



State of Palestine
Ministry of Education
& Higher Education

NEW
EDITION

English for Palestine

TEACHER'S BOOK **3**

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Introduction

COURSE COMPONENTS

English for Palestine Grade 3 consists of the following components:

- 2 Pupil's Books (3A and 3B), each containing both language presentation and practice material
- 1 Teacher's Book
- 133 Flashcards
- 20 Posters
- 2 Audio CDs

Objectives

The objectives of Grade 3 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 practise using numbers
- to practise and extend children's abilities in the key skills of listening, speaking, reading and writing

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 3, covering 18 units in the course of a year. Pupil's Book 3A contains Units 1–9; once the class has completed this, it moves on to Pupil's Book 3B, 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. *At the zoo, My day, I'm Palestinian*. 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. 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:

- 15 Unit Posters
- a Time poster
- 2 posters showing key activities (for you to use to show the children how to complete the activities in their book)
- a poster providing opportunity for review (prepositions)

The Flashcards cover all the vocabulary topics of the book, as well as sounds/letters and numbers. There are 133 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 3 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 

Read 

Speak 

Sing 

Look 

Play 

All writing 

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

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.

2 Developing reading skills

Grade 3 builds on the work done in Grades 1 and 2, with more opportunity to read both sentences and simple text.

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 p. 120–1 for a **wordcard handwriting model** – you can trace over the letters in order to master the style).

Independent learning

By Grade 3 the children are ready to develop into more independent learners who can think and act for themselves. In the My dictionary section at the end of the Pupil's Book they write in the Arabic translation in the spaces supplied, creating their own bilingual resource for memorising and reviewing all the new vocabulary in the Pupil's Book, plus a range of related vocabulary items that they are already familiar with. Encourage them to keep this up to date and to use it regularly.

3 Developing writing skills

In Grade 3 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 identify 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 ideas for games on pp. 8–9.

2 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.

3 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.

4 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

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 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.

4 Sums

Write some simple sums on the board, e.g. $14 + 6 = \underline{\quad}$. This gives number vocabulary practice but also counting practice, a useful skill for their children's other subjects too.

5 Number sequences

Put the children in pairs or groups. Tell them to count to 20, with each person taking it in turn to say a number. Repeat, this time starting with a different child. Alternatives: count backwards; count in twos.

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 Look and guess

Cover a flashcard picture with a piece of paper. Reveal the picture gradually, so that the children have to guess what it is from the detail.

8 What's missing?

Display a set of flashcards. Ask the children to close their eyes. Remove a flashcard. The children open their eyes again. Ask What's missing? to elicit the missing card. Repeat several times. You can make the game more challenging by not replacing the missing card, so that each time the children have to remember more items. Continue until they can say all the words without any visual prompts.

9 The memory game

Put the class into teams. Display four cards from one vocabulary set and one from another. Give the children 20 seconds to memorise them, then take them down. The teams take it in turn to remember the items. If they get them all, award a bonus point. 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/or choosing randomly from different sets.

10 Missing letters

Put the class into teams. Write up the words from a vocabulary set, each time replacing the first letter with a line. The teams complete the words by working out the missing letters together.

11 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.

12 Chinese whispers

Put the class into teams, each sitting in a row going from the back of the class to the front. Give board pens/chalk to the children at the front of the teams. Write a message on a paper for each team (it could be a time, an instruction, a phrase such as *a black sweater*, etc.). Hand out the papers to the first person in each team (at the back of the class). They look without showing anyone. The aim of the game is to get the information to the person at the front of the team: each team member whispers the message to the person next in line until it reaches the person at the front. He/She then whispers it to you or writes it on the board. The team which

finishes first – and is correct – is the winner. Repeat several times.

Games used in Period 6

1 Who is it?

Put the children in groups of four. Each child takes in it turn to describe a person, using characters in picture cards/in the Pupil's Book or someone in the class, e.g. *He has brown eyes. He has red hair. He's from Jerusalem.*, pausing after each sentence. The other children compete to be the first to say who it is. You can also play the game by having children describe what a person is wearing, e.g. *She's wearing a red skirt. She's wearing black shoes.*, etc.

2 What's my job?

Put the class into groups. Give each group a set of cards, each with a job and a family member on it. The children take a card each without showing the others. They then take it in turn to act out the job for the others to work out. The children also guess whether the person on the card is male or female. This game can also be played with the children doing actions for different activities or any other vocabulary that can be mimed.

3 Shops

Put the children in groups of three. They roleplay shopping taking it in turn to be the shopkeeper/customers. They can use the list of food in the Pupil's Book or make up their own food and price list. This game can also be played using clothes or toys, or any other items you might buy in a shop.

4 Charades

Put the class into two teams. Each team takes it in turn to send a person to the front. That person mimes an animal and/or makes the animal noise. His/Her team has 10 seconds to name the animal. A correct guess wins a point. If they get it wrong, the other team has a go at answering. This game can also be played using playground items, jobs or activities, or any other vocabulary that can be mimed.

5 Bingo

Review a vocabulary set with the class, e.g. parts of the body. The children then choose six items and write or draw one in each box of a bingo grid. Place the body part wordcards face down. Choose different children to pick up one at a time and say the word on it. The children score out the words in their grids as they hear them read out. The first person to score out all his/her words shouts *Bingo!* This game can be played with any large vocabulary set (you need at least 10 available items so that all the children don't choose the same ones), including numbers, colours, clothing, etc.

6 The when game

Put the class into four groups. Give each group a name: *morning, afternoon, evening, night*. Agree and practise actions for daily routine activities. Make up sentences using times of day and the activities, e.g. *I do homework in the morning*. The children in the morning group have to do the appropriate action. The sentences don't have to be logical. This game can also be played with any other activities.

7 The chain game

Put the class into teams of 5–8. The first team decides on a sentence together, e.g. *It's sunny at the beach*. The second team repeats the sentence and adds another, e.g. *It's sunny at the beach. It's windy at the zoo*. Play continues, with each team repeating and adding a sentence about the weather at a particular place. If a team makes a mistake or can't add a sentence, it's out. Play until all the weather words are used up (a maximum of six sentences), then start again. This game can be used to review a wide range of language structures.

8 Shark attack

Choose a topic. Choose a word and say the topic (e.g. *It's a number*). 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. This game can be used with any vocabulary set.

9 Mini-Open Day performance

Put the children into teams and give each team some time to practise their activity – sing, dance, act, draw. Encourage the children to be imaginative. Then let them perform or show their work in front of the class. Encourage the class to applaud each performance.

10 Dominoes

Put the class into groups of three. Each child makes three dominoes: on each card they draw at the top a piece of equipment related to an activity (e.g. a football) and at the bottom they write the word for a different activity. They must make sure that the full set of nine dominoes contains nine pictures and all the words for those pictured items. Each group deals out the cards face down. The first player puts down a card, picture/text side up. The next player can only play a card if he/she has the word to match the picture or the picture to match the word on the first card. If he/she can't play, the next person has a go. Players play in turn (when they can), making a chain of dominoes. The winner

is the first person to get rid of all of his/her cards. This game can be played with any vocabulary set that can be illustrated.

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

Make six cards (about the size of a flashcard). Draw a smiley face on three and a sad face on three. Put the class into six teams. Shuffle the cards and put them face down. Put the flashcards for the topic (e.g. sports) in a separate pile, face up. Teams take it in turn to pick a flashcard and a face. They then make a sentence together using the prompts and adding an appropriate reason, e.g. football card + smiley face: *I like football. It's great*. If the other teams identify a mistake, they can give the correct version. A correct answer wins 2 points. The team with the most points wins. This game can be played with other activities.

8 Other resources

Teacher's Book

On p. 126 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 teaching routine.

Also use the **teaching notes grid** on pp. 127–8 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 **onestopenglish.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. 123–4), 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 it would be helpful to send them the 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 3 Language overview

Pupil's Book 3A

Unit and contexts	Language
1 All about me – Greeting people – Giving information about yourself and others	<i>Good morning/Good afternoon, children.</i> <i>I'm your teacher, Mr Ali.</i> <i>How are you? Fine, thanks.</i> Review: name, age, where someone is from, spelling, personal descriptions
2 He's a doctor – Talking about jobs – Saying what members of your family do	<i>uncle, aunt</i> <i>doctor, nurse, police officer, teacher, dentist, farmer, driver</i> <i>one, two, three, four, five</i> <i>What's his/her job? He's/She's a dentist.</i> <i>Who's he/she? He's my grandfather.</i> Review: family members
3 At the market – Buying food – Saying what food you like/don't like	<i>apples, figs, onions, melon, oranges, carrots, tomatoes, bananas, grapes, potatoes</i> <i>I'd like figs and bananas, please. Here you are.</i> <i>Thank you. That's 10 dinars.</i> <i>I don't like carrots.</i> Review: food, I like
4 At the zoo – Talking about animals – Using colours and other words to describe things	<i>tiger, fox, giraffe, elephant, snake, monkey</i> <i>grey, brown, orange; It has no legs.</i> <i>six, seven, eight, nine, ten</i> Review: colours, adjectives
5 Revision	Revision of the language in Units 1–4
6 I don't feel well – Saying what's wrong with you – Giving and understanding advice	<i>stomach, head, back, foot/feet, tooth/teeth</i> <i>I don't feel well. What's the matter?</i> <i>My head hurts. My teeth hurt.</i> <i>Go to the dentist. Go to the doctor. Go to bed. Have a rest. Take this medicine.</i> Review: parts of the body
7 My day – Talking about your daily routine – Saying when you do things	<i>I get up. I go to school. I watch cartoons. I play computer games. I do homework. I go to bed.</i> <i>in the morning, in the afternoon, in the evening, at night</i> <i>What do you do in the morning?</i> <i>When do you get up?</i>
8 It's sunny – Talking about the weather – Saying where people are	<i>What's the weather?</i> <i>It's rainy. It's windy. It's sunny. It's cloudy. It's hot. It's cold.</i> <i>swimming pool, beach, park, zoo, playground, river</i> <i>at the beach</i> Review: prepositions
9 Revision	Revision of the language in Units 6–8

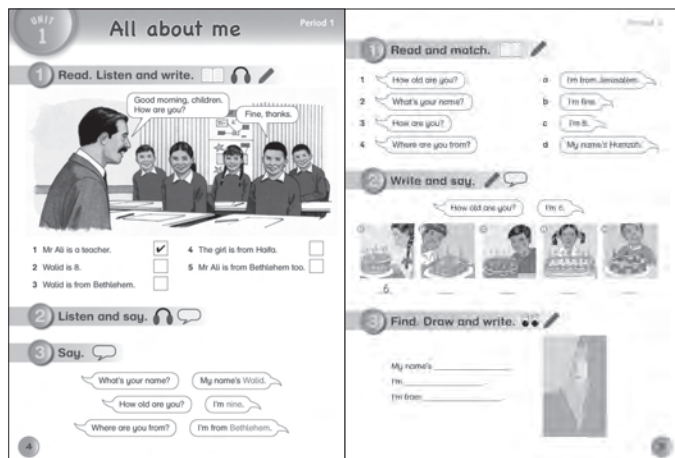
Pupil's Book 3B

Unit and contexts	Language
10 What's the time? – Talking about the days of the week – Saying the time and when things happen	<i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> <i>breakfast, lunch, dinner</i> <i>the words for the numbers one to twelve</i> <i>What's the time? It's six o'clock.</i> <i>When do you go to school? At seven o'clock.</i> Review: activities, including daily routine the words for the numbers one to twelve
11 At the playground – Talking about the playground – Making suggestions	<i>swings, roundabout, slide, sandpit, seesaw, climbing frame</i> <i>up, down, round, over, under</i> <i>Let's go on the swings/in the sandpit.</i> Review: on, in, like
12 Open Day – Talking about school Open Day – Saying what you do at your Open Day	<i>dance dabka, draw pictures, play music, paint, act in a play, show our work</i> <i>What do you do at the Open Day?</i> <i>I/We dance.</i>
13 I'm wearing a scarf – Talking about clothes – Describing what you are wearing	<i>scarf, jacket, trousers, trainers, tracksuit, slippers</i> <i>purple, pink</i> <i>I'm/He's/She's wearing trousers.</i> <i>I'm/He's/She's going to the zoo.</i> <i>swimming pool, bed, outdoors, a party</i> Review: clothes, colours
14 Revision	Revision of the language in Units 10–13
15 They're jumping! – Talking about what you do in your free time – Describing what you are doing	<i>run, jump, fly a kite, play the drums, listen to music, play computer games</i> <i>What's he/she doing? What are they doing?</i> <i>He's/She's running. They're listening to music.</i> Review: activities
16 I'm Palestinian – Talking about where you're from – Saying what languages you speak	<i>Palestine, Britain, Jordan, Egypt, the United States, Australia; capital city, London</i> <i>Palestinian, British; Arabic, English</i>
17 My favourite ... – Describing sports – Expressing likes and dislikes	<i>basketball, volleyball, table tennis</i> <i>What's your favourite sport? My favourite sport is ...</i> <i>Do you like (basketball)? Yes./No, I like football.</i> <i>It's fun/boring/easy/difficult/great.</i> Review: sports
18 Revision	Revision of the language in Units 15–17
My dictionary	

Aims to learn more about greetings; to ask and answer questions about yourself

Key language *Good morning/Good afternoon, children, I'm your teacher, Mr (Ali). How are you? Fine, thanks. What's your name? My name's/ I'm ... How old are you? I'm nine. Where are you from? I'm from Ramallah.*

Materials Pupil's Book, CD 1, Unit 1 Poster, Map Poster, Flashcards (Unit 1), Wordcards (see Language Building for details)
Plus (for Period 2): Wordcards for *Where / are / you / from / ?*



Period 1 – Learn

LANGUAGE PRESENTATION 10 minutes 2

- 1 Say *Good morning/Good afternoon, children.* as appropriate. Encourage the children to respond.
- 2 Display Unit 1 poster.
 - Ask *What can you see?* to elicit as much as possible in English (*boy, girl, Bethlehem, clothes, colours*).
 - Use the poster to introduce the new characters. Point and say each name, encouraging the children to repeat.
 - Introduce *child* and *children*. Explain that *child* is an unusual word, eliciting how words normally form the plural in English (*-s* at the end).
 - Ask *How many children?* Point to poster. Elicit *Five*.
- 3 Say **Listen**. *Who is it?* The children listen and use the information on the poster to work out who is answering the questions. Elicit *It's Walid*.
- 4 Show Unit 1 flashcards, eliciting the character names.
- 5 Say *How are you?* *Fine, thanks.* Say **Say**. Get the children to repeat *How are you?* and *Fine, thanks*.
- 6 Say *How are you?* to a child. Elicit *Fine, thanks*. Repeat with other children, then put the children into small groups to ask each other and respond.

Audio

- | | |
|------------------------------|-------------------------------------|
| – <i>Good morning.</i> | – <i>How old are you?</i> |
| – <i>How are you?</i> | – <i>I'm nine.</i> |
| – <i>I'm fine, thanks.</i> | – <i>What colour is your shirt?</i> |
| – <i>Where are you from?</i> | – <i>My shirt is white.</i> |
| – <i>I'm from Bethlehem.</i> | – <i>What's your name?</i> |
| | – <i>My name's ...</i> |

LANGUAGE BUILDING 10 minutes

Before the lesson:

Prepare wordcards: *What's / your / name / ? / How / old / are / you / ?*

! 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 Tell the children they are going to help you make a question. It has four parts.
- 2 Display wordcards for *What's your name?* in random order. Say the question.
- 3 Ask a child to choose the first word in the question. Ask the rest of the class to confirm. Ask (in Arabic) how they know *What's* is correct. Elicit that it has a capital letter.
- 4 Repeat 3 with the second then the third word, using a different child each time.
- 5 Ask the children what comes at the end and why. Elicit the question mark and that this shows you that it is a question.
- 6 Point to each word and get the children to read after you.
- 7 Repeat the process with *How old are you?*

! Remember to listen carefully and copy the recording on stress and intonation for each question. Correct the children if they get it wrong.

ACTIVITY 1 10 minutes 3

- 1 Say **Read**. Ask the children to read the text so they know what they are listening for.
- 2 Say **Listen and write**. Play recording, pausing after each sentence so the children can write the answer (a tick if the sentence is true and a cross if it's false).
- 3 The children check their work in pairs.
- 4 Play recording again, pausing after each sentence so the children can check their work. Elicit answers and ask the children to correct their work.
- 5 Display the Map Poster. Use it to remind the children of towns in Palestine (and introduce Hebron and Jericho). Ask the children to find their own town on the map and say *I'm from ...*

Audio

- | | |
|-----------------------------|-------------------------------|
| - Good morning, children. | - Where are you from? |
| - I'm your teacher, Mr Ali. | - I'm from Bethlehem. |
| - Good morning, Mr Ali. | - What's your name? |
| - How are you? | - I'm Hala. |
| - Fine, thanks. | - How old are you? |
| - What's your name? | - I'm nine. |
| - My name's Walid. | - Where are you from? |
| - How old are you? | - I'm from Bethlehem too. |
| - I'm nine. | - Where are you from, Mr Ali? |
| | - I'm from Nablus. |

Answers: 1 ✓ 2 X 3 ✓ 4 X 5 X

ACTIVITY 2 5 minutes 4

- 1 Say **Listen and say**. Play recording, pausing so the children can repeat.
- 2 Play recording again, pausing so the children can repeat and complete the response.

Audio

- | | |
|---------------------|-----------------------|
| - Good morning. | - How old are you? |
| - How are you? | - I'm ... |
| - Fine, thanks. | - Where are you from? |
| - What's your name? | - I'm from ... |
| - My name's ... | |

ACTIVITY 3 5 minutes

- 1 Get the children to read the questions and responses aloud. They should use their fingers to move from word to word.
- 2 Crumple a scrap piece of paper into a ball. Model the activity by throwing the ball to a child and saying *What's your name?* Elicit *My name's ...*

- 3 Put the children in groups of 4–5 in a circle. Give a paper ball to one child in each group. Say **Say**. They play the game. Repeat with *How old are you?* and *Where are you from?* Say *Goodbye*. to the children. Encourage them to respond.

Period 2 – Practise

LANGUAGE PRESENTATION 10 minutes 2

As Period 1.

LANGUAGE BUILDING 10 minutes

As Period 1, using wordcards for *How old are you?* and *Where are you from?*

ACTIVITY 1 5 minutes

- 1 Read the speech bubbles aloud together. Say 1 *How old are you?* Elicit *c I'm eight*.
- 2 Say **Read and match**. Support children who need help.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work.

Answers: 1 c 2 d 3 b 4 a

ACTIVITY 2 10 minutes

- 1 Ask a child to read the speech bubbles aloud.
- 2 Elicit the ages of the children pictured.
- 3 Say **Write**. Monitor and help children who need support.
- 4 Say **Say**. The children work in pairs, taking it in turn to ask and answer the questions.
- 5 Elicit answers. The children correct their work.

