check that the children understand the concept of *new*.
- 4 Show Unit 13 flashcards. Keep them displayed throughout the period.
- 5 Point to the hat flashcard and give a wrong description (e.g. *It's a black hat.*), getting either the colour or the item of clothing wrong. Elicit the correct description. Repeat with the other flashcards.

Audio

Look at Amir's sweater.
 Amir's sweater is small.
 This is a new sweater.
 A new sweater for Amir.
 Look at Mum's hat.
 Mum's hat is old.
 This is a new hat.
 A new hat for Mum.

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *sweater, socks, hat, pyjamas, boots, shirt*

- 1 Point to the Unit 13 flashcards to elicit the words.
- 2 Show the wordcard for *sweater*. Read it aloud together. Follow the word with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Repeat 2 with the other wordcards.
- 4 Display the flashcards on one side of the board and the wordcards on the other. Ask a child to find a pair. The rest of the class confirms whether it is correct. Repeat with different children until all the cards are paired correctly.

ACTIVITY 1 10 minutes 36

- 1 Elicit the characters and the clothes.
- 2 Say **Listen and find**. Play recording, pausing so the children can find the items.

Point out that some of the items are plural, so *a new hat* but *new socks*.

- 3 Ask *What would Tala like?* Elicit *A new sweater*. Repeat with the other characters, using the details in the audioscript.

Audio

– My sweater is small. I'd like a new sweater.
 – My shirt is small too. I'd like a new shirt.
 – Look at me! I'd like a new hat.
 – Pyjamas!
 – I have one sock! I'd like new socks.
 – And my boots are old. OK, let's go shopping.

ACTIVITY 2 10 minutes 37

- 1 Elicit the characters and the clothes.
- 2 Say **Listen and say**. Play recording, pausing after each question for the children to say what each person would like. Then continue the recording so that they can check. Repeat.

Audio

- *Jamila, what would you like?*
- *I'd like a new hat.*
- *Tala, what would you like?*
- *I'd like a new sweater.*
- *Mum, what would you like?*
- *I'd like new boots.*
- *Sami, what would you like?*
- *I'd like a new shirt.*
- *Dad, what would you like?*
- *I'd like new socks.*
- *Zaid, what would you like?*
- *I'd like new pyjamas.*

ACTIVITY 3 5 minutes

- 1 Show the clothes flashcards in random order to elicit *I'd like new (socks), etc.*
- 2 Say **Say**. Put the children into pairs. They take it in turn to say a character name from Activities 1 & 2 (e.g. *Jamila*) and to respond as though they were the character (e.g. *I'd like a new hat.*).
- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** **35**

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 8 minutes

- 1 Elicit the names of the clothes pictured.
- 2 Read the words in the wordbox aloud together.
- 3 Read out the sentences, eliciting the missing words.
- 4 Say **Write**. Check that the children are writing the correct words.
- 5 The children check each other's work in pairs.
- 6 Give feedback. Say *Picture one*. Elicit *I'd like a new t-shirt*. Repeat for the others: *two (I'd like a new skirt.), three (I'd like new jeans.), four (I'd like new shorts.), five (I'd like a new dress.), six (I'd like new shoes.)*.

ACTIVITY 2 10 minutes

- 1 Display Activity Poster 2 (first activity). Use it to explain the wordsearch activity. Say that the words for six different kinds of clothes are hidden in the box and the children need

to find and circle them, then write the words. The words can appear horizontally or vertically – model both. To help them, the first letter of each word appears in green.

- 2 Say **Find**. Ask the children to look for *sweater*. When they find it, say *Circle*. and model circling the word in the wordsearch. Say **Write**. and model writing *sweater* on one of the lines.
- 3 Say **Find and circle. Write**. Check that the children are finding and circling the words, then writing them on the lines.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Ask the children which words they found, each time asking a child to write the word on the board (horizontal: *pyjamas, skirt, socks*; vertical: *sweater, jeans, shoes*).

ACTIVITY 3 7 minutes **38**

- 1 Say **Listen and do**. Play recording, pausing to introduce actions for each line for the children to copy: e.g. *Look at me!* – point to yourself
My hat is small., etc. – touch the appropriate part of your body for each item of clothing mentioned (so for *hat* touch your head)
Nothing fits at all. – shake your head
One boot / Two shoes – show one finger / two fingers.
- 2 Explain that *Nothing fits at all.* means everything is too small.
- 3 Play recording again, this time without pausing. The children listen and do the actions.
- 4 Say **Sing**. Play recording again. The children sing along and do the actions.
- 5 Everyone says *Goodbye*.

Audio

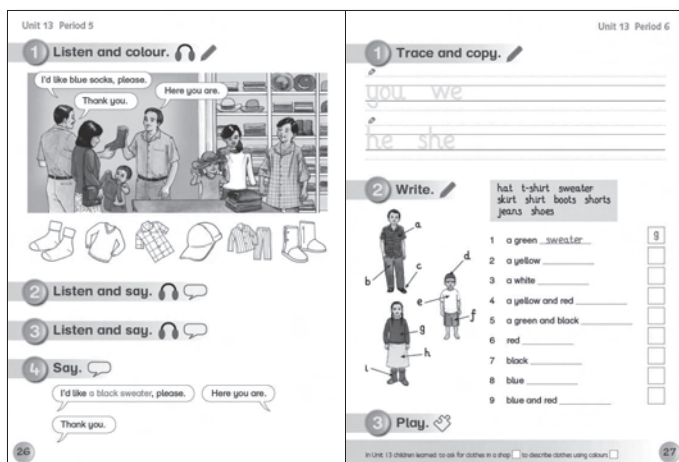
Look at me!
My hat is small.
My shirt is small.
My jeans are small.
Nothing fits at all.
And I have only one boot!

Look at me!
My sweater is blue.
My skirt is blue.
My socks are blue.
And they're all new.
And I have two new blue shoes.

Aim to practise more clothes vocabulary

Key language *sweater, socks, hat, pyjamas, boots, shirt*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13), Wordcards (see Language Building), pencils for colouring
Plus (for Period 6): Letter Poster, Flashcards (Units 7, 8, 11, 12)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 39

- Greet the class. Encourage the children to respond.
- Show Unit 13 Poster.
 - Ask *What can you see?* Elicit all the clothes.
 - Point to each item of clothing in turn and ask *What is it?* Elicit *It's a red sweater*, etc.
- Say **Listen**. Play recording, pausing at the end of the first section. Ask *What colour is Amir's new sweater?* Elicit *(It's) red*. Then play the second section and repeat the question for Mum's new hat (*blue*).
- Hand out the clothes flashcards to different children. Say *I'd like socks, please*. The child who has that flashcard gives it to you and says *Here you are*. Say *Thank you*. Once you have all the cards, repeat the activity with different children.

Audio

- *I'd like a red sweater, please.*
- *Here you are.*
- *Thank you.*
- *I'd like a blue hat, please.*
- *Here you are.*
- *Thank you.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *I'd / like / a / green / sweater / blue / socks / please /*.

- Show the Unit 13 flashcards to elicit the words.

- Display the wordcards in random order. Read them aloud together. Follow the words with your finger and sound the letters slowly and carefully. Repeat several times.
- Say *I'd like a green sweater, please*. Ask children to identify the wordcards for the sentence, then put them in the correct order. To help them identify the starting word, remind them that it starts with a capital.
- Repeat 3 with *I'd like blue socks, please*. Emphasise that you don't use *a* for words like *socks, pyjamas, boots*, etc. (i.e. when there is more than one or when the item of clothing has two legs).
- If you have time, ask the children to make up a different sentence using the words.

ACTIVITY 1 5 minutes 40

- Read the speech bubbles aloud together.
- Say **Listen and find**. Play recording, pausing so the children can find the items.
- Say **Listen and colour**. Play recording again, pausing after each description so the children can colour the black and white picture of the clothes appropriately. Warn them that they need to listen carefully to hear what each person would like – it is not always the same as it is in the picture.
- Give feedback. Ask *What colour are the socks?* Elicit *Blue*. Repeat for the others, using the details in the audioscript.

Audio

- *I'd like blue socks, please.*
- *Here you are.*
- *Thank you.*
- *I'd like a black sweater, please.*
- *I'd like a green and yellow shirt, please.*
- *I'd like a blue and red hat, please.*
- *Zaid, would you like the red and green pyjamas?*
- *Yes, please!*
- *I'd like black boots, please.*

ACTIVITY 2 5 minutes **41**

- 1 Elicit descriptions of the black and white pictures in Activity 1 that the children coloured in (*Blue socks*, etc.).
- 2 Say **Listen and say**. Play the recording, pausing for the children to respond each time, using the pictures they coloured.

Audio

What colour are the boots? ... *Black*.
 What colour are the pyjamas? ... *Red and green*.
 What colour are the socks? ... *Blue*.
 What colour is the hat? ... *Blue and red*.
 What colour is the sweater? ... *Black*.
 What colour is the shirt? ... *Green and yellow*.

ACTIVITY 3 5 minutes **42**

- 1 Say **Listen and say**. Play the recording, pausing for the children to repeat each line.
- 2 Have the clothes flashcards on display. Encourage different children to say, e.g. *I'd like socks, please*. Hand him/her the flashcard, saying *Here you are*. The child says *Thank you*. Once you have given away all the cards, repeat the activity with different children.

Audio

– *I'd like black boots, please*.
 – *Here you are*.
 – *Thank you*.

ACTIVITY 4 5 minutes

- 1 Say **Say**. Put the children into pairs. They take it in turn to pretend to be one of the characters pictured, asking for the item in Activity 1, and to respond as the shop assistant.

REVIEW 5 minutes **38**

- 1 Play recording for 'Look at me!' song from Unit 13 Period 4. Encourage the children to sing along.
- 2 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** **39**

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *y*, *o* and *u* on the poster, using the arrows to show the direction of writing.
- 3 Write *you* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

ACTIVITY 2 5 minutes

- 1 Read the words in the wordbox aloud together, then the beginning of each description.
- 2 Elicit what the three children are wearing.
- 3 Say *One. A green ... ?* Elicit *Sweater*. Say **Write**. Model writing *sweater* in the book as an example. Ask *What letter?* Elicit *g*. Model writing *g* in the book.
- 4 Say **Write**. Check that the children are writing the correct words and letters.
- 5 Give feedback, using the same approach as in 3: *one (a green sweater – g), two (a yellow skirt – h), three (a white t-shirt – e), four (a yellow and red hat – d), five (a green and black shirt – a), six (red boots – i), seven (black shoes – c), eight (blue jeans – b), nine (blue and red shorts – f)*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Odd one out*.
- 2 Display three clothes flashcards from Unit 13 and one from Unit 12, e.g. flag.
- 3 Say *Which is the odd one out?* Elicit *Flag*. Ask *Why?* Get the children to explain to you in Arabic or English. Praise the children if they use English.
- 4 Put flashcards for pyjamas, mouse, pen, park together. Say *Which is the odd one out?* and elicit why (*mouse – the others start with p*).
- 5 Repeat with other flashcard groupings, e.g.
 - car, crayon, computer, TV
 - ruler, keyboard, train, pen etc.
- 6 Everyone says *Goodbye*.