Answers: a 6 b 4 c 10 d 7 e 5

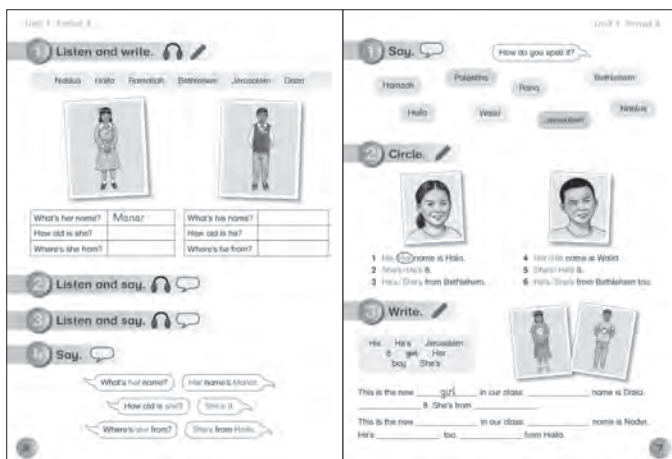
ACTIVITY 3 5 minutes

- 1 Ask a child to read the words.
- 2 Point to the map, indicating the place you're from, and complete the sentences for you: *My name's ...*, etc. Model drawing a picture of yourself.
- 3 Say **Find**. The children find their own town on the map.
- 4 Say **Draw and write**. Get the children to draw a small picture of themselves on the map with a line attached to their town, then write their name, age and town. Write any new towns on the board for them to copy.
- 5 Ask children to introduce themselves using their maps.
- 6 Say *Goodbye*. to the children. Encourage them to respond.

Aims to find out and give information about another person

Key language *What's his/her name? His/Her name's ... How old is he/she? He's/She's ... Where's he/she from? He's/She's from ...*

Materials Pupil's Book, CD 1, Unit 1 Poster, Flashcards (Unit 1), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 10 minutes 5

- 1 Say *Good morning/Good afternoon, children.* as appropriate. Encourage the children to respond.
- 2 Display Unit 1 poster.
 - Ask *What can you see?* to elicit as much as possible in English (the character names, boy, girl, children, Bethlehem, clothes, colours).
 - Introduce *What's his name? How old is he? Where's he from?* using Bilal. Repeat with Hala and *What's her name?*, etc.
- 3 Point to Walid. Say **Look. Listen and say.** Play the first part of the recording, pausing at the end of each sentence opening for the children to complete the sentences.
- 4 Repeat with Nour.
- 5 Display the Map poster.
 - Ask the children to find Bethlehem on the map.
 - Point to each town on the map and say *Where's Ali from?* (using a different boy's/girl's name each time). Elicit *He's/She's from ...*

Audio

*What's his name? His name is ...
How old is he? He's ...
Where's he from? He's from ...*

*What's her name? Her name is ...
How old is she? She's ...
Where's she from? She's from ...*

Answers: Walid, nine, Bethlehem; Nour, eight, Bethlehem

LANGUAGE BUILDING 10 minutes

Before the lesson:

Use Period 1 wordcards plus *his / her* (for *What's his/her name?*) and *is / he / she* (for *How old is he/she?*)

- 1 Display the words for the first question in random order. Ask a child to make the question *What's your name?*
- 2 Show flashcard of Walid. Remove *your*. Ask a child to choose another card to make a question about Walid (*his*).
- 3 Repeat **3** with Hala and *her*.
- 4 Repeat **1–3** for the second question (*How old is he/she?*).

ACTIVITY 1 5 minutes 6

- 1 Get the children to read the words in the wordbox.
- 2 Say **Listen**. Play recording, pausing after each sentence to give the children time to understand.
- 3 Say **Listen and write**. Play recording, pausing after each sentence so the children can write the answer.
- 4 The children check their work in pairs. Play recording again and elicit feedback to confirm answers.

Audio

- | | |
|------------------------|------------------------|
| – Who's this? | – Who's this? |
| – This is my cousin. | – This is my cousin. |
| – What's her name? | – What's his name? |
| – Her name's Manar. | – His name's Bilal. |
| – How do you spell it? | – How do you spell it? |
| – M-a-n-a-r. | – B-i-l-a-l. |
| – How old is she? | – How old is he? |
| – She's nine. | – He's eight. |
| – Where's she from? | – Where's he from? |
| – She's from Haifa. | – He's from Bethlehem. |

Answers: Manar, 9, Haifa; Bilal, 8, Bethlehem

ACTIVITY 2 5 minutes 7

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

Audio

As Activity 1 with pause at the end of each answer.

ACTIVITY 3 5 minutes 8

- 1 Say **Listen and say**. Play recording, pausing after each question so that the children can respond using their answers from Activity 1.

- ! From Grade 3 the answers are not included on recording.
- This is to encourage the children to develop into more independent learners. They now have to think for themselves and not rely upon the answers being given to them.

Audio

- | | |
|---------------------|--------------------|
| – What's her name? | – What's his name? |
| – How old is she? | – How old is he? |
| – Where's she from? | – Where's he from? |

Answers: Manar, 9, Haifa; Bilal, 8, Bethlehem

ACTIVITY 4 5 minutes

- 1 Say **Say**. The children work in pairs, taking it in turn to ask and answer about the characters in Activity 1.
- 2 Say **Goodbye** to the children. Encourage them to respond.

Period 4 – Practise

LANGUAGE PRESENTATION 10 minutes 5

As Period 3.

LANGUAGE BUILDING 10 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask different children to read out the words, each time eliciting whether it is the name of a place or a person.
- 2 Say *Palestine*. *How do you spell it?* Invite a volunteer to spell the word using the text.

- 3 Say **Say**. The children work in pairs to practise spelling the names of places and people.

ACTIVITY 2 10 minutes

- 1 Get the children to read the sentences. Explain that they have to choose between the coloured words to make a correct sentence each time. Elicit the answer for the first one. Ask why *her* is correct. (*Hala* is a girl's name and you use *her* for girls.) Model circling *Her* in the book.
- 2 Say **Circle**. Get the children to read and circle the answers.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work, scoring out the incorrect answer each time so that they can read the correct sentence clearly.

Answers: 1 *Her* 2 *She's* 3 *She's*
4 *His* 5 *He's* 6 *He's*

ACTIVITY 3 5 minutes

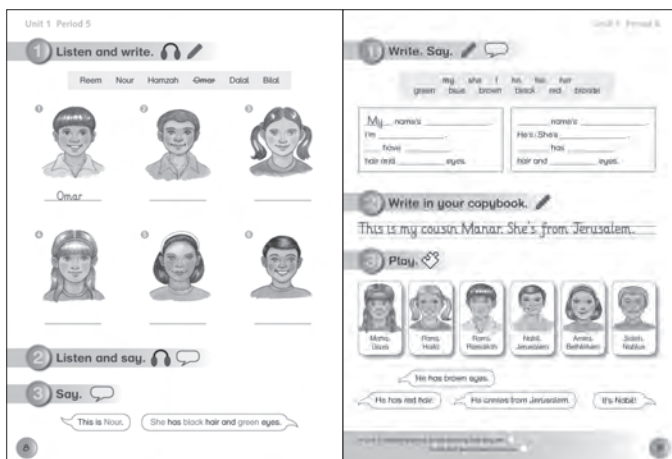
- 1 Ask children to read aloud the words in the wordbox.
- 2 Read the text aloud together. Elicit the missing words.
- 3 Say **Write**. Monitor and help children who need support.
- 4 The children check their work in pairs.
- 5 Elicit answers from the class. Get the children to explain why they have chosen the answers and to correct their own answers.
- 6 Everyone says *Goodbye*.

Answers: *girl, Her, She's, Jerusalem*
boy, His, 8, He's

Aim to describe people

Key language *red, black, blonde, brown, blue, green; This is ... He/She has (black) hair and (blue) eyes.*

Materials Pupil's Book 1, CD 1, Unit 1 Poster, Flashcards (Unit 1), Wordcards (see Language Building for details)
Plus (for Period 6): Wordcards for *I / have*



Period 5 – Learn

LANGUAGE PRESENTATION 10 minutes

- 1 Say *Good morning/Good afternoon, children.* as appropriate. Encourage the children to respond.
- 2 Display Unit 1 poster.
 - Ask *What can you see?* to elicit as much as possible in English (*boy, girl, children, Bethlehem, clothes, colours, parts of the body – face, head, ear(s), eye(s), nose, mouth, shoulder, hair*).
 - Point to Walid. Say *His hair is ... black.* Elicit *... black.* Say *His eyes are ...* Elicit *... green.* If it is difficult for all the children to see the colour of Walid's eyes, hold up a green pencil as a prompt. Repeat with Bilal (*red hair, blue eyes*).
- 3 Say **Listen**. Play recording, pointing to the characters on the poster.
- 4 Show Unit 1 flashcards in random order to elicit *He/She has ... hair and ... eyes.* Again, use colour prompts for the eyes if the children have trouble seeing the colour.

Audio

*Reem has blonde hair and green eyes.
Bilal has red hair and blue eyes.
Hala has brown hair and blue eyes.
Walid has black hair and green eyes.
Nour has black hair and green eyes.*

LANGUAGE BUILDING 10 minutes

Before the lesson:

Prepare wordcards: *He / She / has / brown / hair / and / green / eyes /*.

- 1 Display the wordcards in order and elicit the words.
- 2 Ask eight children to come to the front of the class and face the class. Give them each a wordcard (in random order), omitting *She*.
- 3 Ask the children to stand in a line to make a sentence. The rest of the class confirm if it is correct and read it aloud.
- 4 Repeat 2 and 3 with a different group of children, this time using *She* instead of *He*.

! Make sure the class confirms and reads aloud every sentence formed in the Language building sections.

ACTIVITY 1 5 minutes 10

- 1 Ask children to read the names aloud.
- 2 Say **Listen**. Play recording, pausing after the first description. Say *Omar – red hair and brown eyes. Which picture?* Elicit *One*. Say **Write**. Model writing *Omar* as an example in the book.
- 3 Continue playing recording, pausing after each description so that the children can write the name.
- 4 Play recording again, pausing to elicit answers.

Audio

*This is Omar. He has red hair and brown eyes.
This is Nour. She has black hair and green eyes.
This is Reem. She has blonde hair and green eyes.
This is Dalal. She has brown hair and blue eyes.
This is Hamzah. He has black hair and blue eyes.
This is Bilal. He has red hair and blue eyes.*

Answers: 1 Omar 2 Bilal 3 Dalal 4 Reem
5 Nour 6 Hamzah

ACTIVITY 2 5 minutes 11

- 1 Say **Listen and say**. Play recording, pausing so that the children can complete the description each time using the information in Activity 1.

Audio

This is Omar. He has ...

This is Nour. She has ...

This is Reem. She has ...

This is Dalal. She has ...

This is Hamzah. He has ...

This is Bilal. He has ...

Answers: see Audio for Activity 1

ACTIVITY 3 10 minutes

- 1 The children work in pairs, taking it in turn to describe the characters in Activity 1.
- 2 Choose and stand beside a child. Describe him/her. Then put the children in groups of 4–5. Say **Say**. Each child describes the person on his/her right. The rest of the group say if they agree.
- 3 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 10 minutes 9

As Period 5.

LANGUAGE BUILDING 10 minutes

As Period 5, plus *I / have*.

ACTIVITY 1 5 minutes

- 1 Ask children to read the words and then the gap-fill text aloud. Elicit possible answers.
- 2 Say **Write**. Get the children to use the words in the wordbox to describe themselves and their friends.
- 3 Say **Say**. The children work in pairs, reading their descriptions to each other. You could extend the activity by getting the children to include details of where they come from too. Write the sentence opening for them to copy.

- ! Remind the children that sentences start with a capital letter, so they will need to think carefully about the form of some words when they use them.

ACTIVITY 2 5 minutes

- 1 Ask different children to read each of the sentences.
- 2 Ask the children (in Arabic) to identify the words with capital letters in the sentences and say why capitals are used (the first word in a sentence and any names of people or places).
- 3 Say **Write** in your copybook. Check that the children are forming the letters correctly and that the letters touch the lines appropriately.

- ! This activity focuses on children practising their handwriting, but it is important also to get the children to think about what they are writing. Ask questions to test comprehension and use the activity as an opportunity to remind the children about capital letters and punctuation too.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Who is it?*
- 2 Get the children to look at the picture cards and read the labels.
- 3 Model the activity. Say *He has brown eyes. He has red hair. He's from Jerusalem*, pausing after each sentence. Elicit the name of the person you are describing (Nabil).
- 4 Put the children in groups of four. Each child takes it in turn to describe a character. The others work out who it is.

- ! You could extend the activity by having the children draw their own characters to use as cards in the game or describe someone in their group.

- 5 Read aloud the targets at the bottom of the page. Ask the children if they can do these things and to give you some examples. They can then tick the boxes to show what they have achieved.
- 6 Everyone says *Goodbye*.

Aims to learn job vocabulary; to say what jobs family members do

Key language *doctor, nurse, policeman, teacher, dentist, farmer, driver, What's his/her job? He's/She's a (doctor).*

Materials Pupil's Book, CD 1, Unit 2A Poster, Flashcards (Unit 2), Wordcards (see Language Building for details)

The image shows two pages from a language learning material. The left page is titled 'Unit 2 He's a doctor' and 'Period 1'. It contains three sections: 1. Listen and write. (with a speech bubble 'What's his job? He's a farmer.' and flashcards for doctor, nurse, teacher, farmer, policeman, dentist, driver), 2. Listen and say. (with a speech bubble 'What's her job? She's a dentist.'), and 3. Say. (with a speech bubble 'What's his job? He's a farmer.'). The right page is titled 'Period 2' and contains two sections: 1. Match. (with a list of jobs and corresponding flashcards), and 2. Write. (with a list of jobs and corresponding flashcards).

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 12

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 2A Poster. Elicit the jobs in Arabic.
- 3 Say **Look and listen**. Play recording, pointing to each job on the poster as it is mentioned.
- 4 Display the Unit 2 flashcards. Leave up for the whole period.
- 5 Say **Say**. Point to each flashcard one by one, eliciting the word.
- 6 Repeat 5.

Audio

a dentist, a farmer, a doctor, a nurse, a policeman, a teacher, a driver

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / his / her / job / ?*
He's / She's / a / dentist / doctor / .

- 1 Display all the words (except *her / She's / doctor*) in random order. Ask children to make a question and an answer with the words. The rest of the class confirm if they are correct and read them aloud.

! When you display questions and answers it will help the children if you always put them in the same place, e.g. questions on the left or at the top and answers on the right or at the bottom.

- 2 Repeat 1, replacing *his / He's / dentist* with *her / She's / doctor*.
- 3 Ask the children what other words could go in place of doctor, using the job flashcards as prompts.

! Remember to listen carefully and copy the recording on stress and intonation for each question/sentence. Correct the children if they get it wrong.

ACTIVITY 1 10 minutes 13

- 1 Ask a child to read the speech bubbles aloud.
- 2 Elicit the jobs pictured.
- 3 Say **Listen and write**. Play recording, pausing after each question/answer pair so the children can write the number.
- 4 The children check their work in pairs.
- 5 Elicit answers. Say *One. What's his job?* Elicit *He's a farmer.* The children correct their work.

Audio

- | | |
|---------------------------------------|--|
| 1 What's his job?
He's a farmer. | 5 What's his job?
He's a policeman. |
| 2 What's his job?
He's a dentist. | 6 What's his job?
He's a driver. |
| 3 What's her job?
She's a teacher. | 7 What's her job?
She's a nurse. |
| 4 What's his job?
He's a doctor. | |

Answers: doctor 4, nurse 7, teacher 3, farmer 1, policeman 5, dentist 2, driver 6

ACTIVITY 2 5 minutes 14

- 1 Say **Listen and say**. Play recording, pausing after the question so that the children can answer, using the information in Activity 1.

Audio

- | | |
|-----------------------|-----------------------|
| 1 What's his job? ... | 5 What's his job? ... |
| 2 What's his job? ... | 6 What's his job? ... |
| 3 What's her job? ... | 7 What's her job? ... |
| 4 What's his job? ... | |

Answers: See Audio for Activity 1

ACTIVITY 3 5 minutes

- 1 Ask a child to read the speech bubbles aloud.
- 2 Split the class in half. Drill one half to ask the question and the other half to answer. Point to the flashcards to elicit a different job each time.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about the people in Activity 1.

REVIEW 5 minutes

- 1 Display flashcards. Play *I spy* (p. 7).
 - Say *I spy a job beginning with n*. Elicit *Nurse*. Repeat with the other jobs, asking children to give the prompts.
- 2 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 12

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 10 minutes

- 1 Ask different children to read out the text.
- 2 Point to the example – farmer and tractor. Ask the children to explain the link between these in Arabic.
- 3 Say **Match**.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Answers: 1e 2a 3g 4b 5d 6f 7c

ACTIVITY 2 10 minutes

- 1 Get the children to read the words in the wordbox. Point to the doctor flashcard and elicit *He's a doctor*. Repeat with other flashcards.
- 2 Say **Write**. Monitor and help children who need support.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work.

Answers: 1 He's a teacher. 2 She's a doctor. 3 She's a nurse. 4 He's a dentist. 5 He's a driver. 6 He's a policeman.

REVIEW 5 minutes

- 1 Display the job flashcards. Point to each in turn, giving the wrong word. Elicit the correct words.
- 2 Point to the flashcards in turn again. Sometimes give the correct job but the wrong pronoun, e.g. point to the female nurse and say *He's a nurse*. Elicit the whole sentences, with the job or pronoun corrected.
- 3 Say *Goodbye/Bye* to the children. The children should respond *Goodbye/Bye*.

! A good way to learn the spelling of English words is the **Look, Say, Cover, Write, Check** technique. Explain in Arabic how to use it, modelling the activity. You could then set spelling homework in each unit.

Instructions to the children

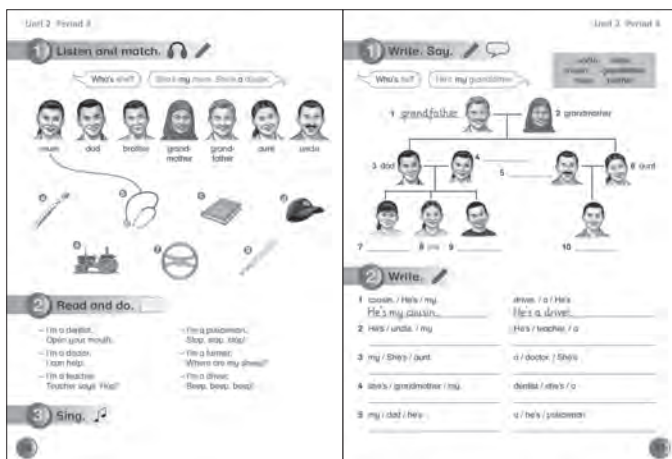
Look	Look at the new word.
Say	Say the new word aloud.
Cover	Cover the new word with paper so you can't see it.
Write	Try to write the word from memory.
Check	Check what you have written against the word in the book.

Repeat this several times until you are confident.

Aims to practise saying what jobs family members do

Key language *uncle, aunt, grandmother, grandfather, mum, dad, sister, brother, cousin; doctor, nurse, policeman, teacher, dentist, farmer, driver; Who's he/she? He's/She's my cousin. He's/She's a (doctor).*

Materials Pupil's Book, CD 1, Unit 2A & 2B Posters, Flashcards (Unit 2), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 15

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 2B poster. Elicit as much in English as possible: hair colour, clothes with colours, etc.
- 3 Say **Listen**. Play recording, pointing to the people on the poster. Repeat.
- 4 Point to the people on the poster in order and say the word for the children to repeat.
- 5 Point to the people on the poster in random order and say *Who's he/she?* Elicit *He's/She's my cousin*, etc.

Audio

*This is my family.
My grandfather.
My grandmother.
My mum.
My dad.*

*My brother.
My sister.
My uncle.
My aunt.
My cousin.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *He's / She's / my / mum / dad / aunt / uncle / brother / sister / grandmother / grandfather / cousin* / . You will need to be able to stick these on the poster.

- 1 Display the family member wordcards. Read them aloud together.
- 2 Ask different children to choose a wordcard and stick it on the poster by the appropriate person.
- 3 Take the wordcards off the poster and display them in random order. Ask the children to make as many sentences as they can with them (9 are possible).

ACTIVITY 1 5 minutes 16

- 1 Ask a child to read out the family words.
- 2 Elicit the words for the jobs pictured.
- 3 Say **Listen and match**. Play recording, pausing so that the children can match the people with their jobs.
- 4 The children check their work in pairs.
- 5 Play recording again and elicit answers. The children correct their work.

Audio

- *This is my family.*
- *Who's she?*
- *She's my mum. She's a doctor.*
- *Who's he?*
- *He's my dad. He's a dentist.*
- *And he's my brother. He's a policeman.*
- *Who's she?*
- *She's my grandmother. She's a teacher.*
- *Who's he?*
- *He's my grandfather. He's a farmer.*
- *And she's my aunt. She's a nurse.*
- *And he's my uncle. He's a driver.*
- *What a big family!*

Answers: mum b dad a brother d grandmother c grandfather e aunt g uncle f

ACTIVITY 2 10 minutes

- 1 Display Unit 2A Poster. Elicit the jobs. Encourage the children to make up an action for each job.
- 2 Ask a different child to read aloud each pair of sentences.
- 3 Say **Read and do**. Get the children to read the text and do the action.

- 4 Make statements from the audio in random order and get the children to guess what job you do. e.g. Say *I can help./I say 'Stop, stop stop!'* and elicit *A doctor./A policeman*. Repeat with other jobs.
- 5 Divide the class in two groups. One group reads aloud and the other does the action. They then swap roles.

ACTIVITY 3 5 minutes 17

- 1 Say **Sing**. Play recording. The children sing and do the actions. Repeat several times.

Audio

- | | |
|---|---|
| – I'm a dentist.
Open your mouth. | – I'm a policeman.
Stop, stop, stop! |
| – I'm a doctor.
I can help. | – I'm a farmer.
Where are my sheep? |
| – I'm a teacher.
Teacher says 'Hop!' | – I'm a driver.
Beep, beep, beep! |

REVIEW 5 minutes

- 1 Play Charades. Shuffle the wordcards and put them face down at the front of the class. Ask a confident child to start. He/She takes the top card, without showing it to the rest of the class and does the action for the job to elicit the word.

 If your class is less confident, use the picture flashcards.

- 2 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 15

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Ask children to read the words in the wordbox and on the page.
- 2 Elicit the people pictured in Activity 1. Say **Write**. Monitor and help as necessary.
- 3 Say **Say**. The children work in pairs, checking their answers and saying the family words.

Answers: 1 grandfather 4 mum 5 uncle 7 sister
9 brother 10 cousin

ACTIVITY 2 10 minutes

- 1 Use the Unit 2 flashcards to elicit the jobs.
- 2 Ask a child to read out the words in 1. Elicit how many sentences there are here by focusing on features like full stops and capital letters.
- 3 Elicit the first word in the correct version of the sentence – *He's*. Write it on the board. Repeat until the two sentences are complete. Don't correct as you go: wait until you have finished, then ask the class to confirm if the sentences are correct and correct any errors.
- 4 Say **Write**. Monitor and help as necessary. Note that capitals and full stops are not supplied in 4 and 5.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Answers: 1 *He's my cousin. He's a driver.* 2 *He's my uncle. He's a teacher.* 3 *She's my aunt. She's a doctor.* 4 *She's my grandmother. She's a dentist.* 5 *He's my dad. He's a policeman.*

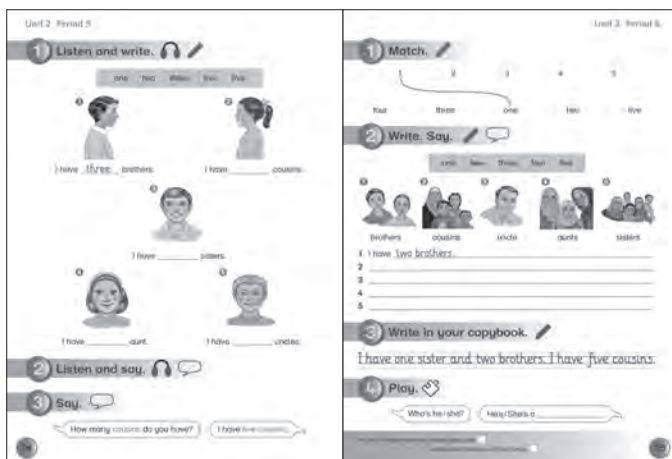
REVIEW 5 minutes 17

- 1 Play the *I'm a dentist* song. The children sing along and do the actions. Repeat.
- 2 Everyone says *Goodbye*.

Aims to say how many family members you have

Key language *uncle, aunt, cousin, brother, sister; one, two, three, four, five* (as words)

Materials Pupil's Book, CD 1, Unit 2B Poster, Flashcards (Unit 2, Numbers 1–5), Wordcards (see Language Building for details)
Plus (for Period 6): cards for the game (see Activity 4)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 18

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 2B poster. Elicit as much in English as possible: hair colour, clothes with colours, family members.
- 3 Say **Listen**. Play recording, pointing to the people on the poster. Repeat, this time encouraging the children to hold up the correct number of fingers.
- 4 Point to the aunt on the poster and hold up the flashcard for 4 to elicit *Four aunts*. Repeat with other family members and different numbers.

Audio

one brother, two sisters, three cousins, four aunts, five uncles

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / have / one / two / three / four / five / sisters / brothers /*.

- 1 Display *I / have / two / brothers /* in random order. Say *How many brothers do you have?* Pretend to think, then say *I have two brothers*. Ask different children to create this sentence using the wordcards. The rest of the class confirms and reads the sentence aloud.

! Draw attention to the *-s* ending on *brothers*. Remind the children that this is how most words in English change when they are plural.

- 2 Display the other number words. Ask a child *How many brothers do you have?* and hold up three fingers. Elicit *I have three brothers*. Ask a child to find the correct word for the number and put it in the sentence in the correct place (replacing *two*).
- 3 Point to the *sisters* card (not used till now). Ask a child to put it in the sentence in the correct place (replacing *brothers*). Repeat 2 with different children and *four/five sisters*.

ACTIVITY 1 10 minutes 19

- 1 Ask a child to read the words in the wordbox aloud.
- 2 Say **Listen**. Play recording, so the children can follow the sentences in their books and listen out for the missing words.
- 3 Say **Listen and write**. Play recording, pausing so the children can write in the words.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Audio

- | | |
|---------------------------------|------------------------------|
| 1 <i>I have three brothers.</i> | 4 <i>I have one aunt.</i> |
| 2 <i>I have five cousins.</i> | 5 <i>I have four uncles.</i> |
| 3 <i>I have two sisters.</i> | |

Answers: 1 three 2 five 3 two 4 one 5 four

ACTIVITY 2 5 minutes 20

- 1 Tell the children to use their answers to Activity 1 to respond. Say **Listen and say**. Play recording, pausing so the children can answer.

Audio

- 1 How many brothers do you have?
- 2 How many cousins do you have?
- 3 How many sisters do you have?
- 4 How many aunts do you have?
- 5 How many uncles do you have?

Answers: see Audio for Activity 1

ACTIVITY 3 10 minutes

- 1 Ask two children to read the speech bubbles aloud.
- 2 Divide the class into two groups. Drill one group to ask the question and the other to answer (for themselves). For the answers, display the wordcards as prompts (e.g. five + sister, etc.).

! Remind the children that when they make the question the family word has an 's' on the end, e.g. *sisters*, *brothers*, *aunts*, etc.

- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about their families.
- 4 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes** **18**

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Show 10 fingers. Ask *How many fingers do I have?* Elicit 10. Use your fingers as prompts and get the children to count from one to ten.
- 2 Say **Match**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers by writing the numbers and words on the board and asking children to match them. The children correct their work.

! Practise the difference between the starting sounds of *two* and *three*, as children may confuse them. Point out that *one* is a tricky word – the starting letter does not correspond to the sound. Say that this is just a word which doesn't fit the pattern and so needs to be memorised.

Answers: 1 one 2 two 3 three 4 four 5 five

ACTIVITY 2 5 minutes

- 1 Ask children to read aloud the words in the box.
- 2 Elicit a sentence for each of the pictures using the example answer (*I have two brothers.*) as a model.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Say **Say**. The children work in pairs, taking it in turn to read out their answers.
- 5 Elicit answers. The children correct their work.

Answers: 1 I have two brothers. 2 I have four cousins. 3 I have one uncle. 4 I have three aunts. 5 I have five sisters.

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Remind children to use the lines as a guide. Monitor and help as necessary.

ACTIVITY 4 10 minutes**Before the lesson:**

Prepare a set of seven cards for each group of 4–5 children, each with a job and a family member on it

- 1 Say *Let's play What's my job?*
 - Put the class into groups of 4–5. Hand out to each group a set of seven cards. The children put the cards face down and take it in turn to choose one, without showing it to the other children.
 - The children act out the job for the other children to guess. The rest of the children have to guess if it is a male or female and what they do.
- 2 Read aloud the targets at the bottom of the page. Ask the children if they can do these things and to give you some examples. They can then tick the boxes to show what they have achieved.
- 3 Everyone says *Goodbye*.

At the market

Aim to ask for food

Key language *carrots, tomatoes, potatoes, onions, oranges, bananas, apples, figs, grapes; I'd like (carrots) and (tomatoes), please. Here you are. Thank you.*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3 except chips and biscuits), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 21

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 3 poster. Elicit in English the foods the children already know. Elicit the other foods in Arabic.
- 3 Say **Listen**. Play recording, pointing to the foods. Repeat.
- 4 Display Unit 3 flashcards (except chips and biscuits). Elicit the words. Say *I'd like onions, please.* and point to the onion flashcard. Say *I'd like onions, please.* for the class to repeat. Repeat for the other foods.
- 5 Ask a child to choose a card and say *I'd like ...* Take the card down and give it to him/her and say *Here you are*. Elicit *Thank you*. Repeat with the other foods, using different children.

Audio

carrots, tomatoes, potatoes, banana, onions, oranges

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I'd / like / tomatoes / and / onions / carrots / potatoes / , / please / .*

- 1 Display the wordcards in random order.
- 2 Show the flashcard for tomatoes and ask a child to find the corresponding wordcard. Repeat with onions, carrots and potatoes. Put these words together.

- 3 Say *I'd like onions and carrots, please.* Ask a child to make the sentence. The rest of the class confirms and reads the sentence aloud.
- 4 Repeat with *I'd like tomatoes and potatoes, please.*

Remember to listen carefully and copy the recording on stress and intonation for each sentence. Correct the children if they get it wrong.

ACTIVITY 1 10 minutes 22

- 1 Ask a child to read the words aloud.
- 2 Say **Listen and write**. Play recording twice, pausing so the children can write the number in the tickbox by the correct food item.
- 3 The children check their work together.
- 4 Play recording again and elicit answers. The children correct their work.

Audio

- 1 – *I'd like carrots and onions, please.*
And *I'd like apples and bananas, please.*
– *Here you are.*
– *Thank you.*
- 2 – *I'd like oranges and tomatoes, please.*
And *I'd like a melon, please.*
– *Here you are.*
– *Thank you.*
- 3 – *I'd like potatoes, please.*
And *I'd like figs and grapes, please.*
– *Here you are.*
– *Thank you.*

Answers: 1 carrots, onions, apples, bananas 2 oranges, tomatoes, melon 3 potatoes, figs, grapes

ACTIVITY 2 5 minutes 23

- 1 Say **Listen and say**.
- 2 Play recording, pausing at the end of each line so the children can listen and repeat.

Audio

*I'd like onions, please.
I'd like tomatoes, please.
I'd like carrots, please.*

*I'd like potatoes, please.
Here you are.
Thank you.*

ACTIVITY 3 10 minutes

- 1 Ask two children to read out the speech bubbles.
- 2 Put the class into two groups. Using flashcards to prompt, drill the groups to ask and answer, then swap roles.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask for items and to respond.
- 4 Ask several pairs to do their dialogues at the front of the class. Encourage the other children to praise them.
- 5 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 21

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Ask children to read out the sentences.
- 2 Say *This is a tomato. Which picture?* Elicit *e*. Say **Read and match**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work.

 Remind the children that you use *an* before words starting with a vowel sound.

Answers: 1 *e* 2 *c* 3 *b* 4 *d* 5 *a* 6 *f*

ACTIVITY 2 10 minutes

- 1 Write the numbers 1 to 20 on the board. Elicit each number as you write it.
- 2 Get the children to read the numbers aloud from 20 to 1.
- 3 Rub out the odd numbers (1, 3, 5, etc.).
- 4 Elicit the numbers 1 to 20, including those represented by the blank spaces. Rub out the numbers.
- 5 Elicit the items pictured. Ask *How many?* for each of them, getting the class to count aloud.
- 6 Say **Count and write**. Remind the children that if you have more than one you need *-s* at the end of the item.
- 7 The children check their work in pairs.
- 8 Elicit answers. The children correct their work.

Answers: 1 11 oranges 2 17 carrots 3 13 onions
4 14 bananas

ACTIVITY 3 5 minutes

- 1 Say **Listen and write**. Read out the following numbers, pausing after each one to allow the children to write it: 20, 15, 12, 19, 16, 18.
- 2 The children check their work in pairs.
- 3 Elicit answers. Say each number again and ask a child to write it on the board. The rest of the class confirm whether it is correct.
- 4 The children correct their work.

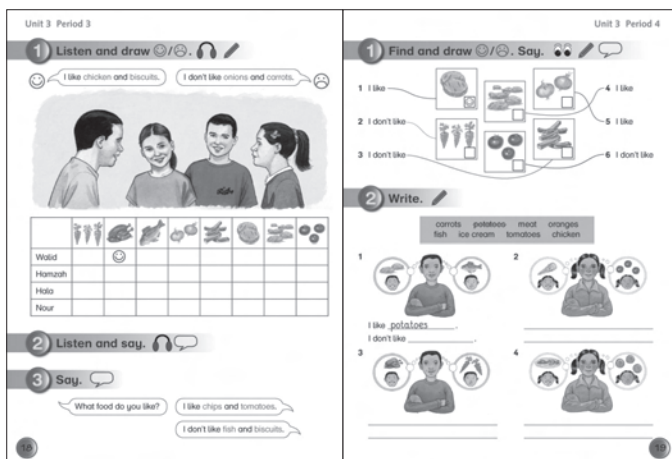
REVIEW 5 minutes

- 1 The children work in pairs. They count from 1 to 20, taking it in turn to say their numbers. They repeat, this time counting backward from 20 to 1, with the same person starting.
- 2 Encourage the children to use their fingers or to write down the numbers to help them remember.
- 3 Everyone says *Goodbye*.

Aims to express food likes and dislikes

Key language *chips, biscuits, carrots, tomatoes, potatoes, onions; I like chips./I don't like biscuits.*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 24

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 3 poster. Elicit the food in English.
- 3 Say **Listen**. Play recording, pointing to the food.
- 4 Display Unit 3 flashcards.
 - Point to the biscuits and say *I like biscuits*. Draw a smiley face on the board and make a thumbs up sign to show like. Encourage the children to copy you and to repeat.
 - Repeat with *I don't like chips*. (sad face + a thumbs down sign).
- 5 Say **Listen and do**. Play recording again. This time the children make the appropriate signs for *like* and *dislike*.

Audio

*I don't like potatoes.
I like chips.
I like tomatoes.*

*I don't like onions.
I don't like carrots.
I like biscuits.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / like / don't / chips / biscuits /*.

- 1 Display the wordcards in random order.
- 2 Say *I like biscuits*. Ask a child to make the sentence. The rest of the class confirms and reads the sentence aloud.
- 3 Say *I don't like biscuits*. Ask a different child to change the sentence (adding *don't*).
- 4 Repeat 2 and 3 with *chips*, asking different children.

ACTIVITY 1 5 minutes 25

- 1 Elicit the foods pictured.
- 2 Draw a smiley face on the board. Ask *What's this?* Elicit *I like* ... Repeat with sad face: *I don't like* ...
- 3 Say **Listen and draw**. Play recording, pausing so the children can draw faces in the table.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.
- 6 Ask a child *What food do you like?* Elicit responses. Help by supplying the English for words they don't know.
- 7 Ask another child *What about you?* In Arabic explain *What about you?* is a short way of asking a question again.

Audio

- *Walid, what food do you like?*
- *I like chicken and biscuits. I don't like onions and carrots.*
- *Hamzah, what about you?*
- *I like chips, carrots and tomatoes. I don't like fish.*
- *Hala, what food do you like?*
- *I like fish and chips. I don't like onions.*
- *What about you, Nour?*
- *I like tomatoes and biscuits. I don't like chicken and potatoes.*

Answers: Walid 😊 chicken biscuits ☹️ onions carrots
Hamzah 😊 chips carrots tomatoes ☹️ fish
Hala 😊 fish chips ☹️ onions
Nour 😊 tomatoes biscuits ☹️ chicken potatoes

ACTIVITY 2 10 minutes 26

- 1 Say **Listen**. Play recording, pausing for the children to find the answers in Activity 1.

- 2 Say **Listen and say**. Play recording, pausing for the children to respond.

Audio

- 1 Who likes chicken?
- 2 Who doesn't like carrots?
- 3 Who likes chips?
- 4 Who doesn't like fish?
- 5 Who likes fish?
- 6 Who doesn't like onions?
- 7 Who doesn't like potatoes?
- 8 What doesn't Walid like?
- 9 What does Hamzah like?
- 10 What doesn't Hala like?
- 11 What does Nour like?