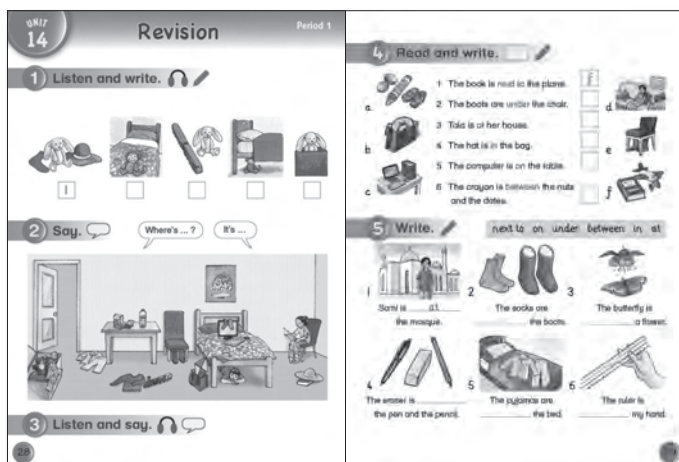
UNIT 14

Revision

Aim to revise vocabulary from Units 10–13

Key language language from Units 10–13 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Revision Poster 1 (toys/prepositions), Flashcards (Unit 12)



Period 1

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Revision Poster 1.
 - Elicit the items in English.
 - Ask questions to review *in, on, under, between, next to*, e.g. *Where's the doll/yo-yo/kite/dog? Where are the skates?*
- 3 Use Unit 12 flashcards. Say *The pen is between the crayon and the flag*. Ask a child to put the correct cards in the appropriate position. Repeat with different items/prepositions/children.

ACTIVITY 1 5 minutes

- 1 Say **Listen and write**. Play recording pausing so that the children can write the number by the appropriate picture.
- 2 Play recording again, so that the children can check each other's work in pairs.
- 3 Give feedback. Say *One*. to elicit *The rabbit is between the sock and the hat*. Repeat for the others: see the audioscript.

Audio

- 1 *The rabbit is between the sock and the hat.*
- 2 *The monkey is under the bed.*
- 3 *The rabbit is in the box.*
- 4 *The rabbit is next to the train.*
- 5 *The monkey is on the bed.*

ACTIVITY 2 5 minutes

- 1 Elicit the names of the items pictured.

- 2 Ask a few questions about the location of the items to elicit responses with *in, on, next to, under, between*.
- 3 Say **Say**. Put the children into pairs. They take it in turn to ask and answer questions as in 2. Encourage them to come up with as many questions and answers as they can.

ACTIVITY 3 5 minutes

- 1 Say **Listen and say**. Play recording, pausing for the children to answer each question. Then continue the recording so that they can check.

Audio

Where's the kite? ... It's in the bag.
Where's the hat? ... It's on the book.
Where are the boots? ... They're under the chair.
Where's the shirt? ... It's in the box.
Where's the computer? ... It's on the bed.
Where are the socks? ... They're on the computer.
Where's the chair? ... It's next to the bed.
Where's the sweater? ... It's next to the train.
Where are the pyjamas? ... They're between the table and the door.
Where's the chocolate? ... It's between the apple juice and the water.

ACTIVITY 4 10 minutes

- 1 Elicit the items pictured.
- 2 Read the text aloud together.
- 3 Say **Read**. *One. The book is next to the plane. Which picture?* Elicit *f*. Repeat for the other sentences. Say **Write**. and model writing *f* as an example in the book.

- 4 Check that the children are matching the sentences and the pictures correctly.
- 5 Give feedback using the same approach as in 3 (1f 2e 3d 4b 5c 6a).

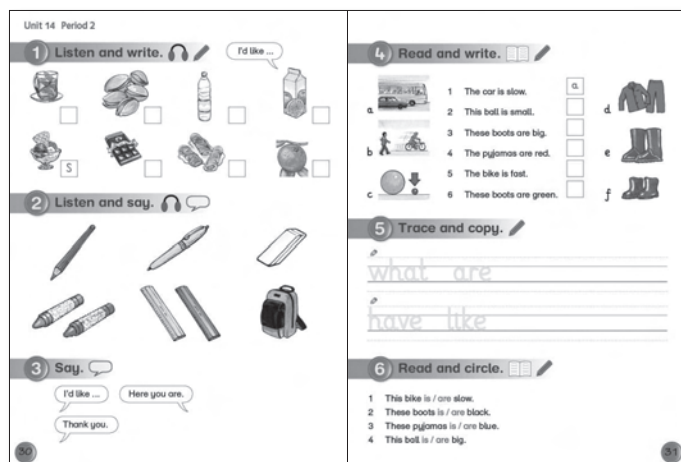
ACTIVITY 5 5 minutes

- 1 Elicit the items pictured.
- 2 Read the words in the wordbox aloud together.
- 3 Write on the board *Sami is _____ the mosque*. Elicit the missing word (*at*). Complete the sentence and read it aloud together.
- 4 Repeat 3 with the other sentences: *two (next to)*, *three (under)*, *four (between)*, *five (on)*, *six (in)*.
- 5 Say **Write**. Check that the children are writing the correct words.
- 6 The children check each other's work in pairs.
- 7 Give feedback. Say *One*. Elicit *Sami is at the mosque*. Repeat with the others: *two (The socks are next to the boots.)*, *three (The butterfly is under a flower.)*, *four (The eraser is between the pen and the pencil.)*, *five (The pyjamas are on the bed.)*, *six (The ruler is in my hand.)*.
- 8 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 10–13

Key language language from Units 10–13 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Revision Poster 2, Letter Poster, Flashcards (Unit 2)



Period 2

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display Revision Poster 2. Elicit the items and the colours, to review *red, blue, yellow, green, black, white*.
- 3 Display Unit 2 flashcards. Model a dialogue with a confident child. Say *I'd like ice cream, please*. The child gives you the appropriate card and says *Here you are*. Say *Thank you*. Repeat with a different food item and a different child.
- 4 Ask several pairs of children to repeat 3 at the front of the class.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Say **Listen and write**. Play recording. The children write S by the items that Sami asks for and A by the items that Adam wants.
- 3 Play recording again so that the children can check each other's work in pairs.
- 4 Give feedback. Say *Sami*. Elicit *I'd like ice cream*. and *I'd like orange juice*. Repeat for *Adam* (*I'd like chocolate*. *I'd like water*.).

Audio

Sami
 – Hello.
 – Hello. I'd like ice cream and orange juice, please.
 – Here you are.
 – Thank you.

Adam
 – I'd like chocolate and water, please.
 – Here you are.
 – Thank you.

ACTIVITY 2 5 minutes

- 1 Elicit the items pictured.
- 2 Say **Listen and say**. Play recording, pausing for the children to respond to each question. Then continue the recording so that they can check.

Audio

What colour is this pencil? ... This pencil is green.
What colour is this pen? ... This pen is yellow.
What colour is this eraser? ... This eraser is white.
What colour are these crayons? ... These crayons are blue and red.
What colour are these rulers? ... These rulers are yellow and blue.
What colour is this bag? ... This bag is black and green.

ACTIVITY 3 5 minutes

- 1 Model the activity with a confident child. Say *I'd like crayons, please*. The child gives you the crayons and says *Here you are*. Say *Thank you*. Repeat with another child and a different item.
- 2 Say **Say**. Put the children into pairs. Make sure that each pair has some classroom items, e.g. pen, pencil, eraser, crayon, bag, ruler. They take it in turn to ask for an item and to respond.

ACTIVITY 4 5 minutes

- 1 Elicit the items pictured.
- 2 Read the text aloud together.
- 3 Say **Read**. One. *The car is slow*. Which picture? Elicit *a*. Repeat for the other sentences. Say **Write**. and model writing *a* as an example in the book.

- 4 Check that the children are matching the sentences and the pictures correctly.
- 5 Give feedback using the same approach as in 3 (1a 2c 3e 4d 5b 6f).

ACTIVITY 5 5 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *w*, *h*, *a* and *t* on the poster, using the arrows to show the direction of writing.
- 3 Write *what* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.
- 5 Everyone says *Goodbye*.

ACTIVITY 6 5 minutes

- 1 Say **Read**. Ask children to read the sentences aloud. Elicit the correct version from the two options each time.
- 2 Say **Circle**. Check that the children are circling the correct words.
- 3 Give feedback. Elicit the correct sentences, asking children to write the circled word on the board each time (1 is 2 are 3 are 4 is). Ask the class to explain why it is correct.

Aim to revise vocabulary from Units 10–13

Key language language from Units 10–13 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Unit 10 Poster, Activity Poster 2

Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 10 Poster. Elicit the characters and what they like doing with *he* and *she*.
- 3 Ask a boy and a girl to come to the front of the class. Point to yourself to elicit *I*. Point to the boy to elicit *He*., then to the girl to elicit *She*. Indicate all of you to elicit *We*.

ACTIVITY 1 5 minutes 47

- 1 Elicit the activities pictured.
- 2 Read the text aloud together.
- 3 Say **Listen and find**. Play recording. The children listen and find the correct picture.
- 4 Say **Listen and write**. Play recording again, this time pausing after each line for the children to write in the correct pronoun.
- 5 Give feedback. Say *One*. Elicit *I like dancing*. Repeat for the others: see audioscript.

Audio

- 1 I like dancing.
- 2 We like playing football.
- 3 He likes playing with friends.
- 4 She likes drawing.

ACTIVITY 2 5 minutes 48

- 1 Elicit the characters pictured.
- 2 Say **Listen and find**. Play recording. The children point to the activity each time.

- 3 Say **Listen and write**. Play recording again, pausing for the children to write the number of the activity in a box by the correct character.
- 4 Give feedback. Say *One*. Elicit *Tala – She likes playing football*. Repeat for the others: *two* (*Tala – She likes dancing*.), *three* (*Sami – He likes playing with friends*.), *four* (*Sami – He likes swimming*.), *five* (*Sami – He likes drawing*.), *six* (*Tala – She likes reading*.).

Audio

- He likes playing with friends.*
She likes playing football.
She likes dancing.
She likes reading.
He likes drawing.
He likes swimming.

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Ask individual children *What do you like doing?* Encourage the class to think of different activities using *I like ...* Then ask pairs of children the same question to elicit *We like ...* Finish by asking them about other children, to elicit *He/She likes ...*
- 3 Say **Say**. Put the children into groups to ask and answer the questions in 2 together.

ACTIVITY 4 7 minutes

- 1 Say **Complete**. Check that the children are writing the correct letters.
- 2 Give feedback. Copy on the board the gap-fill version of the alphabet given in the book. Elicit each missing letter. Ask different children to write the letters in. The children check each other's work in pairs.

ACTIVITY 5 8 minutes

- 1 Repeat Activity 4 (with capital letters this time).

ACTIVITY 6 5 minutes

- 1 Display Activity Poster 2 (second activity). Point to the first picture in the book, then the first sentence on the poster and look puzzled. Say **Think**. Elicit *We like reading*. Ask children to write the sentence in the correct order on the board, each child writing a different word. Say **Write**. Model writing the answer in the book as an example.



Remind the children that capital letters and full stops will help them identify the first and last words of each sentence. Tell them also to think about the starting sounds of the words.

- 2 Say **Write**. Check that the children are writing the words correctly.
- 3 Give feedback, using the same approach as in 1. (*1 We like reading*, *2 I like drawing*, *3 She likes playing football*, *4 He likes playing with friends*.)
- 4 Everyone says *Goodbye*.

UNIT 15

Guess who?

Aim to describe family members

Key language grandfather, grandmother, cousin, dad, mum, brother, sister

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Letters b, d, g, m, s)

UNIT 15 **Guess who?** Period 1

1 Listen and write.

2 Listen and say. This is my brother.

3 Listen and say.

4 Say.

This is my grandfather. He's short.

Period 2

1 Read and circle.

My brother is short / tall. My cousin is short / tall.

2 Write.

He's She's short tall

3 Write.

mum grandfather cousin grandmother brother dad

1 dad 2 3 4 5 6

Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 49

- Greet the class. Encourage the children to respond.
- Show Unit 15 Poster.
 - Make sure the children understand the concept: that the people at the top are the oldest and the lines show relationships.
 - Elicit any family names they remember in English and new family words in Arabic.
- Say **Listen**. Play recording, pointing to the characters on the poster.
- Point to the boy labelled *me*. Say *This is you*. Point to the grandfather and ask *Who's this?* Elicit *My grandfather*. Repeat with the other characters.