Answers: 1 Walid 2 Walid 3 Hamzah & Hala 4 Hamzah
5 Hala 6 Hala & Walid 7 Nour 8 onions and carrots
9 chips, carrots and tomatoes 10 onions
11 tomatoes and biscuits

ACTIVITY 3 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Divide the class in two groups. One group asks the question; the other answers. Use flashcards to prompt answers. They then swap roles.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about food.

REVIEW 5 minutes

- 1 Display the Unit 3 flashcards.
- 2 Point to a card and say the wrong word. The children correct you.
- 3 Point to each card and elicit the word.
- 4 Take a card away and repeat 3, pointing to the gap to elicit the missing item. Repeat until there are no cards left on the board and the children are saying the whole sequence without visual prompts.
- 5 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 24

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 10 minutes

- 1 Elicit the items pictured. Draw a smiley face and a sad face on the board to elicit *I like* and *I don't like*.
- 2 Say **Find and draw**. Model the activity by following the line from 1 *I like* to the picture of the biscuits. Elicit *I like biscuits*. Point to the faces on the board and elicit that the smiley face means *I like*. Model drawing a smiley face by the biscuits.
- 3 Say **Find and draw**. Monitor and give support as necessary.
- 4 Say **One. Say**. Elicit *I like biscuits*. The children work in pairs, taking it in turn to say *I like/I don't like* for each item, using the faces as prompts.
- 5 Elicit answers, using the approach in 4.

Answers: 😊 1, 4, 5 ☹️ 2, 3, 6

1 I like biscuits. 2 I don't like carrots. 3 I don't like chips. 4 I like potatoes. 5 I like onions. 6 I don't like tomatoes.

ACTIVITY 2 10 minutes

- 1 Elicit the items pictured.
- 2 Ask two children to read out the words in the wordbox aloud.
- 3 Elicit a description of the first picture: *I like potatoes. I don't like fish*. Repeat for the other pictures.
- 4 Say **Write**. Monitor and help as necessary.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Answers: 1 I like potatoes. I don't like fish. 2 I like ice cream. I don't like tomatoes. 3 I like chicken. I don't like carrots. 4 I like meat. I don't like oranges.

REVIEW 5 minutes

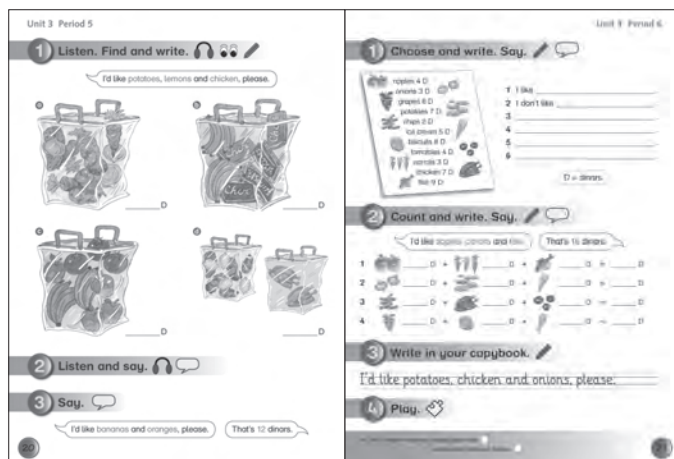
- 1 Play *I spy* (see p. 7) using the items on the page and/or the Unit 3 poster.
- 2 Everyone says *Goodbye*.

- ! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to ask for food at the market; to talk about how much things cost

Key language *chips, biscuits, carrots, tomatoes, potatoes, onions; I'd like (carrots) and (tomatoes), please. That's five dinars.*

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3, Numbers 1–20), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 27

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 3 Poster. Elicit the fruit and vegetables in English. Elicit phrases with colours, e.g. *red tomatoes, green olives*, etc.
- 3 Say **Listen**. Play recording, pointing to the items mentioned and the prices.
- 4 Write *1D* on the board and say *One dinar*. Write *7D* on the board and say *Seven dinars*, stressing the *s* ending.
- 5 Look at the poster and say *I'd like dates, please*. Elicit *That's five dinars*. Repeat with the other priced items, asking children to say what they'd like and different children to give the price.

Audio

- | | |
|------------------------------|------------------------------|
| – I'd like tomatoes, please. | – I'd like potatoes, please. |
| – That's four dinars. | – That's eight dinars. |
| – I'd like biscuits, please. | |
| – That's three dinars. | |

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *That's / dinars / please /*.
Also use the wordcards from Unit 3 Period 1

- 1 Display the wordcards from Period 1 in random order. Ask a child to choose two items and another child to make a sentence using *I'd like ... and ..., please*.

- 2 Display the new set of wordcards on the board in random order and the number flashcards 1–10, text side up. Say *That's seven dinars*. Ask a child to make that sentence. The rest of the class confirms and reads the sentence aloud.
- 3 Repeat 1 and 2 with different items and prices. Ask a different child to give the prompts each time. Ask the rest of the class to say whether it is correct.

ACTIVITY 1 10 minutes 28

- 1 Elicit the items pictured.
- 2 Say **Listen**. Play recording, pausing so the children can find the items.
- 3 Say **Listen. Find and write**. Play recording, pausing so the children can find each item and write the price.
- 4 The children check answers in pairs.
- 5 Elicit answers. The children correct their work.

Audio

- I'd like potatoes, lemons and chicken, please.
- That's twenty dinars.
- I'd like potatoes, carrots and onions, please.
- That's fifteen dinars.
- I'd like bananas, biscuits and chocolate, please.
- That's eighteen dinars.
- I'd like bananas, tomatoes and apples, please.
- That's seventeen dinars.

Answers: a 15 b 18 c 17 d 20

ACTIVITY 2 5 minutes 29

- 1 Point to picture a in Activity 1 and say *That's ...?* Elicit *That's fifteen dinars*. Repeat with the other pictures.

- 2 Say **Listen and say**. Play recording, pausing so the children can say the price each time using *That's ... dinars*.

Audio

*I'd like potatoes, carrots and onions, please.
I'd like bananas, biscuits and chocolate, please.
I'd like bananas, tomatoes and apples, please.
I'd like potatoes, lemons and chicken, please.*

Answers: a *That's fifteen dinars.* b *That's eighteen dinars.*
c *That's seventeen dinars.* d *That's twenty dinars.*

ACTIVITY 3 5 minutes

- 1 Say **Say**. The children work in pairs, taking it in turn to be the customer/shopkeeper, using Activity 1 pictures and prices as prompts.

REVIEW 5 minutes

- Display number flashcards 1–20 in random order. Ask the children to put the cards in order 1–20.
- Give out the cards 1–20 to 20 children. The class says the numbers in order from 20 to 1, with each child putting the card on the board when it is called. If time, repeat with different children.
- Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 27

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 10 minutes

- Elicit the items pictured.
- Draw a smiley face on the board and write *I like*. Ask *What food do you like?* Elicit the children's own ideas.
- Repeat 2 with sad face/*I don't like*, asking *What food don't you like?*
- Say **Choose and write**. The children write about the food they like/don't like.
- Say **Say**. The children work in pairs, taking it in turn to say what food they like/don't like.

 If the children want to write about food not yet introduced, write the words on the board for them to copy.

ACTIVITY 2 5 minutes

- Elicit the items pictured.
- Ask a child to read out the first item in Activity 1 – *Apples*. *That's four dinars*. Repeat with the other items.
- Say **Apples**. *How much?* Elicit *Four dinars*. Model writing 4 by the apples. Repeat for the other items in the first sum. Then say **Count**. *That's ...?* Elicit *That's sixteen dinars*. Model writing the answer in the book.
- Say **Count and write**. Monitor and help as necessary.
- The children check their work in pairs.
- Say **Say**. The children work in pairs, taking it in turn to say what they'd like and to respond with the price.
- Elicit answers. The children correct their work.

Answers: 1 $4 + 3 + 9 = 16$
2 $3 + 7 + 5 = 15$
3 $2 + 7 + 4 = 13$
4 $6 + 8 + 5 = 19$

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

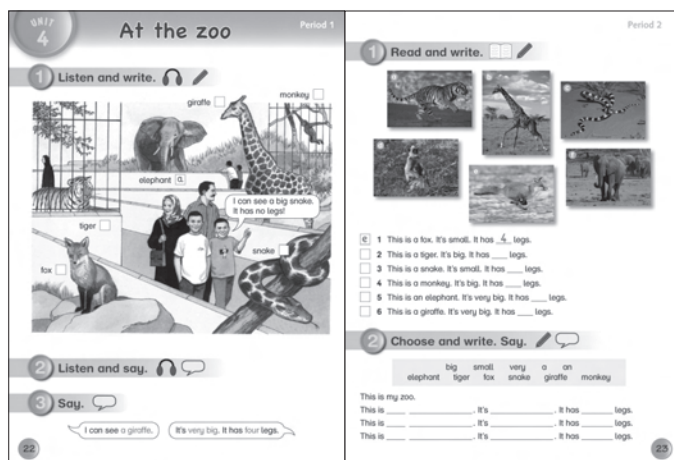
ACTIVITY 4 5 minutes

- Say *Let's play shops*.
 - Put the children in groups of three to play at shops.
 - Get the children to take it in turn to be the shopkeeper. They can use the list of food in Activity 1 or they can make up their own food and price list.
- The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- Everyone says *Goodbye*.

Aims to describe animals (number of legs and size)

Key language *tiger, fox, giraffe, elephant, snake, monkey; It has (no) legs.*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4 – animals), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 30

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 Poster. Ask *What can you see?* Elicit as much as possible in English (animals, colours). Elicit the other animals in Arabic.
- 3 Say **Listen**. Play recording, pausing after each animal. Ask a different child to come and point to the animal on the poster.
- 4 Display Unit 4 flashcards (animals). Point to each one and say the word. Encourage the children to repeat the word and make the appropriate animal noise.

Audio

[elephant noise] an elephant

[tiger noise] a tiger

[snake noise] a snake

[fox noise] a fox

[monkey noise] a monkey

[giraffe noise] a giraffe

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / can / see / a / an / elephant / fox / giraffe / tiger / snake / monkey / .*

- 1 Display the wordcards in random order.
- 2 Say *I can see a fox*. Ask two children to make the sentence. The rest of the class confirms and reads the sentence aloud.
- 3 Repeat 2 with *I can see an elephant*.

! Remind the children when *an* is used instead of *a* (before a word starting with a vowel sound).

- 4 Mix up the wordcards again. Challenge the class to see how many different sentences they can make (6 possible).

ACTIVITY 1 10 minutes 31

- 1 Ask children to read the text aloud.
- 2 Say *What can Walid see?* Elicit the animals.
- 3 Say **Listen and write**. Play audio, pausing so the children can write the correct letter by each animal.
- 4 The children check answers in pairs.
- 5 Elicit answers. The children correct their work.

Audio

- a I can see an elephant. It's very big. It has four legs.
- b I can see a giraffe. It's very big too. It has four legs.
- c I can see a tiger. It's big. It has four legs too.
- d I can see a big snake. It has no legs!
- e Oh, I can see a monkey. It's small. It has two legs.
- f I can see a small fox. It has four legs.

Answers: a elephant b giraffe c tiger d snake
e monkey f fox

ACTIVITY 2 5 minutes 32

- 1 Show the tiger flashcard and ask *How many legs does a tiger have?* Elicit *Four*. Say *Yes – a tiger has four legs*. Encourage the children to repeat this. Repeat with the other animals, except snake.
- 2 Show the snake flashcard. Ask *How many legs does a snake have?* Elicit answers in Arabic, then confirm in English: *A snake has no legs*. Encourage the children to repeat.
- 3 Say **Listen and say**. Play recording, pausing so the children can complete the sentences, e.g. *An elephant has four legs*.
- 4 The children then hear a description of an animal and say what the animal is.

Audio

*An elephant has ...
A giraffe has ...
A tiger has ...
A snake has ...
A monkey has ...
A fox has ...*

*It has two legs. What is it?
It has four legs. What is it?
It has no legs. What is it?*

Answers: *An elephant has four legs. A giraffe has four legs.
A tiger has four legs. A snake has no legs. A monkey has two legs.
A fox has four legs.
monkey
tiger/giraffe/fox/elephant
snake*

ACTIVITY 3 10 minutes

- 1 Display the wordcards for the animals. Elicit the word each time.
- 2 Show the wordcards again, one at a time. Say *How big is it?* Get the children to use their hands to show the size of the animal and say *big* or *small*. Write *It's big/small*. Point to each word and get the children to read with you.
- 3 Say *How many legs?* Elicit and write *It has ... legs*. Point to each word and get the children to read with you.
- 4 Say **Say**. The children work in pairs, taking it in turn to describe the animals.
- 5 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 30

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the animals pictured.
- 2 Ask a child to read the first sentence aloud. Say *Which picture is the fox?* Elicit *e*. Ask *How many legs does a fox have?* Elicit *It has 4 legs*. Repeat for the rest of the sentences.
- 3 Say **Read and write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Answers: 1 e 4 legs 2 a 4 legs 3 c 0 legs 4 d 2 legs
5 f 4 legs 6 b 4 legs

ACTIVITY 2 10 minutes

- 1 Ask children to read the words in the wordbox aloud, then the gap-fill sentences.
- 2 Model the activity. Say **Choose**. Pretend to think, then say *This is my zoo. This is a tiger. It's big or small?* Elicit *Small*. Say *It has ...?* Elicit *Four legs*.
- 3 Say **Choose and write**. Monitor and help as necessary.

 The children could write their descriptions on a separate paper and add drawings of their zoo so they can be displayed.

- 4 Say **Say**. The children work in pairs, taking it in turn to talk about their zoo.

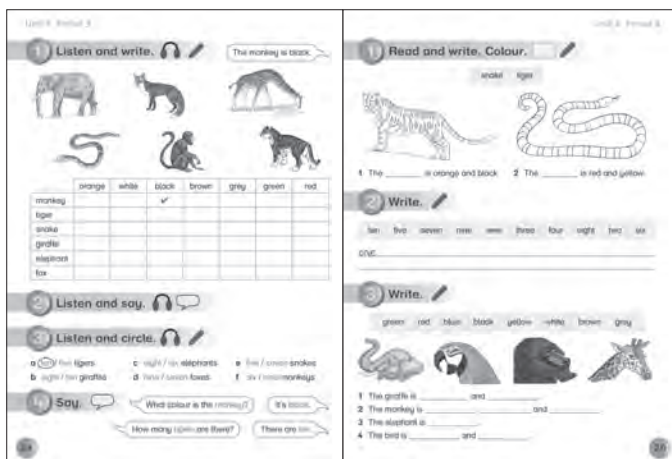
REVIEW 10 minutes

- 1 Display the animal wordcards and flashcards. Elicit the words. Ask the children to match them.
- 2 Say *It's very big*. Ask the children to find the words and pictures for animals which fit this description. Repeat with other sizes.
- 3 Show the flashcards in random order to elicit statements about the size of the animals.
- 4 Repeat 2 and 3 with *It has ... legs*.
- 5 Everyone says *Goodbye*.

Aim to describe animals (colours)

Key language grey, brown, orange, red, blue, yellow, green, black, white; six–ten (in words)

Materials Pupil's Book, CD1, Unit 4 Poster, Flashcards (Unit 4 – colours, Numbers 6–10), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 33

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 poster.
 - Ask *What can you see?* Elicit the animals in English.
 - Ask *What colour is the monkey?* Elicit *Black*. Repeat with *snake, lion, zebra, bird*.
- 3 Display Unit 4 flashcards (colours). Say **Listen**. Play recording, pointing to the flashcards.
- 4 Ask *Which animal is grey?* Elicit *The elephant*. Repeat with the other animals.
- 5 Elicit the colours on the flashcards.

Audio

grey, brown, orange, red, blue, white, green, black, yellow

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / colour / is / the / ?*
Also use the animal wordcards from Unit 4 Period 1.

- 1 Display the wordcards in random order.
- 2 Ask *What colour is the elephant?* Ask a child to make the sentence. The rest of the class confirms and reads the sentence aloud.
- 3 Then elicit the answer: *grey*.
- 4 Repeat 2 and 3 with the other animals.

ACTIVITY 1 5 minutes 34

- 1 Elicit the animals pictured.
- 2 Ask children to read the words in the grid aloud. Explain that they are going to listen to descriptions of the animals and tick the correct box in the grid for each one.
- 3 Say **Listen and write**. Play recording, pausing after the first sentence to model the activity. Continue playing the recording, pausing after each sentence so that the children can tick the box.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Audio

The monkey is black.
The tiger is orange and black.
The snake is green and red.
The giraffe is brown and white.
The elephant is grey.
The fox is brown and white.

Answers: see Audio

ACTIVITY 2 5 minutes 35

- 1 Tell the children to look at their answers in Activity 1.
- 2 Say **Listen and say**. Play recording, pausing so the children can answer using the information in the pictures or their answers in Activity 1.

Audio

- 1 What colour is the monkey?
- 2 What colour is the tiger?
- 3 What colour is the snake?
- 4 What colour is the giraffe?
- 5 What colour is the elephant?
- 6 What colour is the fox?

Answers: 1 It's black. 2 It's orange and black. 3 It's green and red.
4 It's brown and white. 5 It's grey. 6 It's brown and white.

ACTIVITY 3 10 minutes **36**

- 1 Introduce the words for six–ten using the number flashcards. Show the word side and ask the children to try reading it aloud together. Then turn the card to show them the number side, so that they can confirm whether they are correct.
- 2 Write on the board *1 ten / five tigers*. Say **Listen**. Play recording, pausing after the first sentence. Say *1 Ten or five tigers?* Ask a child to circle the correct word (*ten*).
- 3 Say **Listen and circle**. Continue playing the recording, pausing after each sentence so that the children can circle the correct word.
- 4 Elicit answers. Ask a different child to write the correct number on the board each time. The children correct their work.

Audio

- | | |
|-----------------------------|---------------------------|
| a There are ten tigers. | d There are seven foxes. |
| b There are eight giraffes. | e There are five snakes. |
| c There are six elephants. | f There are nine monkeys. |

Answers: See Audio

ACTIVITY 4 5 minutes

- 1 Ask a child to read the first pair of speech bubbles aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about the colour of the animal (using the information in Activity 1).
- 3 Ask a child to read the second pair of speech bubbles aloud.
- 4 Get the children to practise numbers by choosing an animal in Activity 2 and asking *How many snakes are there?* Elicit *There are seven snakes*.
- 5 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes** **33**

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask a child to read aloud and complete each sentence.
- 2 Say **Read and write. Colour**. Monitor and help as necessary.
- 3 Get the children to show their pictures to their partners and describe them.
- 4 Elicit answers. The children correct their work.

Answers: 1 tiger 2 snake

ACTIVITY 2 10 minutes

- 1 Show ten fingers. Say *How many fingers?*
- 2 Get the children to count from 1 to 10 using their own fingers.
- 3 Say **Write**. Get the children to write the sequence of numbers from one to ten.
- 4 The children check their work in pairs by reading their numbers.
- 5 Elicit answers. Use wordcards. The children correct their work.