Audio

my grandfather, my grandmother, my dad, my mum, my brother, my sister, me

LANGUAGE BUILDING 5 minutes

- Revise the sounds *g, d, m, b, s*:
 - Say **Think**. Say *g g g g* to elicit, e.g. *goat*.
 - Show the *g* flashcard and say *The name is g. The sound is g*.
 - Repeat with *d, m, b, s*.
- Display Unit 15 Poster. Play *I spy* (see p. 8), using the letters practised.
 - Say *I spy something beginning with g*. Elicit *grandmother/ green/girl/any other reasonable answer*.
 - Repeat with the other sounds.

ACTIVITY 1 5 minutes 50

- Say **Listen and write**. Play recording, pausing so the children can write the number by the correct person.
- Give feedback. Say *One*. to elicit *My brother*. Repeat with the other numbers / family members (see audioscript).

Audio

- This is my brother.*
- This is my mum.*
- This is my grandmother.*
- This is my grandfather.*
- This is my cousin.*
- This is my dad.*
- This is me, Salwa.*

ACTIVITY 2 5 minutes 51

- Say **Listen and say**. Play recording, pausing for the children to identify the person each time. Repeat.

Audio

- This is my ... brother.*
- This is my ... mum.*
- This is my ... grandmother.*
- This is my ... grandfather.*
- This is my ... cousin.*
- This is my ... dad.*
- This is me, ... Salwa.*

ACTIVITY 3 10 minutes 52

- 1 Read the text aloud together.
- 2 Say **Listen and find**. Play recording. The children find the people each time.
- 3 Say **Listen and say**. Play recording again, pausing for the children to give the description each time.

Audio

This is my dad. ... He's tall.

This is my grandfather. ... He's short.

This is my cousin. ... She's short.

This is me. ... I'm tall!

ACTIVITY 4 5 minutes

- 1 Say *Grandfather?* to elicit *He's short*. Repeat with the other characters in Activity 3.
- 2 Say **Say**. Put the children into pairs. They take it in turn to prompt with a family member from Activity 3 and to say whether he/she is short or tall.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 49

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Elicit the family members pictured.
- 2 Read the text aloud together, eliciting the correct version from the two options each time.
- 3 Say **Read and circle**. Check that the children are circling the correct words.
- 4 Give feedback. Write the first sentence up on the board. Ask a child to come and circle the correct option. Repeat with the other sentence (*My brother is tall.*, *My cousin is short.*).

ACTIVITY 2 5 minutes

- 1 Elicit the people pictured using *boy/girl*.
- 2 Read the words in the wordbox aloud together.

Remind the children that they need to use a full stop at the end of a sentence.

- 3 Say **Write**. Check that the children are writing the words correctly.

- 4 Give feedback. Point to the boy and elicit *He's tall*. Repeat for the other pictures (*She's short.*, *He's short.*, *She's tall.*).

ACTIVITY 3 5 minutes

- 1 Elicit the family members pictured.
- 2 Say **Write**. Check that the children are writing the words correctly.
- 3 Give feedback. Say *One* to elicit *Dad*. Repeat with the others: *two (cousin)*, *three (grandmother)*, *four (brother)*, *five (grandfather)*, *six (mum)*.

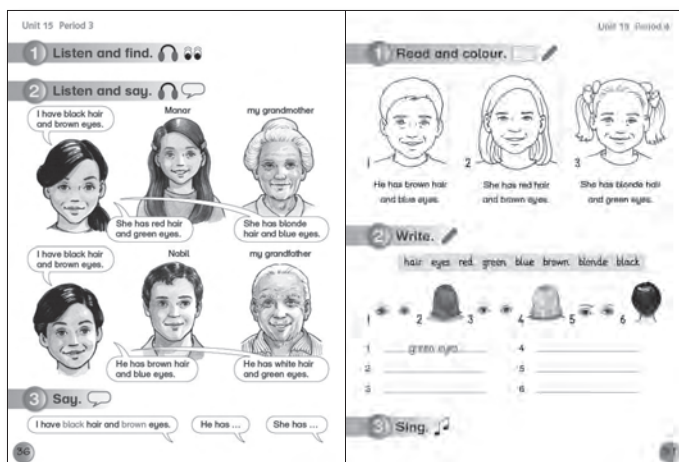
REVIEW 5 minutes

- 1 Challenge the class to remember all seven words for family members, with their books closed. Write up each one as they say it. When the list is complete, delete it and repeat. See if they can do it more quickly this time.
- 2 Everyone says *Goodbye*.

Aim to describe family members in more detail

Key language *grandfather, grandmother, cousin, mum, dad, brother, sister; He/She has blonde hair and brown eyes.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (see Language Building)
Plus (for Period 4): coloured pencils



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 53

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 15 Poster.
 - Elicit the family members.
 - Ask *What colour is his/her hair?* to review the colours the children have already learned (*black, red, white*). Elicit the other colours in Arabic.
- 3 Say **Listen**. Play recording, pointing to each person on the poster. Repeat.
- 4 Show Unit 15 flashcards to elicit hair/eye colour.

Audio

*I'm Grandfather. I have white hair and blue eyes.
I'm Grandmother. I have red hair and brown eyes.
I'm Mum. I have blonde hair and green eyes.
I'm Dad. I have black hair and brown eyes.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *grandfather, grandmother, mum, dad, brother, sister*

- 1 Show the Unit 15 Poster to elicit the family words.
- 2 Show the wordcard for *grandfather*. Read it aloud together. Follow the word with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Repeat 2 with the other wordcards.
- 4 Display the poster on one side of the board and the wordcards on the other. Ask a child to find a wordcard for each family member. The rest of the class confirms whether it is correct. Repeat with different children until everyone on the poster is labelled.

ACTIVITY 1 10 minutes 54

- 1 Show Unit 15 Poster again.
 - Elicit *he* or *she* for each person.
 - Point to yourself and say, e.g. *I have black hair*. Then point to the mum on the poster and say *She has blonde hair*. Emphasise the underlined words. Repeat with grandfather (*white hair*).
- 2 Say **Listen and find**. Play recording, pausing so the children can find the people.
- 3 Ask the children to describe themselves, giving their hair and eye colour.

Audio

*– Hi, I'm Tala. I have black hair and brown eyes.
This is my grandmother. She has blonde hair and blue eyes.
This is my friend Manar. She has red hair and green eyes.
– Hi, I'm Sami. I have black hair and brown eyes.
This is my cousin Nabil. He has brown hair and blue eyes.
This is my grandfather. He has white hair and green eyes.*

ACTIVITY 2 10 minutes 55

- 1 Read the text aloud together.
- 2 Ask *What colour is my grandmother's hair?* Elicit *Blonde*. Repeat with the other characters, asking about hair or eye colour.
- 3 Say **Listen and say**. Play recording, pausing for the children to describe each character.

Audio

- *This is my grandmother. ... She has blonde hair and blue eyes.*
- *This is my friend Manar. ... She has red hair and green eyes.*
- *This is my cousin Nabil. ... He has brown hair and blue eyes.*
- *This is my grandfather. ... He has white hair and green eyes.*
- *This is me, Tala. ... I have black hair and brown eyes.*
- *This is me, Sami. ... I have black hair and brown eyes.*

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Introduce one of the children in the class, saying *This is ...*. Elicit *He/She has ... hair and ... eyes*. Repeat with the other children.
- 3 Say **Say**. Put the children in pairs: they take it in turn to introduce a character (e.g. *This is me, Tala.*) and to respond with a description (*I have black hair and brown eyes.*). You can extend the activity by having them talk about themselves and other children in the class too.
- 4 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 53

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Read the text aloud together.
- 2 Say **Read and colour**. Check that the children are colouring the pictures correctly.
- 3 The children check each other's work in pairs.
- 4 Give feedback. Say *He has brown hair ... and blue eyes*. Encourage the children to hold up first their brown pencils, then their blue pencils. Repeat with *red hair / brown eyes* and *blonde hair / green eyes*.

ACTIVITY 2 10 minutes

- 1 Read the text aloud together.
- 2 Elicit the items pictured.
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *One*. Elicit *Green eyes*. Repeat for the others: *two (red hair), three (blue eyes), four (blonde hair), five (brown eyes), six (black hair)*.

ACTIVITY 3 10 minutes 56

- 1 Explain to the children that the song contains two statements which aren't true: they need to listen very carefully to find out what they are. Say **Listen**. Play recording. Elicit the false statements: *He has blue hair. She has white eyes*. (If the children need support, say *Brown hair? Yes. Black hair?*, etc., eliciting *Yes/No* responses.)
- 2 Say **Listen and do**. Play recording again. The children listen and touch the part of the body they hear mentioned each time. For *That's not true!*, they shake their heads.
- 3 Say **Sing**. Play recording again. The children sing along.
- 4 Everyone says *Goodbye*.

Audio

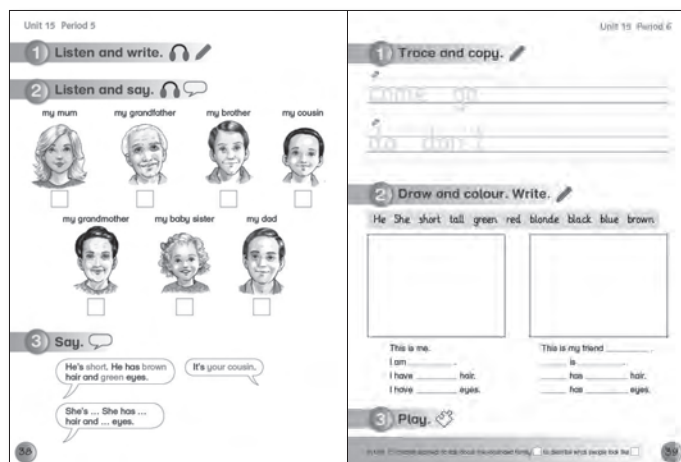
I have brown eyes. I have black hair.
You have black hair too.
He has green eyes. He has blue hair.
Blue hair? That's not true!
She has red hair. She has white eyes.
White eyes? That's not true!
We have brown hair. We have blue eyes.
They have blue eyes too.

Aim to describe family members in detail

Key language *grandfather, grandmother, cousin, dad, mum, brother, sister; He/She has (blonde) hair and (brown) eyes.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (see Language Building)

Plus (for Period 6): Letter Poster, Wordcards (see Activity 3)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 57

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 15 Poster.
 - Elicit the family members.
 - Elicit descriptions of the people using *He has ... hair and ... eyes.*
- 3 Say *Guess who? Listen and say.* Play recording, pausing for the children to identify the person being described each time (mum, grandfather, sister, grandmother).
- 4 Encourage the children to make up descriptions of the people on the poster (using hair and eye colour) for the rest of the class to guess.

Audio

*She has blonde hair and green eyes.
He has white hair and blue eyes.
She has black hair and green eyes.
She has red hair and brown eyes.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *He / has / black / hair / and / blue / eyes / She / brown / green / .*

- 1 Show the Unit 15 flashcards to elicit phrases for hair/eye colour.
- 2 Display the wordcards in random order. Read them aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.

- 3 Say *He has black hair and blue eyes.* Ask children to identify the wordcards for the sentence, then put them in the correct order.
- 4 Repeat 3 with *She has brown hair and green eyes.*
- 5 If you have time, ask the children to make up a different sentence using the words.

ACTIVITY 1 10 minutes 58

- 1 Say **Listen and write.** Play recording, pausing so the children can find each person and write the number in the box.
- 2 Play recording again so that the children can check their answers.
- 3 Give feedback. Say *One.* Elicit *My grandmother.* Repeat for the others: *two (my dad), three (my cousin), four (my grandfather), five (my mum), six (my brother), seven (my baby sister).*

Audio

*1 She has black hair and green eyes.
2 He has red hair and brown eyes.
3 He has brown hair and green eyes.
4 He has white hair and brown eyes.
5 She has blonde hair and blue eyes.
6 He has red hair and blue eyes.
7 She has blonde hair and brown eyes.*

ACTIVITY 2 5 minutes 59

- 1 Say *She has black hair and green eyes. Who is it?* Elicit *My grandmother.*
- 2 Say **Listen and say.** Play recording, pausing after each description for the children to identify the person being described. Then continue the recording so that they can check.

Audio

*He has brown hair and green eyes. ... It's my cousin.
 He has red hair and blue eyes. ... It's my brother.
 He has white hair and brown eyes. ... It's my grandfather.
 He has red hair and brown eyes. ... It's my dad.
 She has blonde hair and blue eyes. ... It's my mum.
 She has blonde hair and brown eyes. ... It's my baby sister.
 She has black hair and green eyes. ... It's my grandmother.*

ACTIVITY 3 10 minutes

- 1 Read the text aloud together.
- 2 Ask a confident child to describe one of the people in Activities 1 & 2 for the class to guess, using the words in the speech bubbles. Repeat several times.
- 3 Remind the children of the meaning of *your*. Say **Say**. Put the children in pairs: they take it in turn to describe one of the characters and guess who it is.
- 4 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** 57

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *c*, *o*, *m* and *e* on the poster, using the arrows to show the direction of writing.
- 3 Write *come* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

ACTIVITY 2 10 minutes

- 1 Read the words in the wordbox aloud together, then the gap-fill sentences.
- 2 Say **Draw and colour**. Draw a picture of yourself on the board. Say *This is me*. and give details of your height (*tall* or *short*) and hair and eye colour (*I have ...*). Say **Write**. Model drawing the picture in the book and writing the details there.
- 3 Say **Draw and colour**. **Write**. Check that the children are writing correctly.

- 4 The children then draw a friend and write about him/her.
- 5 The children look at and read each other's work in pairs. Ask some children to show and read out their partner's work.

ACTIVITY 3 5 minutes

- 1 Say *Let's play The clapping game*.
 - Show the clapping pattern with a child. 1 Clap your hands twice. 2 Clap hands twice with your partner. 3 Clap right hands with your partner, then left. 4 Clap your hands six times.

The children may already know a clapping game in Arabic. If so, you can use the clapping patterns they already know.

- 2 As you clap, say these words. Display wordcards on the board as prompts.

*Blonde hair,
 Brown hair,
 White hair,
 Black hair, black hair, black hair.
 Blue eyes,
 Green eyes,
 Brown eyes,
 Blue eyes, blue eyes, blue eyes.*
- 3 Put the children in pairs. Get them to clap the rhythm as you say it.
- 4 Repeat several times, getting the children to join in with the chant as they clap.
- 5 Everyone says *Goodbye*.

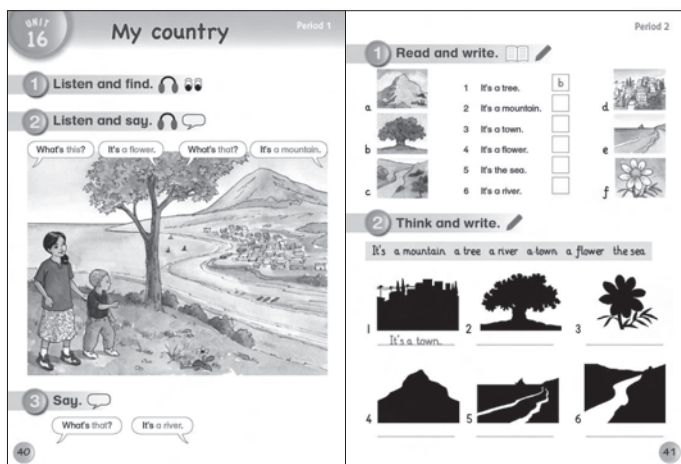
UNIT 16

My country

Aim to learn features of the countryside

Key language *a mountain, a river, a town, a tree, a flower, the sea*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16 – country features, Letters f, m, r, s, t)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 60

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster. At this stage, focus on the three postcards, not the map.
 - Ask *What can you see?* Elicit any words the children already know in English (e.g. *flower, tree*).
 - Ask what else they can see to elicit responses in Arabic for mountain, river, town, etc.
 - Indicate all the postcards on the poster. Say *This is our country. This is Palestine.*
- 3 Say **Listen**. Play recording, pointing to each item on the poster.
- 4 Show the tree flashcard and say *It's a flower*. Elicit the correct version. Repeat with the other flashcards. Repeat, asking different children to give the prompts.

Audio

a mountain, a river, a town, a tree, a flower, the sea

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *m, r, t, f, s*:
 - Say **Think**. Say *m m m m* to elicit, e.g. *milk*. Elicit as many words as possible starting with this sound.
 - Show the *m* flashcard and say *The name is m. The sound is m.*
 - Repeat with *r, t, f, s*.

- 2 Display Unit 16 Poster. Put the children into teams. Challenge them to be the quickest team to find items in the poster starting with all the letters.

ACTIVITY 1 10 minutes 61

- 1 Say **Listen and find**. Play recording, pausing so the children can find the items.
- 2 Remind the children of the difference between *this* and *that*: *this* for items near you; *that* for items far away.
- 3 Write on the board *mountain, river, town, tree, flower, sea*. Say **Listen and read**. Play recording again, pointing to each word as it is mentioned.

Audio

– *What's this?*
– *It's a flower.*
– *What's that?*
– *It's a mountain.*
– *What's that?*
– *It's a river.*
– *What's that?*
– *It's a town.*
– *What's this?*
– *It's a tree.*
– *What's that?*
– *It's the sea.*

ACTIVITY 2 5 minutes 62

- 1 Show the mountain flashcard and ask *What's this?* Elicit *It's a mountain*. Repeat with the other flashcards.

- 2 Say **Listen and say**. Play recording, pausing after the question each time for the children to answer. Then continue the recording so that they can check.

Audio

As Activity 1 with pauses after the questions

ACTIVITY 3 10 minutes

- 1 Read the text aloud together.
- 2 Display the Unit 16 flashcards (country features): three beside you and three far away from you. Point to one beside you and ask *What's this?* Elicit *It's a ...*. Repeat with *What's that?* and a flashcard far away from you. Put the class into two teams and drill the question and response: point to a flashcard – one team asks the question, the other responds. Then get the teams to swap roles.
- 3 Say **Say**. Put the children in pairs: they take it in turn to point to the items in the book and ask *What's this/that?* and to respond.
- 4 Everyone says *Goodbye*.

- 4 The children check each other's work in pairs.
- 5 Give feedback. Repeat 2, this time getting a child to write the answer on the board. Ask the class to confirm whether it is correct.

REVIEW 10 minutes

- 1 Stand with your back to the children and air-write the word *tree*. Say *What's this?* to elicit the word.
- 2 Put the children in pairs. They take it in turn to air-write words for each other. Remind them to stand with their back to their partner as they write, so that the letters are the right way round. They use the words in the book as prompts.
- 3 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 10 minutes 60

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Read the text aloud together.
- 3 Say *One. It's a tree. Which picture?* Elicit *b*. Repeat with the other sentences. Model writing an example in the book.
- 4 Say **Read and write**. Check that the children are matching the items and the texts correctly.
- 5 Give feedback using the same approach as in 3. Say *One. Elicit It's a tree. – b. Repeat for the others: two (It's a mountain. – a), three (It's a town. – d), four (It's a flower. – f), five (It's the sea. – e), six (It's a river. – c).*

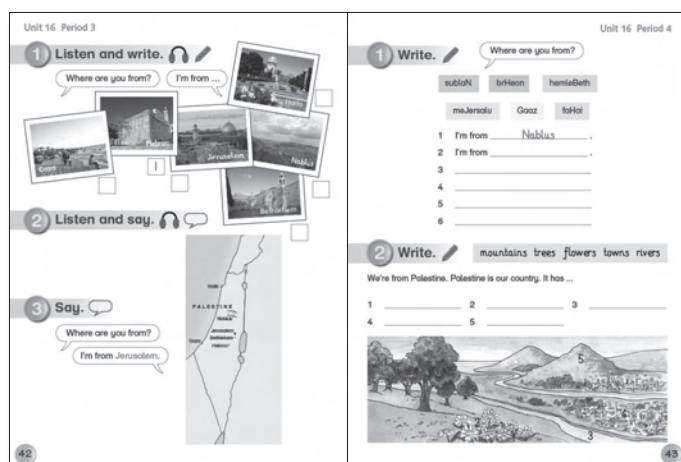
ACTIVITY 2 10 minutes

- 1 Read the words in the wordbox aloud together.
- 2 Say **Think**. *Picture one – what is it?* Elicit *It's a town*. Repeat for the others: *two (It's a tree.), three (It's a flower.), four (It's a mountain.), five (It's the sea.), six (It's a river.)*.
- 3 Say **Think and write**. Check that the children are writing the correct words.

Aim to say where you're from

Key language *Palestine, Gaza, Jerusalem, Haifa, Hebron, Nablus, Bethlehem; a mountain, a river, a town, a tree, a flower, the sea*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16 – Palestinian towns, Letters b/B, g/G, h/H, j/J, n/N, p/P) Plus (for Period 4): Flashcards (Unit 16 – country features)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 63

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster.
 - Focus first on the postcards. Ask *What's this/that?* to elicit *a mountain, a river, etc.*
 - Point to the map. Ask *Where is this?* to elicit *Palestine*.
 - Write on the board *J*. Ask *What town starts with this letter?* Elicit suggestions including *Jerusalem*. Repeat to elicit *Gaza, Haifa/Hebron, Nablus* and *Bethlehem*.
- 3 Display Unit 16 flashcards (Palestinian towns) in the order of the recording. Say **Listen**. Play recording, pointing to the flashcards.
- 4 Put the class into six groups: give each group a town name – Hebron, Gaza, Haifa, Jerusalem, Bethlehem, Nablus. Tell them to listen carefully: when they hear their town mentioned, they put their hand in the air. Say **Listen**. Play recording again.

Audio

- *Where are you from?*
- *We're from Palestine!*
- *I'm from Hebron.*
- *I'm from Haifa.*
- *I'm from Bethlehem.*
- *I'm from Jerusalem.*
- *I'm from Gaza.*
- *I'm from Nablus.*

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *p, h, b, j, g, n*:
 - Say **Think**. Say *p p p* to elicit, e.g. *pencil*.

- Show the *p* flashcard and say *The name is p. The sound is p.*
 - Repeat with *h, b, j, g, n*.
 - Show the *P* flashcard. Elicit when capitals are used in English (for names of people and places; at the start of sentences). Elicit names starting with *P* (*Palestine, Polly*, etc.).
 - Repeat with *H, B, J, G, N*, each time eliciting the name of a town in Palestine and a boy's/girl's name.
- 2 Display the flashcards for *p, h, b, j, g, n* on the board, the lower-case versions on the left and the capitals on the right, in random order. Ask the children to pair them.

ACTIVITY 1 10 minutes 64

- 1 Say **Listen and write**. Play recording, pausing so the children can find the places and write the correct number in the box.
- 2 Play recording again so that the children can check their answers.
- 3 Give feedback. Say *One*. Elicit *I'm from Hebron*. Repeat for the others: *two* (*I'm from Haifa.*), *three* (*I'm from Bethlehem.*), *four* (*I'm from Gaza.*), *five* (*I'm from Jerusalem.*), *six* (*I'm from Nablus.*).