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

ACTIVITY 3 10 minutes

- 1 Write the colours in the wordbox on the board. Show the colour flashcards one by one, eliciting the word. Each time ask a child to come and circle the word on the board.
- 2 Read the sentences aloud together, pausing for a different child to fill the gap each time.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers by asking *What colour is the giraffe?* (*The giraffe is brown and white.*), etc.
- 6 Everyone says *Goodbye*.

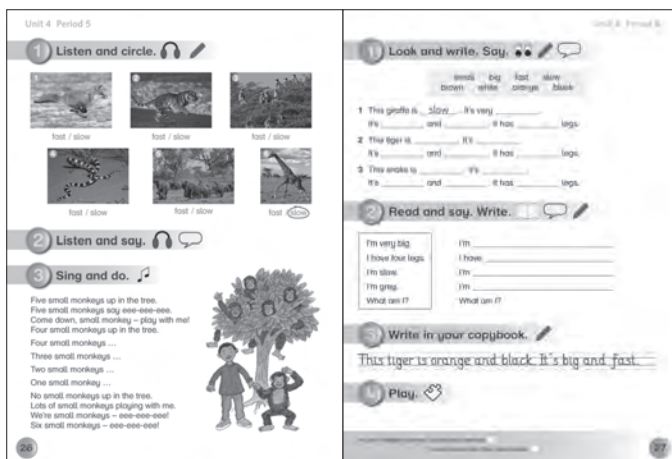
Answers: 1 brown, white 2 red, blue, black 3 grey
4 green, yellow

 Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to describe animals (speed)

Key language *tiger, fox, giraffe, elephant, snake, monkey; slow, fast*

Materials Pupil's Book, CD 1, Unit 4 Poster, Flashcards (Unit 4 – animals, colours), Wordcards (see Language Building for details) *Plus (for Period 6): animal wordcards from Period 1 (for Activity 4)*



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 37

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 4 poster.
 - Ask *What can you see?* to elicit the animals.
 - Ask *What colour is the ...?* Elicit answers.
 - Ask *How many legs does a/an ... have?* Elicit answers.
- 3 Display the Unit 4 flashcards (animals). Say **Listen**. Play recording, pausing after each sentence to point to the card and illustrate the meaning of *slow/very slow/fast/very fast* using *slow* (etc.) gestures.
- 4 Play recording again, pausing after each sentence. This time the children repeat the word(s) *slow/very slow*, etc., and do the appropriate gesture.

Audio

*A snake is slow.
An elephant is very slow.*

*A fox is fast.
A monkey is very fast.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *It's / very / slow / fast /*.

It's / grey / brown / orange / black / white / red / green / blue / yellow / and /.

- 1 Display the first set of wordcards in random order.
- 2 Show the elephant flashcard. Say *It's slow*. Ask a child to make the sentence.
- 3 Say *It's very slow*. Ask a different child to change the sentence to this. The rest of the class confirms and reads the sentence aloud.

- 4 Repeat with other animals.
- 5 Repeat 1, 2 and 4 with the second set of wordcards and the colour flashcards.

ACTIVITY 1 5 minutes 38

- 1 Elicit the words below the pictures.
- 2 Say **Listen and circle**. Play recording, pausing after the first description. Ask *Which picture is it?* Elicit 6. Ask *Fast or slow?* Elicit *Slow*. Model circling *slow* in the book.
- 3 Continue playing recording, pausing after each description so the children can circle the correct word.
- 4 The children check their work in pairs.
- 5 Elicit answers using the same approach as in 2. The children correct their work.

Audio

I can see a very big brown and orange giraffe. It's very slow.

I can see a big orange, black and white tiger. It's fast.

I can see a black and white snake. It's slow.

I can see a brown and white fox. It's fast.

I can see lots of grey elephants. The elephants are very slow.

I can see lots of small, brown monkeys. The monkeys are very fast.

Answers: 1 fast 2 fast 3 fast 4 slow 5 slow 6 slow

ACTIVITY 2 10 minutes 39

- 1 Write on the board *I can see a/an ... It's fast/slow*. Elicit sentences for each picture in Activity 1 using these structures.
- 2 Say **Listen and say**. Play recording, pausing after each question for the children to answer, using the information in the photos in Activity 1.

Audio

Look at four. What can you see?

Look at two. What can you see?

Look at one. What can you see?

Look at six. What can you see?

Look at three. What can you see?

Look at five. What can you see?

Answers: 4 I can see a snake. It's slow. 2 I can see a tiger. It's fast.

1 I can see a fox. It's fast. 6 I can see a giraffe. It's slow.

3 I can see monkeys. They're fast. 5 I can see elephants.

They're slow.

ACTIVITY 3 10 minutes **40**

- 1 Read the song aloud together.
- 2 Say **Listen** and do. Play recording. The children listen and use their fingers to show the numbers they hear.
- 3 Tell the children to pretend to be monkeys when they hear eee-eee-eee. Practise being monkeys together.
- 4 Say **Sing** and do. Play recording. The children sing along and do the actions. Repeat several times.
- 5 Everyone says **Goodbye**.

Audio

Five small monkeys up in the tree.

Five small monkeys say eee-eee-eee.

Come down, small monkey – play with me!

Four small monkeys up in the tree.

Four small monkeys, etc.

Three small monkeys, etc.

Two small monkeys, etc.

One small monkey, etc.

No small monkeys up in the tree.

Lots of small monkeys playing with me.

We're small monkeys – eee-eee-eee!

Six small monkeys – eee-eee-eee!

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes** **37**

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Elicit the animals pictured on p. 26.
- 2 Ask children to read the words in the wordbox aloud.
- 3 Read the sentences aloud together. Elicit a word for each gap as you do so.
- 4 Say **Look and write**. Get the children to complete sentences.
- 5 Say **Say**. The children check their work in pairs, saying each completed sentence aloud.
- 6 Elicit answers. The children correct their work.

Answers: 1 This giraffe is **slow**. It's very **big**. It's **brown** and **white**. It has **four** legs. 2 This tiger is **fast**. It's **big**. It's **orange** and **black**. It has **four** legs. 3 This snake is **slow**. It's **small**. It's **black** and **white**. It has **no** legs.

ACTIVITY 2 10 minutes

- 1 Say **Read**. Read the riddle aloud together.
- 2 Ask *Which animal am I?* **Say**. Elicit *I'm an elephant*.
- 3 Say **Write**. The children write an animal riddle. They can look back in the unit to find spelling of animals and other words or ask you to write them on the board. Monitor and help as necessary.
- 4 The children work in pairs, taking it in turn to read their riddle and to guess their partner's riddle.

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

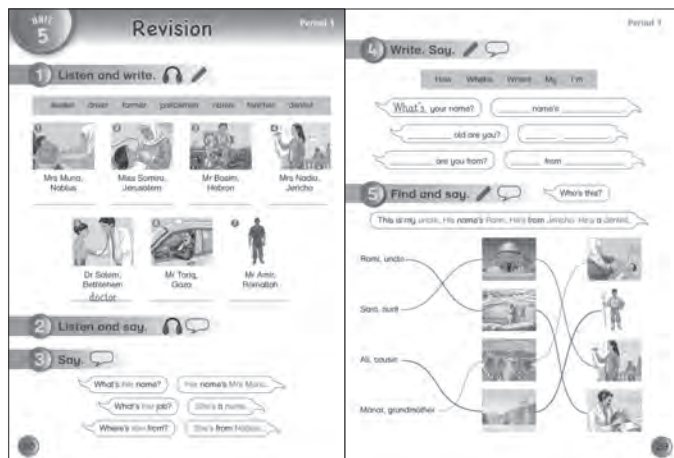
ACTIVITY 4 5 minutes

- 1 Say *Let's play Animal charades*.
 - Put the class into two teams.
 - Team 1 chooses a child to come to the front. He/She chooses an animal wordcard (without showing anyone) and mimes the animal and/or makes the animal noise. His/Her team has 10 seconds to say what the animal is. A correct answer wins a point. If they get it wrong, Team 2 has a go.
 - Repeat 3 with Team 2.
 - The team with the most points is the winner.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says **Goodbye**.

Aims 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, Map Poster, Flashcards (Unit 2)



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display the Map Poster.
 - Ask *What's this?* Elicit *Palestine*.
 - Say *He's from Nablus*. Ask a child to find Nablus on the map. He/She then makes up the next prompt, e.g. *She's from Gaza*. for another child to find. Repeat until you have covered all the places.
- 3 Show Unit 2 flashcards to elicit jobs.

ACTIVITY 1 5 minutes 41

- 1 Ask children to read the words in the wordbox out aloud, then read the picture labels aloud together.
- 2 Remind the children that the titles of *Miss* and *Mrs* are for women (unmarried and married) and *Mr* is for a man. The title of *Dr* can be for a woman or man.
- 3 Say **Listen and write**. Play recording, pausing after the description of the first person. Ask *Which picture?* Elicit 5. Ask *What's his job?* Elicit *Doctor*. Model writing *doctor* in the book as an example.
- 4 Continue playing recording, pausing after each description so that the children can write in the word.
- 5 The children check their work in pairs.
- 6 Elicit answers using the approach in 3. The children correct their work.

Audio

- *Who's he?*
- *He's Dr Salem. He's a doctor. He's from Bethlehem.*
- *Who's he?*
- *He's Mr Amir. He's a policeman. He's from Ramallah.*
- *Who's he?*
- *He's Mr Tariq. He's a driver. He's from Gaza.*
- *Who's he?*
- *He's Mr Basim. He's a farmer. He's from Hebron.*
- *Who's she?*
- *She's Mrs Nadia. She's a teacher. She's from Jericho.*
- *Who's she?*
- *She's Mrs Muna. She's a nurse. She's from Nablus.*
- *Who's she?*
- *She's Miss Samira. She's a dentist. She's from Jerusalem.*

Answers: 1 nurse 2 dentist 3 farmer 4 teacher
5 doctor 6 driver 7 policeman

ACTIVITY 2 5 minutes 42

- 1 Say **Listen and say**. Play recording, pausing after the first question. Say *Look at one. What's her name?* Elicit *Her name's Mrs Muna*.
- 2 Continue playing recording so the children can respond to the questions, using the information in Activity 1.
- 3 Ask different questions about the people pictured in Activity 1, e.g. *One. Where's she from?* (*She's from Nablus.*), etc.

Audio

- | | |
|--------------------|--------------------|
| 1 What's her name? | 5 What's his name? |
| 2 What's her job? | 6 What's his job? |
| 3 Where's he from? | 7 Where's he from? |
| 4 What's her job? | |

Answers: 1 Her name's Mrs Muna. 2 She's a dentist. 3 He's from Hebron. 4 She's a teacher. 5 His name's Dr Salem. 6 He's a driver. 7 He's from Ramallah.

ACTIVITY 3 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer using the information in Activity 1 to prompt.

ACTIVITY 4 5 minutes

- 1 Ask a child to read out the words in the wordbox aloud.
- 2 Elicit completed sentences.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Say **Say**. The children work in pairs, taking it in turn to ask and answer the questions with their own details.

Answers: *What's your name? My name's ... How old are you? I'm ... Where are you from? I'm from ...*

ACTIVITY 5 10 minutes

- 1 Use Unit 2B poster to review family words. Write each one on the board as the children say it.
- 2 Ask a child to read the speech bubble aloud.
- 3 Elicit the places and jobs pictured.
- 4 Say **Red**. Point to the prompts, following the red line between them. Say *Who's this? This is my ...?* Elicit *Uncle*. Repeat with *His name's ... Rami. He's from ... Jericho. He's a ... dentist*.
- 5 Say **Find and say**. The children work in pairs, taking it in turn to ask and answer questions using the prompts.

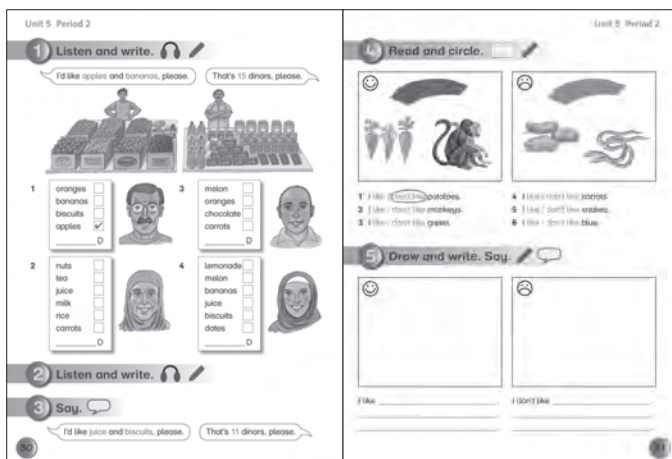
REVIEW 5 minutes

- 1 Play the *I'm a dentist* song from Unit 2. The children sing and do the actions, following the text of the song on p. 12.
- 2 Everyone says *Goodbye*.

Aims to revise language from Units 1–4

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

Materials Pupil's Book, CD 1, Unit 3 Poster, Flashcards (Unit 3, Numbers 1–20)



Period 2

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 3 poster. Elicit the foods.
- 3 Shuffle the Unit 3 flashcards and put them face down in a pile; beside them put the numbers flashcards, also face down in a pile. Take the top food card and say (e.g.) *I'd like onions, please*. Take the top number card and say (e.g.) *That's seven dinars*.
- 4 Choose pairs of children: they choose a card each and make up an appropriate sentence.

ACTIVITY 1 5 minutes 43

- 1 Elicit the food/drinks pictured.
- 2 Get the children to read the speech bubbles and the shopping lists aloud.
- 3 Say **Listen and write**. Play recording, pausing after the first sentence. Say *One. Apples*. Model writing a tick in the box by apples in the shopping list for 1. Say *Bananas*. Ask a child to show you where the second tick goes.
- 4 Continue playing recording, pausing so that the children can tick the correct food/drink each time.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Audio

- 1 *I'd like apples and bananas, please.*
- 2 *I'd like tea, milk and rice, please.*
- 3 *I'd like carrots and oranges, please.*
- 4 *I'd like bananas, juice and biscuits, please.*

Answers: see Audio

ACTIVITY 2 5 minutes 44

- 1 Say **Listen and write**. Play recording, pausing so that the children can write the price at the bottom of each shopping list.
- 2 The children check their work in pairs.
- 3 Elicit answers. The children correct their work.

Audio

- 1
 - *I'd like apples and bananas, please.*
 - *That's fifteen dinars.*
- 2
 - *I'd like tea, milk and rice, please.*
 - *That's twenty dinars.*
- 3
 - *I'd like carrots and oranges, please.*
 - *That's ten dinars.*
- 4
 - *I'd like bananas, juice and biscuits, please.*
 - *That's eight dinars.*
 - *Here you are.*
 - *Thank you.*

Answers: 1 15 2 20 3 10 4 8

ACTIVITY 3 5 minutes

- 1 Display flashcards of two food items. Get the children to stand in a line to make a sentence, say *I'd like ... and ... , please*.
- 2 Repeat with two more items of food.
- 3 Say *How much?* Display dinar sign. Elicit a number.
- 4 Say **Say**. The children work in pairs, taking it in turn to play the role of the customer and the role of the shopkeeper.

ACTIVITY 4 5 minutes

- 1 Ask children to read the sentences aloud.
- 2 Elicit what the faces mean: smiley = *I like* and sad = *I don't like*.
- 3 Elicit sentences for the items in the first box, e.g. *I like blue*. Repeat for the second box, e.g. *I don't like potatoes*.
- 4 Write on the board *like* and *don't like*. Say *Potatoes. I like potatoes or I don't like potatoes?* Elicit *I don't like potatoes*. Ask a child to come and circle the correct form on the board.
- 5 Say **Read and circle**. Monitor and help as necessary.
- 6 The children check their work in pairs.
- 7 Elicit answers. The children correct their work.

Answers: 1 *don't like* 2 *like* 3 *don't like* 4 *like*
5 *don't like* 6 *like*

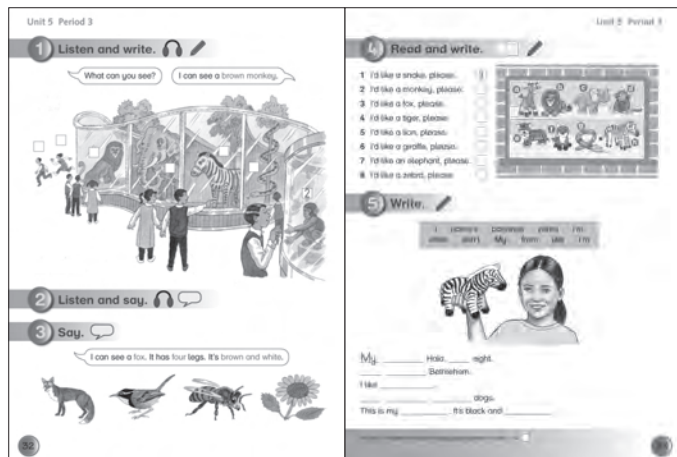
ACTIVITY 5 10 minutes

- 1 Model the activity. Say **Draw and write**. Draw a book on the board. Say *I like books*. and write *I like books*.
- 2 The children draw and write about anything they like and don't like. They can look back through their books to check spelling and/or ask you to write new words on the board.
- 3 Say **Say**. The children work in pairs, taking it in turn to tell each other about their likes and dislikes.
- 4 Everyone says *Goodbye*.

Aims 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 4 Poster, Flashcards (Unit 4)



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 4 poster. Elicit the animals, their colours and *slow/very slow/fast/very fast* for each one.
- 3 Play *Teacher says* (p. 7) to review animal vocabulary:
 - Ask the class to stand.
 - Say *Teacher says 'Be a lion.'* and roar like a lion.
 - Say *'Be a lion.'* This time don't roar.
 - Give a series of instructions of the type *Be a ...*. If they start *Teacher says ...*, the children do the action. If they 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.

ACTIVITY 1 5 minutes 45

- 1 Ask two children to read the speech bubbles aloud.
- 2 Say **Listen**. Play recording, pausing after the first description. Ask *Which animal is it? Where is it?* Elicit *Monkey*. Get the children to hold up their books and point to the monkey. Ask *How many legs does it have?* Elicit *It has two legs*. Say **Write**. Model writing 2 in the book as an example.
- 3 Continue playing recording, pausing so the children can write in the number of legs each time.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Audio

- *What can you see?*
- *I can see a brown monkey. It's fast. It has two legs.*
- *What can you see?*
- *I can see a grey elephant. It's slow. It has four legs.*
- *What can you see?*
- *I can see a red and green snake. It's very slow. It has no legs!*
- *What can you see?*
- *I can see a black and white zebra. It's fast. It has four legs.*
- *What can you see?*
- *I can see a yellow lion. It's very fast. It has four legs.*
- *What can you see?*
- *I can see lots of children! Children have two legs.*
- *This girl is fast. She has two legs.*
- *This boy is slow. He has two legs.*

Answers: boy 2 girl 2 lion 4 elephant 4
zebra 4 snake 0 monkey 2

ACTIVITY 2 5 minutes 46

- 1 Show the colour flashcards to elicit colours.
- 2 Say **Lion** – *fast or slow?* Elicit *Fast*. Say **Lion** – *fast or very fast?* Elicit *Very fast*.
- 3 Say **Listen**. Play recording, pausing so that the children can think about the answers.
- 4 Say **Listen and say**. Play recording again, pausing so that the children can answer the questions.