Audio

- | | |
|------------------------------|------------------------------|
| 1 | 4 |
| – <i>Where are you from?</i> | – <i>Where are you from?</i> |
| – <i>I'm from Hebron.</i> | – <i>I'm from Gaza.</i> |
| 2 | 5 |
| – <i>Where are you from?</i> | – <i>Where are you from?</i> |
| – <i>I'm from Haifa.</i> | – <i>I'm from Jerusalem.</i> |
| 3 | 6 |
| – <i>Where are you from?</i> | – <i>Where are you from?</i> |
| – <i>I'm from Bethlehem.</i> | – <i>I'm from Nablus.</i> |

ACTIVITY 2 5 minutes 65

- 1 Say **Listen**. Play recording, pausing after each town so that the children can repeat the name of the town.
- 2 Say **Listen and say**. Play recording again, pausing after each description for the children to say the place. Then continue the recording so that they can check their answers.

Audio

This town is between two mountains. ... Nablus.
This town has trees and flowers. ... Haifa.
This town is by the sea. ... Gaza.
This is a big town. It has a very big mosque. ... Jerusalem.
This town is near Jerusalem. It has a big church. ... Bethlehem.
This town has lots to see. It's in the mountains. ... Hebron.

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Say *Where are you from? Six*. Elicit *I'm from Nablus*. Repeat with the other places in Activity 1.
- 3 Say **Say**. Put the children into pairs. They take it in turn to ask and answer.

You could extend the activity by asking children to describe the place each time, e.g. *This town is by the sea*, to prompt the reply *I'm from (Gaza)*.

REVIEW 5 minutes

- 1 Write gap-fill versions of the towns on the board for the children to complete, e.g. *H__br__n*.
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** 63

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Read the question aloud together.
- 2 Write *sublaN* on the board and look puzzled. Say **Think**. *I'm from ...* Elicit *Nablus*. Ask a child to write the word correctly on the board.

If the children need help getting started, remind them that the names of places start with a capital. Ask them to identify the capital letter in *sublaN*.

- 3 Say **Write**. Check that the children are writing the sentences correctly.
- 4 Put the children in pairs to check each other's answers.
- 5 Give feedback. Write up each anagram on the board and ask a child to write the correct version beside it (*Nablus, Hebron, Bethlehem, Jerusalem, Gaza, Haifa*).

ACTIVITY 2 10 minutes

- 1 Elicit the names of the items pictured.
- 2 Read the words in the wordbox and the text aloud together.
- 3 Say **Write**. Check that the children are writing the correct words.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *One*. Elicit *Trees*. Repeat for the others: *two (flowers), three (rivers), four (towns), five (mountains)*.

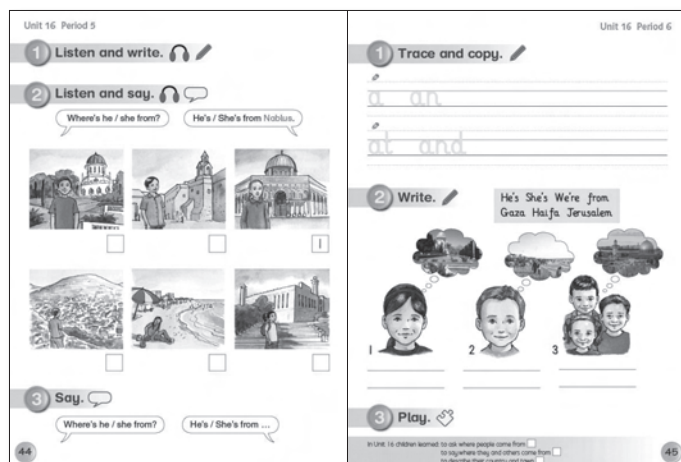
REVIEW 5 minutes

- 1 Show a Unit 16 flashcard, with most of the picture covered. Uncover it slowly. The children compete to be the first to say what it is. Repeat with the other flashcards.
- 2 Everyone says *Goodbye*.

Aim to say where people are from

Key language *Palestine, Gaza, Jerusalem, Haifa, Hebron, Nablus, Bethlehem; a mountain, a river, a town, a tree, a flower, the sea*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16 – Palestinian towns), Wordcards (see Language Building) Plus (for Period 6): Letter Poster, Flashcards (country features and towns), selection of flashcards from other units (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 66

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster.
 - Focus first on the postcards. Ask *What's this/that?* to elicit *a mountain, a river*, etc.
 - Point to the map. Ask *Where is this?* to elicit *Palestine*.
- 3 • Display Unit 16 flashcards (Palestinian towns) and elicit the names.
 - Ask a boy to come and choose a town from the flashcards to elicit, e.g. *He's from Nablus*. Repeat with different children, choosing a mixture of boys and girls.
- 4 Tell the class that when they hear a sentence about a boy, the boys stand up. When the sentence is about a girl, the girls stand up. Say **Listen**. Play recording.

Audio

*He's from Gaza.
She's from Haifa.
She's from Hebron.
He's from Bethlehem.
She's from Jerusalem.
He's from Nablus.*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *Where's / he / from / she / ? / He's / She's / Nablus / Jerusalem /*.

- 1 Display the wordcards in random order. Read them aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.

- 2 Tell the children they are going to make a question and an answer. Point to the ? wordcard and explain that this is a *question mark* and it is used at the end of a question instead of . (*full stop*).
- 3 Say *Where's he from?* Ask children to identify the wordcards for the question, then put them in the correct order.
- 4 Repeat 3 with *He's from Nablus.*, pointing out that this is a sentence, not a question.
- 5 Repeat 3 & 4 with *Where's she from? She's from Jerusalem.*

ACTIVITY 1 10 minutes 67

- 1 Read the text aloud together.
- 2 Elicit the places pictured.
- 3 Say **Listen and write**. Play recording, pausing so the children can find each place and write the correct number in the box.
- 4 Play recording again so that the children can check their answers.
- 5 Give feedback. Say *One*. Elicit *She's from Jerusalem*. Repeat for the others: *two* (*He's from Nablus.*), *three* (*He's from Bethlehem.*), *four* (*She's from Gaza.*), *five* (*He's from Haifa.*), *six* (*She's from Hebron.*).

Audio

*1 She's from Jerusalem.
2 He's from Nablus.
3 He's from Bethlehem.
4 She's from Gaza.
5 He's from Haifa.
6 She's from Hebron.*

ACTIVITY 2 5 minutes 68

- 1 Say **Listen and say**. Play recording, pausing after the question each time so that the children can respond, using the pictures in the order they are numbered (1–6). Then continue the recording so that they can check.

Audio

- 1 *Where's she from? ... She's from Jerusalem.*
- 2 *Where's he from? ... He's from Nablus.*
- 3 *Where's he from? ... He's from Bethlehem.*
- 4 *Where's she from? ... She's from Gaza.*
- 5 *Where's he from? ... He's from Haifa.*
- 6 *Where's she from? ... She's from Hebron.*

ACTIVITY 3 10 minutes

- 1 Read the text aloud together.
- 2 Ask six children, a mixture of boys and girls, to come to the front of the class. Hand out the town flashcards to them and ask them to hold the flashcards above their heads, so that the class can see them. Ask for each child *Where's he/she from?* Elicit *He's/She's from (Gaza), etc.*
- 3 Ask the children to tell you about each of the places pictured in Activities 1 & 2, e.g. *Jerusalem – It has a very big mosque.* (See Period 3 for ideas.)
- 4 Say **Say**. Put the children in pairs: they take it in turn to ask and answer. The first child points to one of the pictures in the book and asks *Where's he/she from?*; the second responds *He's/She's from ...* and gives a detail about the town. They then swap roles.
- 5 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 66

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *a* and *an* on the poster, using the arrows to show the direction of writing.
- 3 Write *a* and *an* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

ACTIVITY 2 5 minutes

- 1 Elicit the places shown.
- 2 Ask **One**. *Where's she from?* Elicit *She's from Haifa*. Repeat with the other prompts. Model writing the answer to 1 in the book as an example.
- 3 Say **Write**. Check that the children are writing correctly.
- 4 Give feedback. Point to each person in turn and elicit the correct description: *one (She's from Haifa.), two (He's from Gaza.), three (We're from Jerusalem.)*.

ACTIVITY 3 10 minutes

- 1 Say *Let's play The memory game*.
 - Put the class into four teams: 1, 2, 3 and 4.
 - Choose and display the following flashcards:
 - three Unit 16 cards
 - one clothes card (from Unit 13)
 - Elicit the words.
 - Tell the children to look at the cards and memorise them. Give them 20 seconds. Then take the cards down.
 - Ask Team 1 to tell you what the cards were: they score 1 point for each one they can remember. If they remember them all, they get a bonus point. If they forget some, the other teams get the chance to 'steal' double points: they get 2 points for every missing item.
 - Repeat with different sequences of cards (Unit 16 + any other topic), with a different team answering first each time.
 - The team with the most points is the winner.
- 2 Everyone says *Goodbye*.

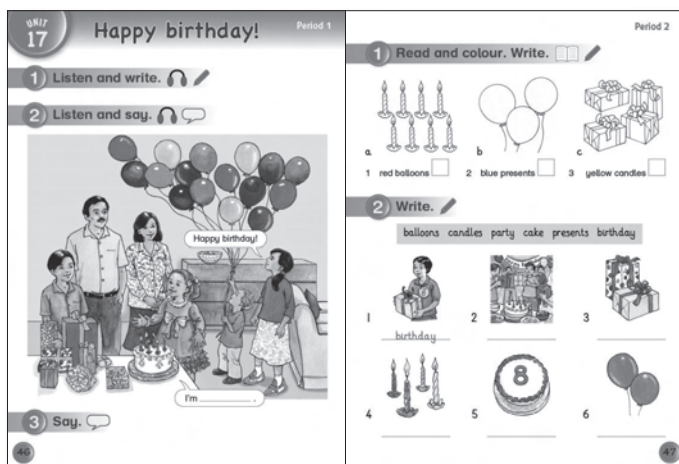
Happy birthday!

Aim to learn birthday vocabulary

Key language *candles, balloons, cake, party, birthday, present*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17 – birthday, Letters b, c, h, p, r, w, y)

Plus (for Period 2): coloured pencils (red, yellow, blue)



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 69

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 17 Poster.
 - Ask *What can you see?* Elicit the characters and any words the children already know in English (e.g. *Tala*, colours).
 - Ask in Arabic what Tala is thinking about. Elicit what the children do to celebrate their birthdays.
- 3 Show Unit 17 flashcards (birthday). Keep displayed on board/wall throughout lesson.
- 4 Say **Listen**. Play recording, pointing to the flashcards.
- 5 Point to the balloons flashcard and elicit *Balloons*. Repeat with the other items.

Audio

birthday, party, present, cake, candles, balloons

LANGUAGE BUILDING 5 minutes

- 1 Revise the sounds *c, b, p, y, w, r, ch*:
 - Say **Think**. Say *c c c c* to elicit, e.g. *cat*.
 - Show the *c* flashcard and say *The name is c. The sound is c.*
 - Repeat with *b, p, y, w, r, ch* (*chocolate* – using the *c* and *h* cards together).
- 2 Display Unit 17 Poster. Play *I spy* (see p. 8), using the letters practised. Include colours.

ACTIVITY 1 7 minutes 70

- 1 Say **Listen and find**. Play recording. The children find the items mentioned.
- 2 Read the text aloud together.
- 3 Say **Listen and write**. Play recording again. The children listen, then complete Jamila's speech bubble with her age (6).

Audio

Today is Jamila's birthday.

This is her party.

She has a cake. It has six candles.

She has balloons – lots of balloons!

She has lots of presents too.

Happy birthday, Jamila!

ACTIVITY 2 10 minutes 71

- 1 Ask *How many presents does Jamila have?* Count them together. (*Nine*.) Repeat with *How many candles are on the cake?* (*Six*.) and *How many balloons are there?* (*Sixteen*.)
- 2 Say **Listen and say**. Play recording, pausing so that the children can answer each question. Then continue the recording so that they can check.
- 3 Say *There are six. They are blue.* Elicit *Candles*. Describe *cake, presents, balloons* in the picture in a similar way to elicit the word each time.

Audio

*Who's having a birthday party? ... Jamila.
 How old is she? ... She's six.
 How many candles are on the cake? ... Six.
 What colour are the candles? ... Blue.
 How many presents are there? ... Nine.
 How many balloons are there? ... Sixteen.*

ACTIVITY 3 8 minutes

- 1 Say **Say**. Put the class into two teams. The teams take it in turn to ask a question about Jamila's birthday and to respond. They can use the questions they heard in Activity 2 or make up their own.
- 2 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 10 minutes** 69

As Period 1.

LANGUAGE BUILDING 5 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Read the text aloud together.
- 2 Say **Red**. Get the children to hold up red pencils or crayons. Repeat with *yellow* and *blue*.
- 3 Ask *Balloons – which picture?* Elicit *b*. Say **Write**. and model writing the answer in the book.
- 4 Say **Read and colour. Write**. Check that the children are colouring the pictures correctly and writing the letter of the correct picture by each phrase.
- 5 The children check each other's work in pairs. They say what is in each picture, including details of the quantity, e.g. *Three red balloons*.
- 6 Give feedback. Say *One*. Elicit *Three red balloons – b*. and have the children hold up their red pencils. Repeat for the others: *two (Four blue presents – c), three (Eight yellow candles – a)*.

ACTIVITY 2 10 minutes

- 1 Read the text aloud together.
- 2 Elicit the items pictured.
- 3 Say **Write**. Check that the children are writing the words correctly.
- 4 The children check each other's work in pairs.
- 5 Give feedback. Say *One*. Elicit *Birthday*. Repeat for the others: *two (party), three (presents), four (candles), five (cake), six (balloons)*.

- 6 Display the birthday flashcards. Elicit the words. Then display the letter flashcards *b, c, p*. Ask a child to find the correct letter flashcard for each of the birthday words.

REVIEW 5 minutes

- 1 Write up anagram versions of the birthday words, e.g. *tyrpa*. Elicit the word each time, then ask children to write the letters to complete the word.
- 2 Everyone says *Goodbye*.

Aim to say how you feel

Key language *How do you feel? I feel happy/sad.*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17 – feelings), Wordcards (see Language Building)
Plus (for Period 4): Flashcards (Unit 17 – birthday)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 72

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 17 Poster.
 - Ask *What can you see?* Elicit the birthday words in English, including colours where relevant (e.g. *Yellow balloons.*).
 - Ask in Arabic how Tala feels and why. (She is happy because it is her birthday.)
 - Ask the children when they feel happy, eliciting responses in Arabic. Repeat with *sad*.
- 3 Display Unit 17 flashcards (feelings). Say **Listen**. Play recording, pointing to the flashcards.
- 4 Say *I feel happy*. and give a huge smile. Say *I feel sad*. and make your face look very sad. Encourage the children to copy you. Show the flashcards in random order to elicit the sentences and the appropriate facial expressions.

Audio

I feel happy.
I feel sad.

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *I / feel / happy / sad /*.

- 1 Explain to the children that they are going to make a sentence. Display the wordcards in random order. Read the cards together, not in sentence order.
- 2 Say *I feel happy*. **Think**. Elicit the first word in the sentence and ask a child to find the correct wordcard. The rest of the class confirms if it is correct. Repeat with the other words until the sentence is complete. Read it aloud together.

- 3 Point out that the sentence starts with a capital letter and ends with a full stop.
- 4 Jumble up the wordcards and repeat 2 with *I feel sad*.

ACTIVITY 1 7 minutes 73

- 1 Say **Listen and find**. Play recording, pausing so the children can find the characters.
- 2 Explain the meaning of *lovely*: say that it is a word you use to describe something you really like.
- 3 Ask *Who feels sad?* Elicit *Zaid*. Ask children to explain why in Arabic. Repeat with *Who feels happy?* (*Jamila*.) Ask *How do you feel, Tala?* Elicit suggestions and ask for reasons in Arabic (e.g. *I feel happy*. – because I have another balloon for Zaid).

Audio

– *How do you feel?*
 – *This is a lovely party. I feel happy.*
 – *Oh, my balloon. I feel sad.*

ACTIVITY 2 10 minutes 74

- 1 Read the text aloud together.
- 2 Say **Listen and say**. Play recording, pausing for the children to repeat each time.
- 3 Show the flashcards for happy and sad to elicit *I feel happy*. / *I feel sad*., with the appropriate facial expressions.

Audio

– *How do you feel?*
 – *I feel happy.*
 – *How do you feel?*
 – *I feel sad.*

ACTIVITY 3 8 minutes

- 1 Read the text aloud together.
- 2 Remind the children of the facial expressions for *happy* and *sad*. Ask a confident child to ask you *How do you feel?* Put on a very sad face. Say *I feel sad*. Repeat with *I feel happy*, putting on a very happy face. Then you ask the questions and get a different child to answer, acting out the emotion each time.
- 3 Say **Say**. Put the children in pairs to do 2.
- 4 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 10 minutes** **72**

As Period 3.

LANGUAGE BUILDING 5 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Say **Read**. Read the text aloud together.
- 2 Elicit the emotions pictured. Model circling the first answer (*sad*).
- 3 Say **Circle**. Check that the children are circling the correct text.
- 4 Give feedback. Say **Say**. *Picture one*. Elicit *I feel sad*. Repeat for the others: *two* (*I feel happy*.), *three* (*I feel happy*.), *four* (*I feel sad*.).

ACTIVITY 2 10 minutes

- 1 Read the text aloud together.
- 2 Elicit ideas from the children on what makes them feel sad/happy (in English as far as possible).
- 3 Write on the board *I feel _____*. Say **Draw**. Draw an ice cream on the board. Complete the sentence so that it reads *I feel happy*.
- 4 Say **Draw and write**. Check that the children are drawing and writing correctly.
- 5 Put the children in pairs: they take it in turn to read their completed sentences to each other. Ask some children to show their partner's picture to the class and read out a sentence.

ACTIVITY 3 10 minutes **75**

- 1 Display the Unit 17 flashcards (birthday). Say **Listen**. Play recording. Each time the children hear one of the flashcard words, they put their hands up.

- 2 Say *Sing*. Play recording again. The children sing along. Encourage them to sing very loudly when they get to *Hooray!* and *Happy birthday to you!* Repeat several times.
- 3 Everyone says *Goodbye*.

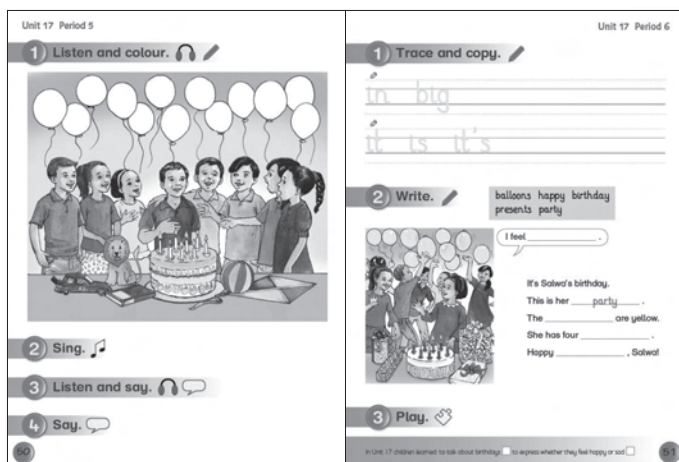
Audio

*My friends are here
And I feel happy.
Let's all dance and play.
Let's sing songs and
Let's eat ice cream.
It's my birthday – shout Hooray!
I have a cake with candles,
Balloons and presents too.
Hooray – this is your party.
Happy birthday to you!*

Aim to talk about birthdays

Key language *candles, balloons, cake, party, birthday, present, Happy birthday*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17 – birthday), Wordcards (see Language Building)
Plus (for Period 6): Letter Poster, scrap paper (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes 76

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 17 Poster.
 - Ask *What can you see?* Elicit the birthday words in English, including colours where relevant (e.g. *Yellow balloons*).
 - Ask *How do you feel, Tala?* Elicit *I feel happy*.
- 3 Say **Listen**. Play recording. The children listen, then try and remember all the presents that Tala mentions. Play recording a second time for them to get any they missed or to check their answers.

Audio

*It's my birthday.
 At my party I have a cake and candles.
 I have balloons.
 And I have presents! Lots of presents.
 I have a zebra, a book, a yo-yo, a t-shirt and a bike!*

LANGUAGE BUILDING 5 minutes

Before the lesson:

Prepare wordcards (see p. 68): *I / have / a / cake / , / balloons / and / presents / She / has / He /*.

- 1 Show the Unit 17 flashcards (birthday) to elicit the words.
- 2 Display the wordcards in random order. Read them aloud together. Follow the words with your finger as you do so and sound the letters slowly and carefully. Repeat several times.
- 3 Say *I have a cake, balloons and presents*. Ask children to identify the wordcards for the sentence, then put them in the correct order. Write , on the board. Explain that this is a *comma* and it is used in lists of three or more items.

Remind the children that when you are talking about one thing, you use *a (or an)* – *a cake*; when you talk about more than one, you usually add *-s* at the end of the word – *balloons*.

- 4 Say *I have* – Tala ... ? to elicit *She has*. Repeat 3 with *She has a cake, balloons and presents*.
- 5 Jumble the wordcards and repeat 4 with Amir and *He has* ...

ACTIVITY 1 5 minutes 77

- 1 Ask the children about the picture, eliciting details of how many balloons and candles there are and what presents Amir has.
- 2 Say **Listen and find**. Play recording, pausing so the children can find the items.
- 3 Say **Listen and colour**. Play recording again, pausing so the children can colour the black and white items.
- 4 Ask Amir, *how do you feel?* Elicit *I feel happy*.

Audio

*It's Amir's birthday. His friends are here for his party.
 Amir has lots of presents: a ball, a kite, a lion, a book and a car.
 There are lots of balloons. Green, blue and yellow balloons.
 There's a cake with red candles.
 Happy birthday, Amir!*

ACTIVITY 2 5 minutes 78

- 1 Say **Sing**. Play recording for the 'Happy birthday' song from Unit 17 Period 4. Encourage the children to sing along.

ACTIVITY 3 10 minutes 79

- 1 Say **Listen and say**. Play recording, pausing for the children to answer the question each time.

Audio

Who's having a birthday party? ... Amir.
 How old is he? ... He's eight.
 How many candles are on the cake? ... Eight.
 What colour are the candles? ... Red.
 What presents can you see? ... A ball, a kite, a lion, a book and a car.
 How many balloons are there? ... Thirteen.
 How many girls are at the party? ... Four.
 How many boys are at the party? ... Four.

ACTIVITY 4 5 minutes

- 1 Say *There are five: a ball, a kite, a lion, a book and a car.* Elicit *Presents.* Describe *cake, balloons, candles, boys, girls* in the picture in a similar way to elicit the word each time.
- 2 Say **Say**. Put the children in pairs. They take it in turn to ask a question about Amir's birthday party and to respond. They can use the questions they heard in Activity 3 or make up their own.
- 3 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 10 minutes** 76

As Period 5.

LANGUAGE BUILDING 5 minutes

As Period 5.