Audio

- 1 Which animal is very fast?
- 2 Which animal is very slow?
- 3 What colour is the monkey?
- 4 What colour is the elephant?
- 5 What colour is the snake?
- 6 What colour is the zebra?
- 7 What colour is the lion?

Answers: 1 lion 2 snake 3 brown 4 grey 5 red and yellow
6 black and white 7 yellow

ACTIVITY 3 5 minutes

- 1 Ask a child to read the speech bubble aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to describe each animal.

ACTIVITY 4 5 minutes

- 1 Elicit the toy animals pictured.
- 2 Ask children to read the sentences aloud.
- 3 Say *I'd like a snake, please. Which picture?* Elicit *g*. Say **Write**. Model writing *g* in the book as an example.
- 4 Say **Read and write**. Monitor and help as necessary.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Answers: 1 *g* 2 *d* 3 *f* 4 *e* 5 *b* 6 *a* 7 *c* 8 *h*

ACTIVITY 5 10 minutes

- 1 Ask children to read the words in the wordbox.
- 2 Read the gap-fill text together. Elicit the correct word for each gap.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs
- 5 Elicit answers. The children correct their work. Ask them to explain in Arabic how they worked out the answers.

Answers: *My name's Hala. I'm eight. I'm from Bethlehem. I like bananas. I don't like dogs. This is my zebra. It's black and white.*

REVIEW 5 minutes **40**

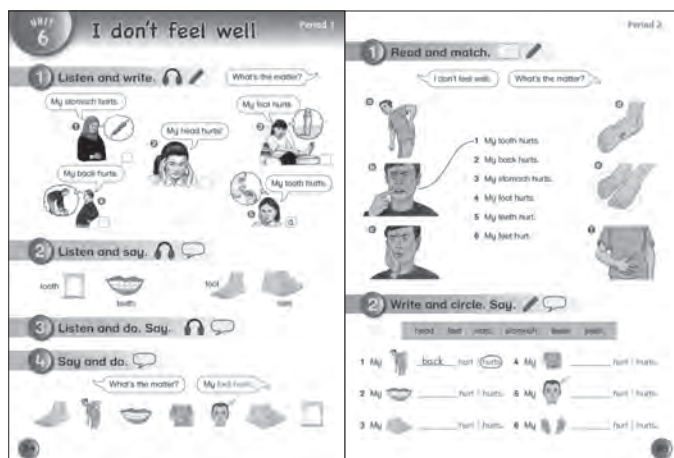
- 1 Play the *Five small monkeys* song from Unit 4. The children sing and do the actions, following the text of the song on p. 26.
- 2 Everyone says *Goodbye*.

I don't feel well

Aims to say what part of your body hurts

Key language *foot (feet), tooth (teeth), stomach, back, head; I don't feel well. What's the matter? My foot hurts. My feet hurt.*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6 – ailments), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 47

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 6 poster. Elicit *boy, girl, hair and eye colour*, the parts of the body the children know in English. Then elicit the other parts of the body in Arabic.
- 3 Display Unit 6 flashcards (ailments) in the order on the recording. Say **Listen**. Play recording, pointing to the flashcards.
- 4 Play recording again, pausing at the end of each sentence for the children to repeat and to touch their foot, etc.

Audio

*My foot hurts.
My tooth hurts.*

*My stomach hurts.
My back hurts.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *My / foot / tooth / stomach / head / back / hurts /*.

Also prepare *teeth / feet / hurt* (these will not be used until Activity 2).

- 1 Display the wordcards randomly (except *teeth/feet/hurt*).
- 2 Show the foot flashcard and elicit *Foot*. Say *My foot hurts*. Ask four children to choose the correct cards and stand in a line to make the sentence.
- 3 Show the head flashcard and elicit *My head hurts*. Ask a child to change the sentence to say this. The rest of the class confirms and reads the sentence aloud.

- 4 Repeat 3 with *tooth, back and stomach*.

ACTIVITY 1 10 minutes 48

- 1 Ask children to read the speech bubbles aloud.
- 2 Say **Listen and write**. Play recording, pausing when section a is finished. Say *A – What's the matter? Which picture? Elicit My tooth hurts. Five*.
- 3 Continue playing recording, pausing so that the children can write the letters by the correct pictures.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Audio

a
– *I don't feel very well.*
– *What's the matter?*
– *My tooth hurts.*

b
– *Ouch, I don't feel well.*
– *What's the matter?*
– *My back hurts.*

c
– *Oh no, I don't feel well.*
– *What's the matter?*
– *My stomach hurts.*

d
– *Ow, I don't feel well.*
– *What's the matter?*
– *My foot hurts.*
e
– *Oh no, I don't feel well.*
– *What's the matter?*
– *Ow, my head hurts.*

Answers: 1 c 2 e 3 d 4 b 5 a

ACTIVITY 2 5 minutes 49

- 1 Say *Tooth*. and show one finger. Say *Teeth*. and show two fingers. Show five fingers and say *Tooth or teeth?* Elicit *Teeth*.
- 2 Repeat 1 with *foot/feet*.

- 3 Say **Listen and say**. Play the first part of recording. The children repeat in the gaps.
- 4 Display the wordcards for *My tooth hurts*. Say *My tooth hurts*. *My teeth hurt*. Replace the *tooth* card with *teeth*, then replace *hurts* with *hurt*. Read both sentences together several times, with you pointing to each word as you say it.
- 5 Display the wordcards for *My foot hurts*., plus *feet* and *hurt* in random order. Ask a child to make a sentence with *foot*. Ask a different child to change the sentence to use *feet* (*My feet hurt*).
- 6 Say **Listen and say**. Play second part of recording. The children repeat in the gaps.

Audio

tooth ... teeth
foot ... feet

My tooth hurts. My teeth hurt.
My foot hurts. My feet hurt.

ACTIVITY 3 5 minutes **50**

- 1 Say **Listen and do**. Play recording, pausing so the children can point to each part of the body as they hear it.
- 2 Say **Say**. Point to your head and elicit *Ow, my head hurts*. Repeat with different parts of the body. Do the plural forms (*feet* and *teeth*) last.

Audio

- | | |
|-------------------------|-------------------------|
| – What's the matter? | – Ow, my stomach hurts. |
| – Ouch, my head hurts. | – Ow, my teeth hurt. |
| – Oh no, my back hurts. | – Oh no, my feet hurt. |

ACTIVITY 4 5 minutes

- 1 Elicit the items pictured.
- 2 Ask two children to read the speech bubbles aloud and point to the correct part of the body.
- 3 Say **Say and do**. The children work in pairs, taking it in turn to ask and answer using the picture prompts, pointing to the correct part of the body.
- 4 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes** **47**

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Ask children to read the sentences aloud.
- 2 Elicit the situations pictured, using *My ... hurt(s)*.
- 3 Say *One. My tooth hurts. Which picture?* Elicit *b*.
- 4 Say **Read and match**. Monitor and help as necessary.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Answers: 1 *b* 2 *a* 3 *f* 4 *d* 5 *c* 6 *e*

ACTIVITY 2 10 minutes

- 1 Read the words in the wordbox aloud together. As they say them, the children touch the appropriate part of their body.
- 2 Elicit the completed sentences, with the children giving the words for the items pictured and choosing between *hurt* and *hurts* each time.
- 3 Say **Write and circle**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.
- 6 Say **Say**. The children work in pairs, taking it in turn to read the sentences and act out what's the matter with them.

Answers: 1 *My back hurts*. 2 *My teeth hurt*. 3 *My feet hurt*.
4 *My stomach hurts*. 5 *My head hurts*. 6 *My ears hurt*.

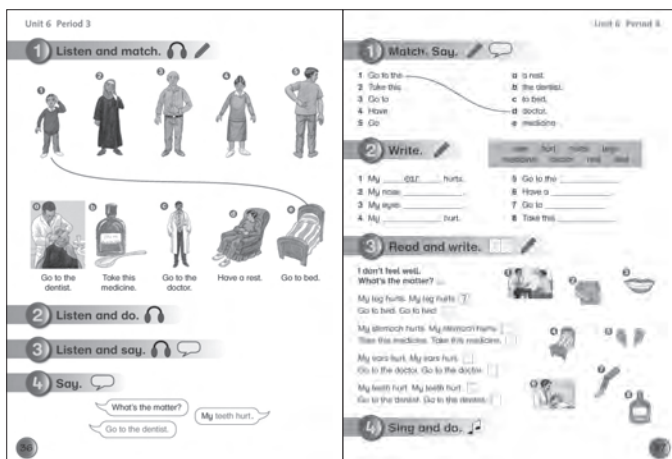
REVIEW 10 minutes

- 1 Choose six children. They each choose a part of the body without saying what it is. (Remind them that they can include plural forms such as *ears*, etc.). The rest of the class say *What's the matter?*. In turn they act out what's the matter with them. The class identify the problem each time, saying *My feet hurt*., etc.
- 2 Repeat with six more children if you have time.
- 3 Everyone says *Goodbye*.

Aims to practise saying what part of your body hurts; to give and understand health advice

Key language *My foot/tooth/stomach/back/head hurts. My feet/teeth hurt.; Go to the doctor. Go to the dentist. Take this medicine. Have a rest. Go to bed.*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6 – advice), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 51

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 6 Poster.
 - Elicit the parts of the body using the number prompts.
 - Say *I don't feel well.* and hold your back. Elicit *My back hurts.* Use the number prompts on the poster to repeat with other parts of the body (e.g. *Five. I don't feel well. ...*)
- 3 Display Unit 6 flashcards (advice). Say **Listen**. Play recording, pointing to the flashcards.
- 4 Say **Listen and say**. Play recording again, this time pausing after each sentence for the children to repeat.
- 5 Show the flashcards in random order to elicit each phrase.

Audio

*Go to the doctor.
Go to the dentist.
Go to bed.*

*Take this medicine.
Have a rest.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Go / to / the / doctor / dentist / .*

- 1 Distribute the wordcards for *Go to the doctor.* to five children and ask them to construct a sentence. The rest of the class confirms and reads the sentence aloud.
- 2 Point to each word and get the class to read aloud with you. Point out the capital letter at the beginning of the sentence and the full stop at the end.
- 3 Say *What's the matter?* to elicit each child's problem (they make these up), e.g. *My head hurts. My ears hurt.*, etc.

- 4 Display the card for *dentist*. Say *My teeth hurt*. Ask a child to change the sentence to say where you should go. Elicit *Go to the dentist*.

ACTIVITY 1 5 minutes 52

- 1 Elicit the problems pictured in the first row (*My head hurts.*, etc.).
- 2 Ask children to read the advice given in the second row.
- 3 Say **Listen and match**. Play recording, pausing after the first conversation. Say *My teeth hurt. Which picture?* Elicit *Two*. Say *Go to the dentist. Which picture?* Elicit *a*. Model linking the two pictures as an example.
- 4 Continue playing recording, pausing after each conversation so that the children can match the appropriate pictures.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Audio

1
– *My head hurts.*
– *Go to bed.*

2
– *My teeth hurt.*
– *Go to the dentist.*

3
– *My stomach hurts.*
– *Take this medicine.*

4
– *My feet hurt.*
– *Have a rest.*

5
– *My back hurts.*
– *Go to the doctor.*

Answers: 1 e 2 a 3 b 4 d 5 c

ACTIVITY 2 5 minutes 53

- 1 Say **Listen and do**. Play recording, pausing so the children can mime the action each time.

Audio

- | | |
|----------------------|----------------------|
| – What's the matter? | – What's the matter? |
| – My feet hurt. | – My teeth hurt. |
| – What's the matter? | – What's the matter? |
| – My head hurts. | – My back hurts. |
| – What's the matter? | |
| – My stomach hurts. | |

ACTIVITY 3 10 minutes **54**

- 1 Read the advice in Activity 1 aloud together.
- 2 Say *My teeth hurt*. Ask in Arabic what you should do. Elicit *Go to the dentist*. Repeat for the other problems shown in Activity 1, eliciting the appropriate advice each time.
- 3 Say **Listen and say**. Play recording, pausing at the end of each conversation so that the children can give the appropriate advice each time.

Audio

As Activity 2.

Answers: feet: Have a rest. head: Go to bed. stomach: Take this medicine. teeth: Go to the dentist. back: Go to the doctor.

ACTIVITY 4 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to be the patient and the friend giving advice using the information in Activity 1.
- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes** **51**

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask a child to read the first completed sentence aloud, finding the ending from a–e. Ask the class if it is correct.
- 2 Repeat 1 with the other sentences.
- 3 Say **Match**. Monitor and help as necessary.
- 4 Elicit answers. The children correct their work.
- 5 Say **Say**. The children work in pairs, taking it in turn to read out the sentences.

Answers: 1 d 2 e 3 b 4 a 5 c

ACTIVITY 2 5 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Ask different children to read each sentence aloud, completing it with the appropriate word from the box.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Answers: 1 ear 2 hurts 3 hurt 4 legs 5 doctor
6 rest 7 bed 8 medicine

ACTIVITY 3 5 minutes

- 1 Read the song aloud together.
- 2 For each problem and piece of advice, elicit the number of the corresponding picture. Say **Write**. Model writing a number in the tickbox as an example.
- 3 Say **Read and write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Answers: 7 4, 2 8, 5 1, 3 6

ACTIVITY 4 10 minutes **55**

- 1 Say **Listen and do**. Play recording. The children listen and do the actions for the problems.
- 2 Say **Sing and do**. Play recording again. The children sing along and do the actions. Repeat several times.
- 3 Put the class into two groups. One group is the ill person, the other group asks what's wrong and gives advice. The chorus (*I don't feel well./What's the matter?*) appears just once in the Pupil's Book but is sung before each verse: make sure the children know this. All the children sing the chorus before each verse.
- 4 Everyone says *Goodbye*.

Audio

*I don't feel well.
What's the matter?
My leg hurts.
Go to bed.*

*I don't feel well.
What's the matter?
My stomach hurts.
Take this medicine.*

*I don't feel well.
What's the matter?
My ears hurt.
Go to the doctor.*

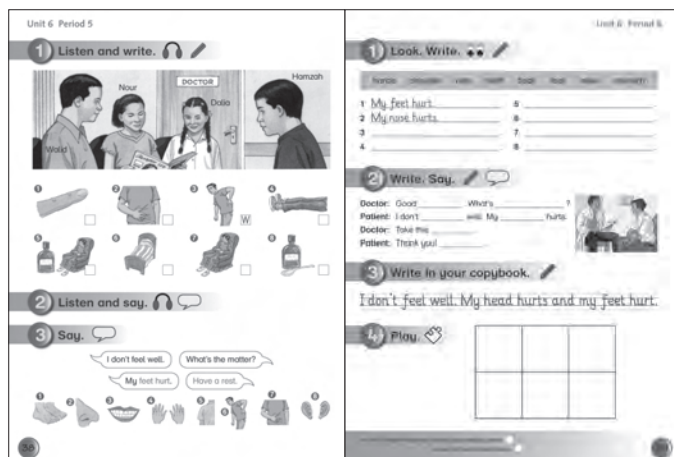
*I don't feel well.
What's the matter?
My teeth hurt.
Go to the dentist.*

- !** Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to practise saying what part of your body hurts; to practise giving and understanding health advice

Key language *My foot/tooth/stomach/back/head hurts. My feet/teeth hurt.; Go to the doctor. Go to the dentist. Take this medicine. Have a rest. Go to bed.*

Materials Pupil's Book, CD 1, Unit 6 Poster, Flashcards (Unit 6), Wordcards (see Language Building for details)
Plus (for Period 6): extra Wordcards (see Language building)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 56

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 6 poster.
 - Elicit the parts of the body.
 - Elicit the plural forms for *shoulder, hand, finger, leg, foot, ear, eye, tooth*.
- 3 Display the Unit 6 flashcards (advice) in the following order: doctor, dentist, rest, medicine, bed. Say **Listen and say**. Play recording, pausing for the children to complete the sentence each time.
- 4 Display all the Unit 6 flashcards. Ask children to pair the ailments with an appropriate piece of advice, saying the sentence each time (e.g. *My foot hurts./Have a rest.*). Accept any plausible answers.

Audio

Go to the ...
Go to the ...
Have a ...

Take this ...
Go to ...

LANGUAGE BUILDING 7 minutes

Before the lesson:

Use the wordcards from Unit 6 Period 1: *My / foot / tooth / stomach / head / back / teeth / feet / hurts / hurt /*.

- 1 Display the words card in random order. Ask the children to stand in a line to make a sentence with *stomach* using the words. Elicit *My stomach hurts*. The rest of the class confirms and reads the sentence aloud.
- 2 Challenge the children to see how many different sentences they can make using the words (7 possible).

ACTIVITY 1 10 minutes 57

- 1 Elicit the characters pictured. Then elicit the problems and the advice pictured.
- 2 Say **Listen**. Play recording, pausing after the first conversation. Ask *Who is it?* Elicit *It's Walid*. Ask *What's the matter?* Elicit *My back hurts*. (or *His back hurts*). Ask *What does the doctor say?* Elicit *Have a rest*. Say **Walid – Write W**. Write **W** on the board, then by picture 3 in the book.
- 3 Play recording from the beginning, pausing after each conversation for the children to write the letters (**W** for Walid, **N** for Nour, **D** for Dalia, **H** for Hamzah).
- 4 Play recording again for the children to check their work.
- 5 Elicit answers. The children correct their work.

Audio

- Hello, I'm Walid. I don't feel well, doctor. My back hurts.
- Go home and have a rest.
- Thank you, doctor. Goodbye.
- What's the matter, Nour?
- I don't feel well. My finger hurts.
- Take this medicine.
- Thank you.
- My name's Dalia. I don't feel well.
- Hello, Dalia. What's the matter?
- My legs hurt.
- Take this medicine. Have a rest.
- Thank you, doctor. Goodbye.
- What's the matter, Hamzah?
- My stomach hurts.
- Go to bed.
- Thank you, doctor.

Answers: 1 N 2 H 3 W 4 D 5 D 6 H 7 W 8 N

ACTIVITY 2 5 minutes **58**

- 1 Say **Listen and say**. Play the first part of recording, pausing so that the children can answer the first set of questions using the information in Activity 1.
- 2 Say **Listen and say**. Play the second part of recording, pausing so that the children can respond to the statements by giving advice the doctor in Activity 1 gave (e.g. *Have a rest*, etc.).