ACTIVITY 1 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *i* and *n* on the poster, using the arrows to show the direction of writing.
- 3 Write *in* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.

ACTIVITY 2 10 minutes

- 1 Read aloud the text in the wordbox together.
- 2 Read the gap-fill text aloud together, pausing before each gap to elicit the missing word.
- 3 Say **Write**. Check that the children are completing the sentences correctly.
- 4 The children check each other's work in pairs.

- 5 Give feedback. Repeat 2, this time asking a different child to come and write each word on the board (*It's Salwa's birthday. This is her party. The balloons are yellow. She has four presents. Happy birthday, Salwa! Speech bubble: I feel happy.*).

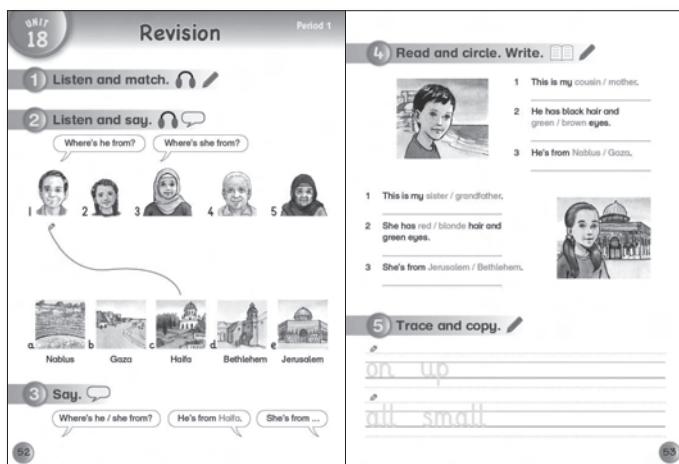
ACTIVITY 3 5 minutes

- 1 Say *Let's play Bingo*.
 - Ask children to call out letters they know, *s, a, t*, etc. Write the capital form of each letter on the board, asking the class to repeat it.
 - Hand out paper. Draw a bingo grid (two rows of six boxes) for the children to copy. They choose six letters from the letters on the board and write each in a box of their grid.
 - Say the letter names in random order. When they hear a letter they have, the children score it through in the grid. The first child to have correctly scored through all his/her letters is the winner. He/She calls out *Bingo!*
 - If you want to play again, ask the children to draw a new grid.
- 2 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 10–17

Key language language from Units 10–17 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Unit 15 Poster, Letter Poster, Flashcards (Unit 16 – Palestinian towns)



Period 1

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 15 Poster.
 - Elicit the family members.
 - Elicit descriptions of the people using *He has ... hair and ... eyes.*
- 3 Show Unit 16 flashcards (Palestinian towns). Elicit the names. Repeat, this time covering up each picture and only showing it little by little. See who can be the first to identify each town.

ACTIVITY 1 5 minutes 80

- 1 Read the text together.
- 2 Say **Listen and match**. Play recording, pausing so the children can match each person to the place he/she is from.
- 3 Play recording again so that the children can check their answers.

Audio

- 1 He's from Haifa.
- 2 She's from Jerusalem.
- 3 She's from Bethlehem.
- 4 He's from Gaza.
- 5 She's from Nablus.

ACTIVITY 2 5 minutes 81

- 1 Point to the people pictured in random order and ask *Where's he/she from?* to elicit *He's/She's from ...*
- 2 Say **Listen and say**. Play recording, pausing for the children to answer each question.

Audio

- 1
 - *Where's he from?*
 - *He's from Haifa.*
- 2
 - *Where's she from?*
 - *She's from Jerusalem.*
- 3
 - *Where's she from?*
 - *She's from Bethlehem.*
- 4
 - *Where's he from?*
 - *He's from Gaza.*
- 5
 - *Where's she from?*
 - *She's from Nablus.*

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Point to characters in the book and ask *Where's he/she from?* to elicit *He's/She's from ...*
- 3 Say **Say**. Put the children in pairs: they take it in turn to ask and respond, pointing to the characters in the book.

ACTIVITY 4 5 minutes

- 1 Say **Read**. Read the text out aloud together, pausing after each pair of options to elicit the correct word.
- 2 Say **Circle and write**. Check that the children are choosing the correct options and writing the sentences correctly.
- 3 The children check each other's work in pairs.
- 4 Give feedback. Repeat **1**, writing each correct option on the board. (If you have time, ask a different child to write each word instead.) (*This is my **cousin**. He has black hair and **brown** eyes. He's from **Gaza**. This is my **sister**. She has **red** hair and green eyes. She's from **Jerusalem**.*)

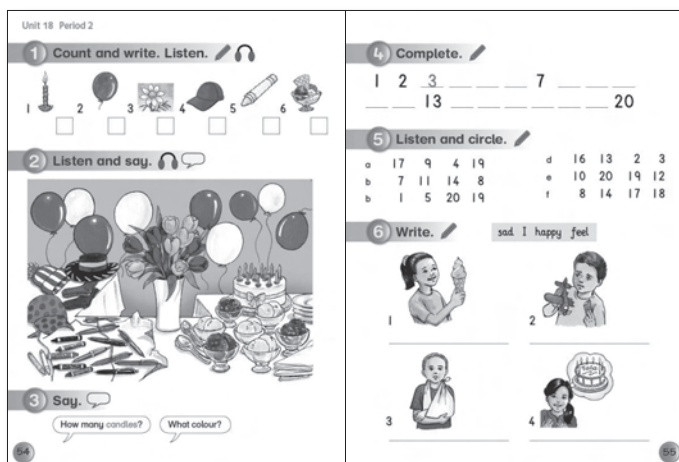
ACTIVITY 5 10 minutes

- 1 Read the words aloud together.
- 2 Display the Letter Poster. Trace *o* and *n* on the poster, using the arrows to show the direction of writing.
- 3 Write *on* on the board. Make sure your letters are big and clear and copy the style used on the poster. Repeat with the other words.
- 4 Say **Trace and copy**. Check that the children are tracing and copying the words correctly.
- 5 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 10–17

Key language language from Units 10–17 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Flashcards (Numbers 1–20)



Period 2

LANGUAGE PRESENTATION 8 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display the number flashcards 1–20 in order.
 - Elicit the numbers 1–20 as you point to them.
 - Elicit the sequence backwards, from 20–1.
 - Count round the class in twos: *two, four, six, ...*, etc.

ACTIVITY 1 5 minutes 82

- 1 Elicit the small items pictured. Point to the big picture and say *How many balloons?* **Count.** Elicit *Nine.* Say **Write.** Model writing 9 in the book as an example.
- 2 Say **Count and write.** Check that the children are counting and writing correctly.
- 3 Say **Listen.** Play recording so that the children can check their answers.

Audio

At the birthday party ...

There are twelve candles on the cake.

There are nine balloons and eleven flowers.

There are lots of presents – three hats, eight pens, seven crayons and four socks.

And there are lots of ice creams – seven ice creams!

ACTIVITY 2 5 minutes 83

- 1 Ask *What colour are the hats?* Elicit *Red and white, yellow and black, green and blue.* Repeat with other items in the picture.
- 2 Say **Listen and say.** Play recording, pausing after the question each time for the children to answer. Then continue the recording so that they can check.

Audio

What colour are the candles? ... Blue.

What colour are the balloons? ... Red and white.

What colour are the socks? ... Brown and blue.

What colour are the flowers? ... Red and yellow.

What colour are the crayons? ... White, black, blue, red, green, yellow, brown.

ACTIVITY 3 5 minutes

- 1 Say **Say.** Put the children in pairs: they take it in turn to ask and respond, using the details in the picture in Activity 2.

ACTIVITY 4 5 minutes

- 1 Hand out the number flashcards 1–20 in random order. Ask the children to order themselves correctly 1–20. Get them to say their numbers aloud in sequence. Repeat with as many different children as possible.
- 2 Say **Complete.** Check that the children are completing the number sequence correctly.
- 3 Give feedback. Write the sequence as shown in the book on the board. Elicit the missing numbers and write them in (or ask the children to write them, if you have time).

ACTIVITY 5 7 minutes

- 1 Elicit the numbers. Then elicit each group of numbers in order, e.g. **a** *four, nine, seventeen, nineteen.*
- 2 Say **Listen and circle.** Read out the following, pausing after each one for the children to circle the number they hear:
a *nineteen* **b** *fourteen* **c** *five* **d** *thirteen* **e** *twenty* **f** *eight.*
- 3 Give feedback. Say each number again and ask a child to write it on the board. The rest of the class confirm whether it is correct.

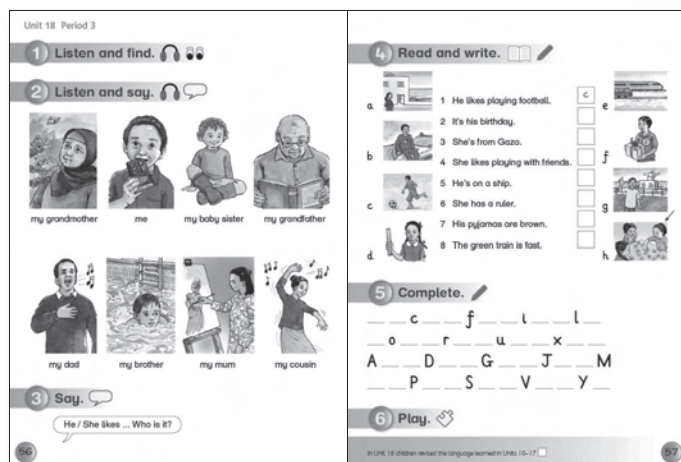
ACTIVITY 6 5 minutes

- 1 Read the words in the wordbox aloud together.
- 2 Say **Write**. Check that the children are labelling the pictures correctly.
- 3 Give feedback. Say *One*. Elicit *I feel happy*. Repeat for the others: *two (I feel sad.)*, *three (I feel sad.)*, *four (I feel happy.)*.
- 4 Everyone says *Goodbye*.

Aim to revise vocabulary from Units 10–17

Key language language from Units 10–17 (see p. 11 for summary)

Materials Pupil's Book, CD 2, Alphabet Poster, Flashcards (Letters – all lower-case and capitals)



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show the Alphabet Poster.
 - Elicit the letter names as you point to them in alphabetical order.
 - Point to the letters in random order to elicit their names.

ACTIVITY 1 5 minutes 84

- 1 Read the text aloud together.
- 2 Say **Listen and find**. Play recording, pausing so the children can find the people.
- 3 Ask *Who likes swimming?* Elicit *My brother*. Repeat with the other activities/things, using the details in the audioscript.

Audio

*My brother likes swimming.
My dad likes singing.
My baby sister likes pink boots.
My grandmother likes butterflies.
My grandfather likes reading.
My mum likes drawing.
My cousin likes dancing.
I like chocolate.*

ACTIVITY 2 5 minutes 85

- 1 Read the text aloud together.
- 2 Say **Listen and say**. Play recording, pausing for the children to answer the question each time.

Audio

*What does my grandmother like? ... She likes butterflies.
What do I like? ... I like chocolate.
What does my baby sister like? ... She likes pink boots.
What does my grandfather like? ... He likes reading.
What does my dad like? ... He likes singing.
What does my brother like? ... He likes swimming.
What does my mum like? ... She likes drawing.
What does my cousin like? ... She likes dancing.*

ACTIVITY 3 5 minutes

- 1 Read the text aloud together.
- 2 Say *He likes swimming. Who is it?* Elicit *It's my brother*. Repeat with some of the other characters, choosing a different child to describe someone for the rest of the class to identify each time.
- 3 Say **Say**. Put the children in pairs or small groups: they take it in turn to describe someone and to identify him/her.