Audio

- 1 Who says 'My finger hurts.?'
- 2 Who says 'My legs hurt.?'
- 3 Who says 'My stomach hurts.?'
- 4 Who says 'My back hurts.?'
- 5 My back hurts. ...
- 6 My stomach hurts. ...
- 7 My finger hurts. ...

Answers: 1 Nour 2 Dalia 3 Hamzah 4 Walid
5 Have a rest. 6 Go to bed. 7 Take this medicine.

ACTIVITY 3 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to play the doctor and the patient, using the information in Activity 1.

REVIEW 5 minutes **55**

- 1 Say **Sing and do**. Play the *I don't feel well* song. The children sing and do the actions, following the song on p. 37.
- 2 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes** **56**

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

Plus wordcards for *hands / eye / ear / nose / mouth / hair / legs / fingers / shoulder /*

! Although the children have learned these parts of the body before, this is the first time they have seen the words. Point to each part of the body as you present the written form each time.

ACTIVITY 1 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Say **Look**. Elicit the parts of the body pictured in Activity 3 page 38. Then elicit sentences for each using *My ... hurt(s)*.
- 3 Say **Look. Write**. Check that the children are writing a sentence for each picture.
- 4 The children check their work in pairs
- 5 Elicit answers. The children correct their work.

Answers: 1 My feet hurt. 2 My nose hurts. 3 My teeth hurt.
4 My hands hurt. 5 My shoulder hurts. 6 My back hurts.
7 My stomach hurts. 8 My ears hurt.

ACTIVITY 2 5 minutes

- 1 Read the gap-fill dialogue together. Elicit words for the gaps.
- 2 Tell the children to look at previous lessons to spell words that they want to use to write their dialogue.
- 3 Say **Write**. Monitor and help children who need support.
- 4 The children check their work in pairs.
- 5 Say **Say**. Ask some children to read out their dialogues. The rest of the class gives constructive criticism (i.e. they praise the work as well as identifying any errors).

Answers: morning, the matter, feel, [own answer], medicine, Goodbye

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

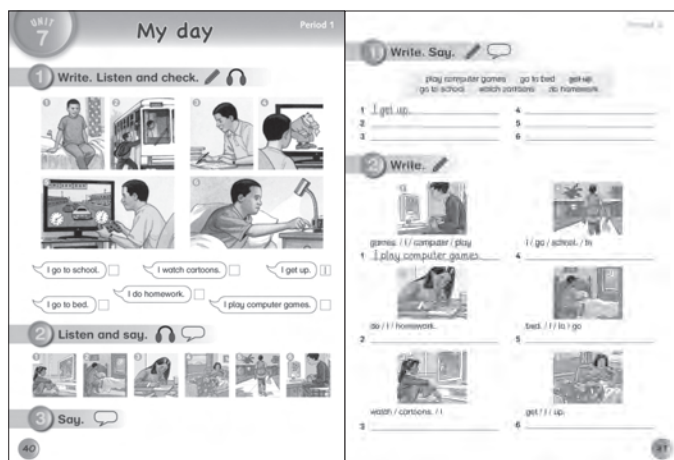
ACTIVITY 4 5 minutes

- 1 Say *Let's play Bingo*.
 - Point to parts of your body to elicit the words. Use the words in this lesson and in Period 1.
 - Tell the children to choose and write six body parts on the grid.
 - Place body part wordcards face down. Choose different children to pick up one at a time and say the word on it.
 - The children score out the word in their grid if they hear it. The first person to score out all his/her words shouts *Bingo!*
 - If you have time, play again, with the children drawing a grid on scrap paper.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aims to talk about your daily routine

Key language *I get up. I go to school. I do homework. I watch cartoons. I play computer games. I go to bed.*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 59

- Greet the class. Encourage the children to respond.
- Display Unit 7 poster.
 - Elicit any items the children know in English (e.g. *girl, bed, school, friend, computer, TV, book, clothes, parts of the body, etc.*).
 - Ask what the girl is doing in each picture, eliciting answers in Arabic.
- Display Unit 7 flashcards in the order on the recording. Say **Listen**. Play recording, pointing to each card.
- Take down the flashcards and shuffle them. Ask a child to put the cards in the order he/she does the things on a school day. Then ask the class to put up their hands if they do these things in the same order. Ask a child with his/her hand down to change the order to show what he/she does differently.
- Elicit sentences for the flashcards (*I get up., etc.*).

Audio

<i>I get up.</i>	<i>I play computer games.</i>
<i>I go to school.</i>	<i>I watch cartoons.</i>
<i>I do my homework.</i>	<i>I go to bed.</i>

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I / go to / school / bed / watch / cartoons / get / up / do / homework / play / computer games / .*

- Distribute the wordcards for *I go to school.* to five children and ask them to stand in a line to make a sentence. The rest of the class confirms and reads the sentence aloud.
- Display the daily routine flashcards. Ask a child to find the flashcard for *I go to school.*
- Give another child the wordcard for *bed*. Ask him/her to replace it in the sentence to make a new sentence.
- Repeat 2.
- Display all the wordcards. Ask the children to make sentences and find the flashcard for each one.

ACTIVITY 1 5 minutes 60

- Ask children to read out the speech bubbles.
- Elicit the daily routines pictured. Then say *One. Which speech bubble?* Elicit *I get up.* Say **Write**. Model writing 1 in the book as an example.
- Say **Listen and check**. Play recording, pausing so that the children can check their work.
- Elicit answers using the approach in 2. The children correct their work.

Audio

1 <i>I get up.</i>	4 <i>I watch cartoons.</i>
2 <i>I go to school.</i>	5 <i>I play computer games.</i>
3 <i>I do homework.</i>	6 <i>I go to bed.</i>

Answers: See Audio.

ACTIVITY 2 10 minutes 61

- Get the children to look at the pictures and use them as prompts.

- 2 Say **Listen and say**. Play recording, pausing so the children can repeat the first part of phrase and complete it.
- 3 Repeat 2 if the children need more practice.

! You may need to do more practice using the flashcards to prompt the responses.

Audio

*I watch ...
I go ...
I do ...*

*I get ...
I go ...
I play ...*

Answers: 1 *I watch cartoons.* 2 *I go to bed.* 3 *I do homework.*
4 *I get up.* 5 *I go to school.* 6 *I play computer games.*

ACTIVITY 3 5 minutes

- 1 Elicit the daily routines pictured in Activity 2.
- 2 Say **Say**. The children work in pairs, taking it in turn to prompt using the pictures in Activity 2 and to respond with the correct sentence, e.g. *I watch cartoons.*

REVIEW 5 minutes

- 1 Display the daily routine flashcards. Elicit sentences, e.g. *I go to bed.* Ask the children to look away, then take a card away and ask *What's missing?*
- 2 Repeat, removing a different card each time.
- 3 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 59

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Ask the children what order they do the activities in the day. Elicit responses.
- 3 Say **Write**. Monitor and help children who need support.
- 4 Say **Say**. The children work in pairs, taking it in turn to read out their sentences.
- 5 Elicit answers by asking children to make each sentence using the wordcards.

ACTIVITY 2 10 minutes

- 1 Ask children to read out the words that are in jumbled order. Elicit the correct order for each sentence.
- 2 Say **Write**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work.

Answers: 1 *I play computer games.* 2 *I do homework.* 3 *I watch cartoons.* 4 *I go to school.* 5 *I go to bed.* 6 *I get up.*

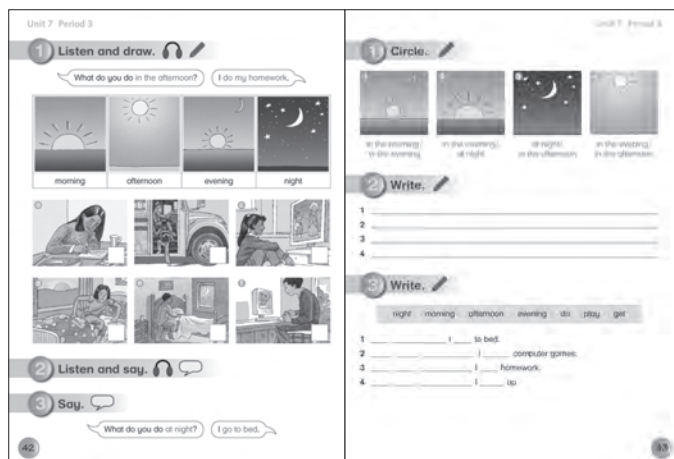
REVIEW 10 minutes

- 1 Display the daily routine flashcards and elicit the sentences. Ask the children to make up an action for each one, e.g. putting their bags on their shoulders for *I go to school.*
- 2 Ask a child to come to the front of the class and choose a wordcard. He/She does the action and the rest of the class says the appropriate sentence.
- 3 Repeat 2 several times, with the child who worked out the answer each time doing the next mime.
- 4 Everyone says *Goodbye*.

Aims to practise talking about your daily routine; to say what time of day you do things

Key language *I get up. I go to school. I do homework. I watch cartoons. I play computer games. I go to bed. What do you do in the morning/in the afternoon/in the evening/at night?*

Materials Pupil's Book, CD 1, Unit 7 Poster, Flashcards (Unit 7), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 62

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 7 poster.
 - Elicit any items the children know in English (e.g. *girl, bed, school, friend, computer, TV, book, clothes, parts of the body, etc.*).
 - Ask what the girl is saying in each picture (*I get up, etc.*).
 - Point to the symbol for morning on the poster and ask in Arabic what time of day this refers to. Repeat with the symbols for afternoon, evening and night.
- 3 Say **Listen**. Play recording, pointing to the symbols. Repeat.
- 4 Say *What do you do in the morning?* Show the get up flashcard and say *I get up*. Repeat with the other Unit 7 flashcards.
- 5 Then show the flashcards for get up and say *What do you do at night? I get up at night*. Elicit *No – in the morning*. Repeat with the other Unit 7 flashcards, each time saying the correct activity and the wrong time of day.

Audio

*What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?
What do you do at night?*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / do / you / do / in / the / morning / afternoon / evening / at / night / ?*

- 1 Display the wordcards for *What do you do in the morning?* Ask children to make a question with them. The rest of the class confirms and reads the sentence aloud.
- 2 Point to each word and get whole class to repeat.
- 3 Give the *afternoon* wordcard to a child and ask him/her to change the question using this. Ask the rest of the class to confirm if it is correct and then read the sentence aloud.
- 4 Repeat 3 with *evening*.
- 5 Repeat 3 with *at night*, using two children. Warn them that they need to replace more than one card from the sentence this time. The rest of the class can help them. Read the sentence aloud together.

ACTIVITY 1 10 minutes 63

- 1 Ask a child to read the speech bubbles aloud.
- 2 Elicit the times pictured.
- 3 Draw the symbol for evening on the board. Say *When?* Elicit *In the evening*.
- 4 Repeat with the other symbols, each time asking a different child to do the drawing on the board.
- 5 Say **Listen and draw**. Play recording, pausing so the children can draw the symbol by each daily routine.
- 6 The children check their work in pairs.
- 7 Elicit answers, asking a different child to draw the symbol on the board for each prompt a–f.

Answers: a [symbol for afternoon] b [symbol for morning]
c [symbol for afternoon] d [symbol for morning]
e [symbol for night] f [symbol for evening]

Audio

- What do you do in the morning?
- I get up.
- I go to school.
- What do you do in the afternoon?
- I watch cartoons.
- I do homework.
- What do you do in the evening?
- I play computer games.
- I play computer games too.
- What do you do at night?
- We go to bed!

ACTIVITY 2 5 minutes **64**

- 1 Say **Listen and say**. Play recording, pausing so the children can respond to the questions, using the information in Activity 1.
- 2 Ask several children the questions to elicit answers about their own daily routine.

Audio

What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?
What do you do at night?

ACTIVITY 3 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Display the daily routine flashcards as prompts.
- 3 Put the class in two groups. One group asks the question (choosing *morning/afternoon/evening/night* in order). The other answers (point to the flashcards to prompt each answer).
- 4 Say **Say**. The children work in pairs, taking it in turn to ask and answer.

REVIEW 5 minutes

- 1 Display the question *What do you ... in ... morning?* using the wordcards. Elicit the missing words.
- 2 Repeat 1 using other sentences and creating different gaps for the children to fill each time.
- 3 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes** **62**

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask children to read out the picture labels.
- 2 Say *One. In the morning or in the evening*. Elicit *In the evening*. Say *Circle*. Model circling in the book as an example.
- 3 Say **Circle**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Answers: 1 in the evening 2 in the morning 3 at night
 4 in the afternoon

ACTIVITY 2 10 minutes

- 1 Elicit the times pictured in Activity 1. Then elicit them in chronological order, i.e. the order they come in the day.
- 2 Say **Write**. Ask the children to write the time expressions in the order they come in the day.
- 3 The children check their work in pairs by taking it in turn to read out their answers.
- 4 Elicit answers. You could ask children to order the time expressions on the board using the wordcards, so that the children can correct their work.

Answers: 1 in the morning 2 in the afternoon
 3 in the evening 4 at night

ACTIVITY 3 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Elicit the missing words in the gap-fill sentences.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask different children to write each missing word on the board. The children correct their work.
- 6 Everyone says *Goodbye*.

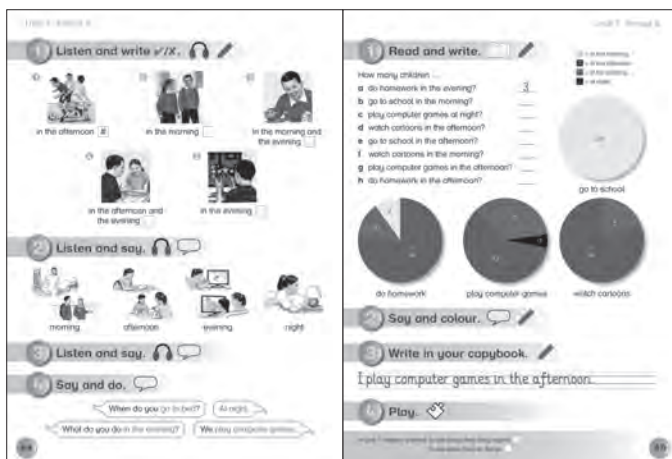
Answers: 1 At night I go to bed. 2 In the afternoon/evening I play computer games. 3 In the afternoon/evening I do homework.
 4 In the morning I get up.

- ! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to practise talking about your daily routine; to practise saying what time of day you do things

Key language *When do you get up/go to school/do homework/watch cartoons/play computer games/go to bed? What do you do in the morning/in the afternoon/in the evening/at night?*

Materials Pupil's Book, CD 1, Unit 7 Poster, Activity Poster 1, Flashcards (Unit 7), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 65

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 7 poster.
 - Ask what the girl is saying in each picture (*I get up.*, etc.).
 - Ask *When does she go to bed?* Elicit *At night*. Repeat with the other times of day.
- 3 Say **Listen**. Play recording, pointing to the activities and the symbols. Repeat.
- 4 Show the get up flashcard and ask *When do you watch cartoons?* Elicit a response. Repeat with other cards.

Audio

- *When do you get up?*
- *In the morning.*
- *When do you do your homework?*
- *In the afternoon.*
- *When do you watch cartoons?*
- *In the evening.*
- *When do you go to bed?*
- *At night.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *When / do / you / ?*

Plus Period 1 wordcards: *go to school / go to bed / watch cartoons / get up / do homework / play computer games /*

- 1 Say *When do you get up?* Ask children to make the question with the wordcards. The rest of the class confirms and reads the sentence aloud.

- 2 Ask a child *When do you get up?* Elicit *In the morning*.
- 3 Ask children to change the question to *When do you do homework?* Again, the class helps and everyone reads it aloud. Ask a child the question to elicit a response.
- 4 Repeat 3 with the other activities.

ACTIVITY 1 10 minutes 66

- 1 Elicit the activities pictured.
- 2 Ask children to read the time expressions aloud.
- 3 Say **Listen and write**. Play recording, pausing after Walid's first response (*In the evening.*) Say *Picture one. What does Walid do?* Elicit *Play with friends*. Ask *When?* Elicit *In the evening*. Point to the text in the book and read it aloud: *in the afternoon*. Say *No*. and draw a cross on the board. Say *In the evening*. and draw a tick on the board.
- 4 Play recording from the beginning, pausing so that the children can read each phrase and write a tick if the sentence is true and a cross if it's false.
- 5 The children check their work in pairs.
- 6 Elicit answers by asking the children which answers are false. Elicit correct versions. The children correct their work.

Audio

- *Walid, when do you play with friends?*
- *In the evening.*
- *I play with friends in the evening too. We both get up and go to school in the morning.*
- *And we both go to bed at night!!*
- *When do you eat?*
- *In the morning, in the afternoon and in the evening.*
- *Me too. And we do homework in the afternoon and the evening.*
- *I watch cartoons in the evening too.*
- *When do you play computer games?*
- *I don't like computer games!*

Answers: 1 X – in the evening 2 ✓ 3 X – in the morning,
the afternoon and the evening 4 ✓ 5 X – he doesn't play
computer games

ACTIVITY 2 5 minutes 67

- 1 Elicit the activities pictured.
- 2 Say **Listen and say**. Play recording, pausing so the children can answer using the prompts as if they were Hala.
- 3 Repeat 2 so children can answer more fluently.

Audio

When do you get up?
When do you go to school?
When do you do homework?
When do you eat?
When do you play computer games?
When do you watch cartoons?
When do you go to bed?

ACTIVITY 3 5 minutes 68

- 1 Say **Listen and say**. Play recording, pausing so the children can answer as though they were Hala, using the information in Activity 2.

Audio

What do you do in the morning?
What do you do in the afternoon?
What do you do in the evening?
What do you do at night?

ACTIVITY 4 5 minutes

- 1 The children work in pairs, taking it in turn to ask and answer the questions, using the prompts in Activity 2.
- 2 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 65

As Period 5.

ACTIVITY 1 12 minutes

- 1 Ask children to read the questions aloud.
- 2 Explain the concept of a pie chart using Activity poster 1.
 - Point to the key and explain it: *Yellow is in the morning, Blue is in the afternoon, etc.*

- Then point to the yellow circle and read the label aloud together: *go to school*. Ask *Yellow is ...?* Elicit *In the morning*. Ask *How many children go to school in the morning?* Elicit *Twenty*.
 - Repeat with the blue and red circle (sixteen children watch cartoons in the afternoon, etc.), then the blue/red/black circle and the blue/red/yellow circle.
- 3 Say **Read**. Read the questions aloud together. Elicit the answers.
 - 4 Say **Read and write**. Monitor and help as necessary.
 - 5 The children check their work in pairs.
 - 6 Elicit answers, explaining as necessary. The children correct their work.

Answers: a 3 b 20 c 1 d 16 e 0 f 0 g 12 h 15

ACTIVITY 2 10 minutes

- 1 Say *Let's make our own pie chart*.
 - Choose an activity, e.g. *play with friends*.
 - Draw a circle on the board and divide it into sections, one section for each child in the class. Say **Say and colour**.
 - Ask *When do you (play with friends)?* Elicit replies. Each child colours in his/her section using the appropriate colour.
 - The children count up the sections for each answer.
 - Ask *How many children play with friends in the morning?*, etc.