ACTIVITY 4 5 minutes

- 1 Say **Read**. Read each sentence aloud together and elicit which picture it corresponds to (e.g. *One. He likes playing football. Which picture? – c*).
- 2 Say **Read and write**. Check that the children are finding the correct picture for each sentence.
- 3 Give feedback, using the approach in 1. *one (He likes playing football. – c)*. Repeat for the others: *two (It's his birthday. – f)*, *three (She's from Gaza. – a)*, *four (She likes playing with friends. – h)*, *five (He's on a ship. – g)*, *six (She has a ruler. – d)*, *seven (His pyjamas are brown. – b)*, *eight (The green train is fast. – e)*.

ACTIVITY 5 5 minutes

- 1 Display the Alphabet Poster. Elicit the names of all the letters several times, so that the children develop a rhythm. Take the poster down.
- 2 Say *Complete*. Check that the children are completing the two alphabet sequences.
- 3 The children check each other's work in pairs.
- 4 Give feedback. Elicit the letters of the alphabet, asking a different child to write up each lower-case version. Repeat for the capital letters.

ACTIVITY 6 10 minutes

- 1 Say *Let's play The alphabet game*.
 - Put the class into teams.
 - Shuffle the letter flashcards and put them in a pile face down on your desk.
 - Ask a child to choose the top card and say the letter on it. This is a prompt for the first team. They need to come up with as many words starting with that letter as they can. They win a point for each correct word.
 - A child from the team which has just answered then chooses the next card for the next team.
 - Play as many rounds as you have time for. The team with the most points wins.
- 2 Everyone says *Goodbye*.

Letter handwriting model for making wordcards

a c e o d g

Letter handwriting model for making wordcards

q i l t b h p

Letter handwriting model for making wordcards

m n r v w x

Letter handwriting model for making wordcards

j u y f k s z

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Dear Parent/Carers

Welcome to Grade 2 of the new edition of *English for Palestine*! This is an exciting learning opportunity to be shared with your child. To make this course work as effectively as possible, your help is invaluable. The more support and encouragement you can give your child, the more successful he/she will be in learning English.

In **Pupil's Book 2A** your child will continue their English learning with the help of the characters Sami, Tala, Salwa and Amir. They will learn to talk in English about topics that are part of everyday experience, such as food, the garden, instructions, their home and their town. The list of unit learning objectives on the last page of each unit enables them to check their progress. They will also learn more English sounds and by the end of the book will know how to write the numbers 11–20 and all the English capital letters.

How you can help your child:

- Encourage your child to give you examples of what they have learned in English after each lesson (new words and expressions, songs, how to write English letters, etc.).
- Find out which topic your child is working on. Ask questions in English as part of your daily routines (e.g. *Who's that boy? Who's that girl? What does he like? What does she like? Where's the shop?*) to elicit answers from your child in English.

This edition of *English for Palestine* continues the new teaching methods introduced in Pupil's Book Grade 1, which have been used to excellent effect throughout the world. It provides an exciting learning opportunity for both children and teachers. Let's all work together – child, parents and teachers – to make your child's English learning a productive and enjoyable experience.

Best wishes

Grade 2 English Teacher

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Dear Parent/Carers

Welcome to the second book in the new edition of *English for Palestine* Grade 2! This is an exciting learning opportunity to be shared with your child. To make this course work as effectively as possible, your help is invaluable. The more support and encouragement you can give your child, the more successful he/she will be in learning English.

In **Pupil's Book 2B** your child will continue their English learning with the help of the characters Sami, Tala, Salwa and Amir. They will learn to talk in English about topics that are part of their everyday experience, such as their hobbies, the classroom, describing people, Palestine and birthdays. The list of unit learning objectives on the last page of each unit enables them to check their progress. They will also practise the full range of English sounds and write words in English using the techniques they have learned for English letters.

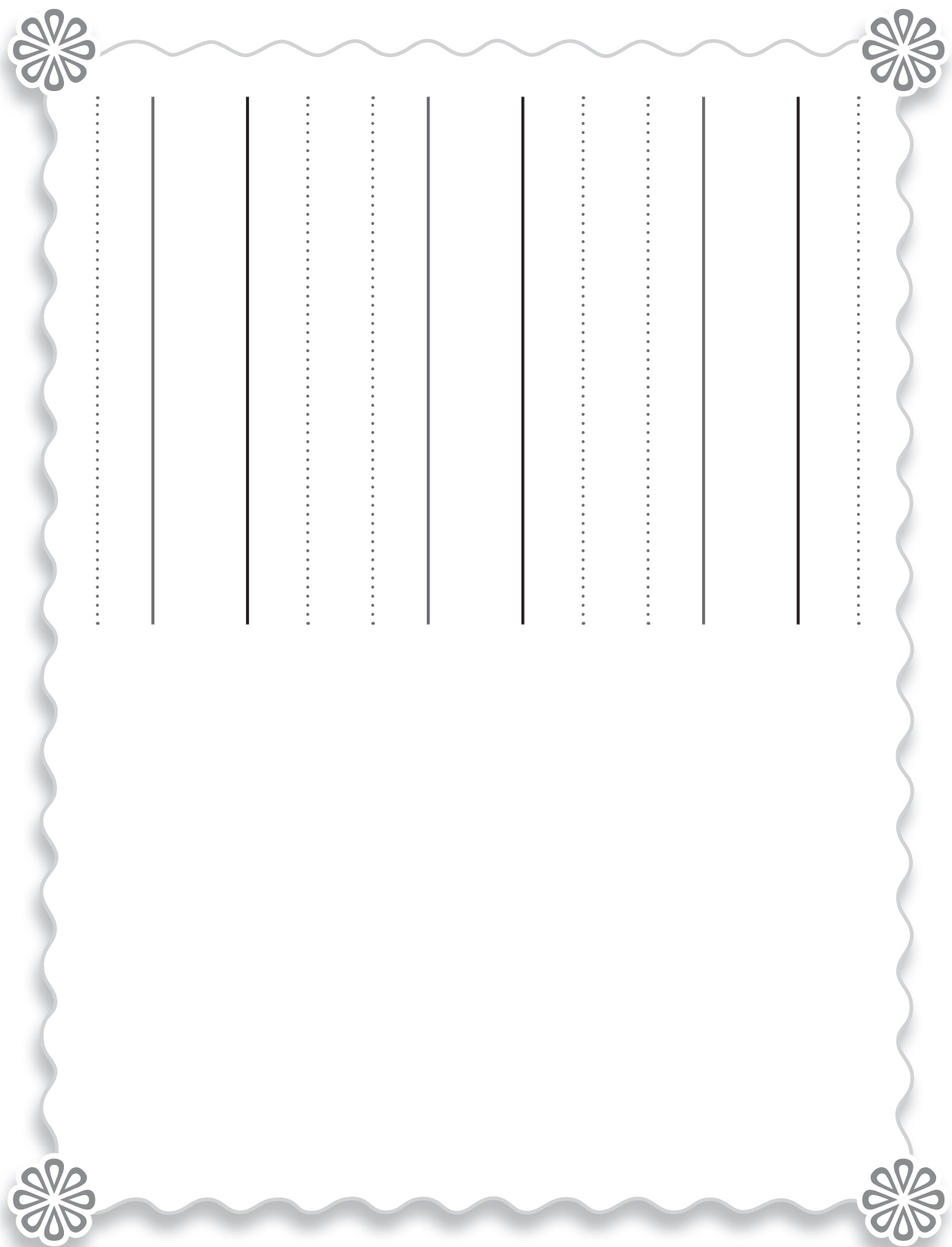
How you can help your child:

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- Find out which topic your child is working on. Ask questions in English as part of your daily routines (e.g. *Who's that boy? Who's that girl? What does he like? What does she like? Where's the shop?*) to elicit answers from your child in English.

This edition of *English for Palestine* continues the new teaching methods introduced in Pupil's Book Grade 1, which have been used to excellent effect throughout the world. It provides an exciting learning opportunity for both children and teachers. Let's all work together – child, parents and teachers – to make your child's English learning a productive and enjoyable experience.

Best wishes

Grade 2 English Teacher



Teaching tips

- 1 Make sure that the children do not have any unnecessary items on their desk so they are not distracted while you teach. Items such as pencil cases, copybooks, Pupil's Books, etc., should be kept in their bags until needed.
- 2 Make sure you have extra sets of colouring pencils, rubbers, pencils and pencil sharpeners in case children have forgotten to bring them. Encourage children to share these items with their classmates.
- 3 Use non-verbal techniques (e.g. gestures, expression) for support when speaking English. Where absolutely necessary use Arabic, but keep this to a minimum as the more Arabic you use, the less English is learnt!
- 4 If the children become too noisy, stop the lesson and use one of these calming ideas:
 - a Clap a rhythm for the children to copy.
 - b Use your fingers to count from 1 to 5 until the children become quiet.
 - c Draw a smiley and a sad face on the board and indicate how you feel.
 - d Cross your arms and stop talking. Wait until the children cross their arms and are quiet.
 - e Quietly call out the name of the child who is being particularly noisy. Once he/she is quiet, start the lesson again.Praise the children who are behaving well.
- 5 Set up pair work and group work by modelling the activity. Repeat until the children have grasped the concept – do not leave them to start the activity in their pairs/groups unsure of what to do.
- 6 Encourage the children to interact with each other but make it clear that there is a limit to how loud they can be. Set some rules about noise level, letting the children know by an agreed signal if they become too noisy.
- 7 Use the flashcards, posters and wordcards effectively as teaching resources by following the suggestions for use which are included throughout the teaching notes. Remember you can also use them as a source of additional activities if you have spare time at the end of a period.
- 8 It is important to monitor the children as they work on their activities, giving support to any who have difficulties. Make sure you give feedback on all activities, so that the children are clear on any errors made and how they can get it right next time.
- 9 Remember to praise the children a lot. Praise them for what they have managed to do rather than always focusing on where they've failed. This encouragement will inspire them to keep trying and to do better next time.
- 10 Keep a list of any difficulties your class has (using the grid on **pp. 126–7**) and make sure that you review the topic/skill regularly, so that the children can improve in this area. Also note their favourite features (games, songs, etc.) and make a point of coming back to these as a reward when they have been working hard.

Teaching notes grid

Unit & page	Areas for review	Favourite games/ activities/songs
1		
2		
3		
4		
5		
6		
7		
8		
9		

Unit & page	Areas for review	Favourite games/ activities/songs
10		
11		
12		
13		
14		
15		
16		
17		
18		

List of flashcards

Unit 1

boy
girl

Unit 2

kunafeh
rice
meat
fish
chicken
salad
ice cream
chocolate

Unit 3

bee
butterfly
flower
bird
tree

Unit 4

ear
eye
hair
shoulder
nose
mouth

Unit 6

come here
go there
clap
jump
hop
touch
open your hands
close your hands

Unit 7

telephone
sofa
computer
rug
TV

Unit 8

mosque
church
shop
school
park
playground
house

Unit 10

playing football
dancing
drawing
singing
swimming
playing with friends
reading

Unit 11

ship
plane
train
bus
car
van
bike

Unit 12

pen
ruler
eraser
crayon
flag
keyboard
mouse

Unit 13

sweater
shirt
socks
pyjamas
hat
boots

Unit 15

black hair
red hair
brown hair
blonde hair
white hair
green eyes
brown eyes
blue eyes

Unit 16

mountain
river
sea
town
tree
flower
Jerusalem
Haifa
Hebron
Bethlehem
Nablus
Gaza

Unit 17

candles
balloons
cake
party
birthday
present
happy
sad

Numbers

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

Letters/sounds

a	A
b	B
c	C
d	D
e	E
f	F
g	G
h	H
i	I
j	J
k	K
l	L
m	M
n	N
o	O
p	P
q	Q
r	R
s	S
t	T
u	U
v	V
w	W
x	X
y	Y
z	Z