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

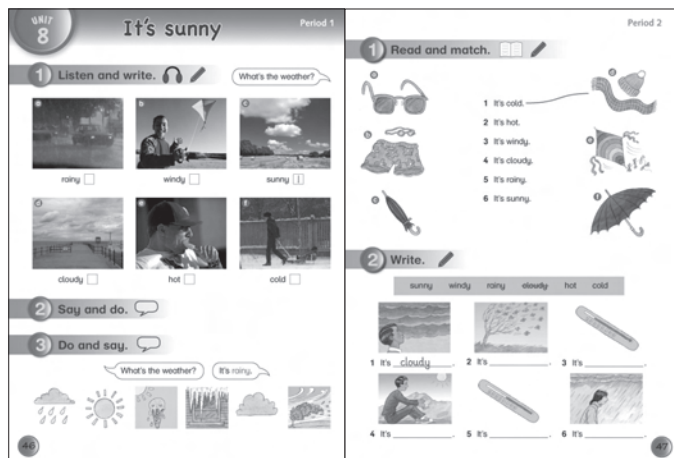
ACTIVITY 4 5 minutes

- 1 Say *Let's play The when game*.
 - Split the class into four equal groups, giving the groups names: *morning, afternoon, evening, night*. Agree and practise actions for the Unit activities.
 - The children do the appropriate action but only when you say the time of day, so when you say *In the morning I watch cartoons*, the children in the morning group do the action. Make up sentences using the times of day and the activities – they don't have to be logical.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aim to ask and answer questions about the weather

Key language *sunny, rainy, cloudy, windy, hot, cold; What's the weather? It's sunny.*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8 – weather), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 69

- Greet the class. Encourage the children to respond.
- Display Unit 8 poster.
 - Elicit as much in English as possible (e.g. *playing football, swimming, zebra, playground, playing with friends*, etc.).
 - Elicit the different types of weather in Arabic.
- Say **Listen**. Play recording, pointing to the types of weather on the poster.
- Display Unit 8 flashcards (weather) in different parts of the classroom. Say **Listen and point**. Play recording again. This time the children point to the correct flashcard as they hear the weather.
- Show the flashcards in random order to elicit *It's...*

Audio

*It's sunny.
It's cloudy.
It's rainy.*

*It's cold.
It's windy.
It's hot.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / the / weather / ?
It's / windy / cloudy / rainy / sunny / hot / cold / .*

- Say *What's the weather?* Distribute the wordcards for *What's the weather?* to four children and ask them to make a question. The rest of the class confirms and reads the sentence aloud.

- Look out of the window and point to the outside. Say *What's the weather?* Elicit a response.
- Ask a child to make a sentence answering the question *What's the weather?* choosing from the wordcards.
- Display the wordcards for different kinds of weather (cloudy, etc.) and the weather flashcards. Ask the children to match the word and picture cards, saying the weather with *It's...* each time.

ACTIVITY 1 5 minutes 70

- Ask children to read the text aloud.
- Say **Listen**. Play recording, pausing after the first sentence. Say *What's the weather?* Elicit *It's sunny*. Say *What picture?* Elicit c. Say **Write**. Model writing 1 in the book as an example.
- Play recording from the start, pausing so that the children can write each number by the correct picture.
- The children check their work in pairs.
- Elicit answers. The children correct their work.

Audio

1 *It's sunny.
It's cloudy.
It's rainy.*

4 *It's cold.
It's windy.
It's hot.*

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

ACTIVITY 2 5 minutes

- 1 Get the children to agree on actions for each of the weather types, e.g. rainy – putting up an umbrella, sunny – relaxed and smiling, hot – wiping brow and panting, cold – shivering and holding their arms across their body, cloudy – sigh and look disappointed, windy – fly a kite.
- 2 Say **Say and do**. Say *What's the weather?* Show the weather flashcards to prompt the response *It's ...* and the appropriate action.

ACTIVITY 3 10 minutes

- 1 Divide the class in two groups. One group asks *What's the weather?* and does a weather action, using the picture prompts in the book. The other group (with books closed) identifies the weather using *It's ...* They then swap roles.
- 2 Say **Do and say**. The children work in pairs, taking it in turn to ask and act out the weather and to answer.

REVIEW 5 minutes

- 1 Play Teacher says (see p. 7).
 - Say *Teacher says it's windy*. The children do the appropriate action. Repeat with other weather types. If you omit *Teacher says*, they don't do the action.
- 2 Point to each flashcard but say incorrect weather word. The children correct you.
- 3 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes** **69**

As Period 1.

LANGUAGE BUILDING 7 minutes

As Period 1.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Ask children to read the sentences aloud.
- 3 Say **Read and match**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask them to explain in Arabic how they worked out each answer. The children correct their work.

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

ACTIVITY 2 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Explain in Arabic what a thermometer is if this is new for the children, saying that it measures temperature.
- 3 Elicit the types of weather pictured using *It's ...*
- 4 Say **Write**. Monitor and help as necessary.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Answers: 1 cloudy 2 windy 3 hot 4 sunny
5 cold 6 rainy

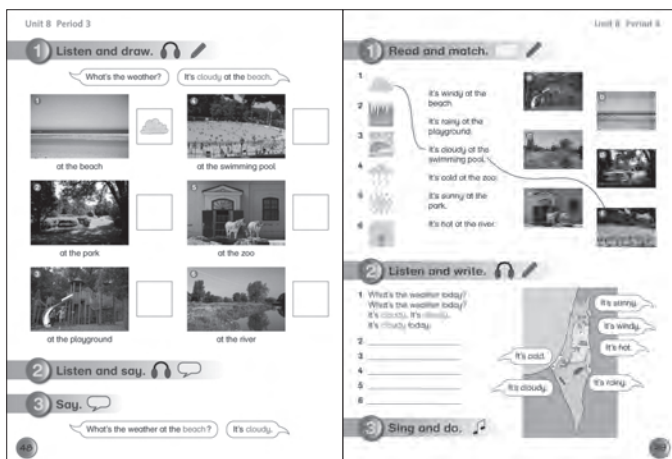
REVIEW 10 minutes

- 1 Put the class into teams of four. Give each team some scrap paper.
- 2 Show the weather wordcards one at a time and ask children to read them aloud. Do not leave them on display.
- 3 Write on the board: *_unny _ot _indy _ainy _old _loudy*
- 4 Each team writes out the complete words.
- 5 Display the weather wordcards. Each team swaps answers with another and they correct each other's work, giving two points for each correct answer.
- 6 Repeat 3–5, omitting different letters in the words. Repeat again, if you have time.
- 7 The team with the most points at the end is the winner.
- 8 Everyone says *Goodbye*.

Aims to talk about the weather in different places

Key language *swimming pool, playground, zoo, park, river, beach; sunny, rainy, cloudy, windy, hot, cold; What's the weather at the beach? It's sunny at the zoo.*

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 8 – weather, places), Wordcards (see Language Building for details) *Plus (for Period 4): some scrap paper for Review*



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 71

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 8 poster.
 - Elicit as much in English as possible. Ask *What's the weather?* to elicit *It's ...* for each picture.
 - Elicit as many of the places in English as possible and the others in Arabic.
- 3 Say **Listen**. Play recording, pointing to the poster.
- 4 Show the sunny and zoo flashcards. Say *It's rainy at the zoo*. Elicit *No – it's sunny at the zoo*. Repeat with other weather + place flashcard pairs, each time getting the weather wrong for the children to correct you.

Audio

swimming pool, playground, zoo, park, river, beach

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *At / the / beach / swimming pool / park / zoo / playground / river / it's*
Also reuse wordcards from Period 1: *windy / cloudy / rainy / sunny / hot / cold /*.

- 1 Display the place wordcards and flashcards in random order. Ask children to read the wordcards aloud and find the matching flashcard for each one. Take all the cards down.
- 2 Distribute the cards for *At the beach it's rainy*. to six children and ask them to make a sentence. The rest of the class confirms and reads the sentence aloud.

- 3 Show the zoo flashcard and the sunny flashcard. Ask a child to change the sentence so that it is about these two things. (*At the zoo it's sunny*.)
- 4 Repeat 3 with windy and swimming pool flashcards.

ACTIVITY 1 10 minutes 72

- 1 Ask children to read the text aloud.
- 2 Draw a symbol for sunny on the board and elicit *Sunny*. Ask different children to draw symbols for the other types of weather. They can copy the symbols in Period 1 or make up their own.
- 3 Say **Listen**. Play recording, pausing at the end of the first sentence. Say *It's hot at the swimming pool*. *Swimming pool – which picture?* Elicit *Four*. Say *What's the weather?* Elicit *It's hot*. Say *Draw*. Model drawing the symbol for hot by the swimming pool in the book.
- 4 Say **Listen and draw**. Play recording from the beginning, pausing so that the children can draw the appropriate weather symbol by each place.
- 5 The children check their work in pairs.
- 6 Elicit answers, saying *One. At the beach. What's the weather?* to elicit *It's cloudy*, etc. The children correct their work.

Audio

*It's hot at the swimming pool.
It's windy at the playground.*

*It's sunny at the zoo.
It's cold at the park.
It's rainy at the river.
It's cloudy at the beach.*

Answers: 1 cloudy 2 cold 3 windy 4 hot 5 sunny 6 rainy

ACTIVITY 2 5 minutes 73

- 1 Say **Listen and say**. Play 1–6, pausing so that the children can find the answer and respond.

2 Repeat 1 for a–f.

Audio

- 1 What's the weather at the beach?
- 2 What's the weather at the park?
- 3 What's the weather at the playground?
- 4 What's the weather at the swimming pool?
- 5 What's the weather at the zoo?
- 6 What's the weather at the river?

- | | |
|----------------------|-----------------------|
| a Where is it hot? | d Where is it cold? |
| b Where is it windy? | e Where is it rainy? |
| c Where is it sunny? | f Where is it cloudy? |

Answers: 1 It's cloudy. 2 It's cold. 3 It's windy. 4 It's hot. 5 It's sunny. 6 It's rainy.
a at the swimming pool b at the playground c at the zoo
d at the park e at the river f at the beach

ACTIVITY 3 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Elicit the places pictured in Activity 1. Ask *What's the weather at the river?* Elicit *It's rainy*. Repeat for the other places in random order.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions using the information in Activity 1.

REVIEW 5 minutes

- 1 Give the children 30 seconds to try and memorise their answers to Activity 1. Then tell them to close their books.
- 2 Display the place flashcards in random order. Point to each one and ask *What's the weather?* The children try to remember the weather from the Activity 1 answers.
- 3 If they don't remember them all, challenge them to try again, repeating 1 & 2.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 71

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask children to read the sentences aloud.
- 2 Elicit the types of weather and the places pictured.
- 3 Say **Read and match**. Monitor and help as necessary.

- 4 The children check their work in pairs. Remind them to check each text is matched to two pictures.
- 5 Elicit answers. The children correct their work.

Answers: 1 It's cloudy at the swimming pool. f 2 It's cold at the zoo. e 3 It's windy at the beach. b 4 It's rainy at the playground. a 5 It's sunny at the park. d 6 It's hot at the river. c

ACTIVITY 2 10 minutes 74

- 1 Look at the map together. Ask children to read the speech bubbles aloud.
- 2 Introduce the new word *today*.
- 3 Ask children to read the first verse and the speech bubbles aloud.
- 4 Say **Listen**. Play recording pausing after second verse. Ask *What's the weather today?* Elicit *rainy*. Say **Write**. Model writing *rainy* in the book as an example.
- 5 Continue playing recording, pausing after each verse for the children to write the weather.
- 6 Elicit answers. The children correct their work.

Audio

What's the weather today?
What's the weather today?
It's cloudy. It's cloudy.
It's cloudy today.

What's the weather today?
What's the weather today?
It's windy. It's windy.
It's windy today.

What's the weather today?
What's the weather today?
It's rainy. It's rainy.
It's rainy today.

What's the weather today?
What's the weather today?
It's hot. It's hot.
It's hot today.

What's the weather today?
What's the weather today?
It's sunny. It's sunny.
It's sunny today.

What's the weather today?
What's the weather today?
It's cold. It's cold.
It's cold today.

Answers: 1 cloudy 2 rainy 3 sunny 4 windy 5 hot
6 cold

ACTIVITY 3 10 minutes 75

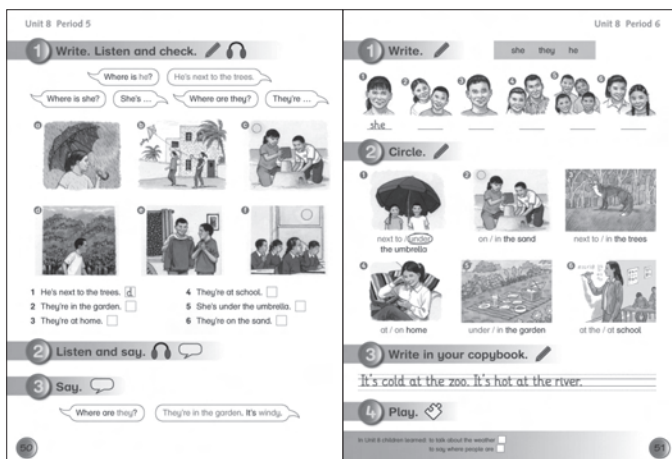
- 1 Show the weather flashcards. Elicit the words and action(s).
- 2 Say *Sing and do*. Play recording. The children sing along and do the action for the weather. Repeat several times.
- 3 Everyone says *Goodbye*.

! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to ask and answer questions about where people are

Key language *under, next to, in, at, on; Where are they? They're ... Where is she/he? He's/She's ...*

Materials Pupil's Book, CD 1, Unit 8 Poster, Wordcards (see Language Building for details); a soft toy and a bag to illustrate prepositions



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 76

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 8 poster.
 - Elicit the weather, then the places in English.
 - Elicit a sentence for each picture, e.g. *It's sunny at the park.*
- 3 Say **Listen**. Play recording, pointing to the pictures on the poster.
- 4 Ask *Where are we?* to elicit *At school*. Elicit the prepositions *under, next to, in, on* using a soft toy and a bag.

Audio

He's at the zoo.

She's in the swimming pool.

He's next to the river.

She's under the umbrella.

They're on the slide.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Where / is / he / she / are / they ?*
in / on / under / next to / at

- 1 Distribute the wordcards for *Where is he?* to four children. Ask them to make a question. The rest of the class confirms and reads the sentence aloud.
- 2 Ask a child to change the question to feature *she*.
- 3 Repeat 2 with *Where are they?*
- 4 Display the preposition wordcards (*in, on, under, next to, at*) in random order.
- 5 Put the soft toy in the bag and say *In the bag*. Ask a child to identify the *in* wordcard.

- 6 Repeat 5 with *next to, on* and *under*.
- 7 For *at* gesture round the room and say *at school*.
- 8 Show the preposition wordcards in random order. Each time a child moves the soft toy to the correct position or gestures to indicate *at*.

ACTIVITY 1 5 minutes 77

- 1 Ask children to read the text aloud.
- 2 Say *One. He's next to the trees. Which picture?* Elicit *d*. Say **Write**. Model writing *d* in the book as an example.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Say **Listen and check**. Play recording, pausing so the children can check and correct their work.

! Remind the class that *they* is used for two or more people, regardless of gender.

Audio

a *She's under the umbrella.*

b *They're in the garden.*

c *They're on the sand.*

d *He's next to the trees.*

e *They're at home.*

f *They're at school.*

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

ACTIVITY 2 5 minutes 78

- 1 Say **Listen and say**. Play recording, pausing so the children can answer, using the pictures in Activity 1. Encourage the children to answer using full sentences.

Audio

- 1 It's rainy. Where is she?
- 2 It's windy. Where are they?
- 3 It's sunny. Where are they?
- 4 It's cloudy. Where is he?
- 5 It's cold. Where are they?
- 6 It's hot. Where are they?

Answers: 1 She's under the umbrella. 2 They're in the garden.
3 They're on the sand. 4 He's next to the trees. 5 They're at home.
6 They're at school.

ACTIVITY 3 10 minutes

- 1 Point to items in the classroom to elicit the names (e.g. board, table, desk, bag, book, pen, box, door, window, etc.).
- 2 Ask two children to go under your desk. Ask *Where are they?* Elicit *They're under the desk.*
- 3 Repeat 2 to practise *he/she/they* and *in/on/under/next to* in random order, using the classroom items you reviewed in 1.
- 4 Say **Say**. The children work in pairs, taking it in turn to ask and answer the questions using the information in Activity 1.

REVIEW 5 minutes **75**

- 1 Play recording for the *What's the weather today?* song. The children sing and do the actions, following the text of the song on p. 49.
- 2 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes** **75**

As Period 5.

LANGUAGE BUILDING 7 minutes

As Period 5.

ACTIVITY 1 5 minutes

- 1 Ask a child to read the words in the wordbox.
- 2 Elicit *he, she* or *they* for the people pictured.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their answers in pairs.
- 5 Elicit answers. The children correct their work.

Answers: 1 she 2 they 3 he 4 they 5 they 6 they

ACTIVITY 2 5 minutes

- 1 Elicit the correct option to complete the description of each picture.
- 2 Say **Circle**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work.

Answers: 1 under 2 on 3 next to 4 at 5 in 6 at

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 4 10 minutes

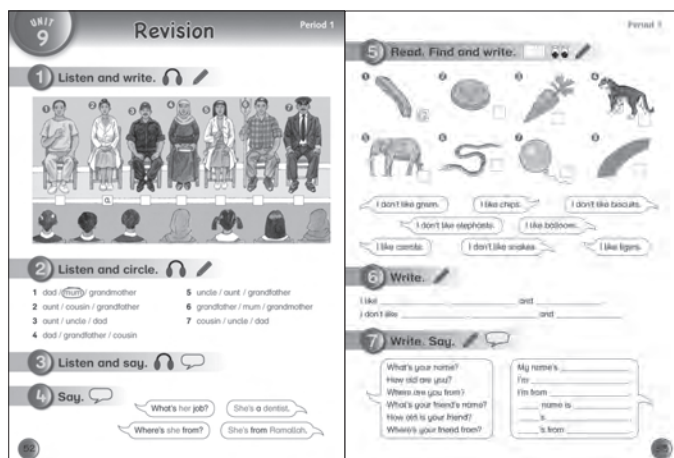
- 1 Say *Let's play The chain game*. Put the class in teams of 5–8.
 - The first team decides on and says a sentence together, e.g. *It's sunny at the beach.*
 - The second team repeats the sentence and adds another sentence, e.g. *It's sunny at the beach. It's windy at the zoo.*
 - The third team continues, repeating and adding a sentence with a different weather and place. If a team makes a mistake or can't add a sentence it's out.
 - Play until all the weather words are used up (a maximum of 6 sentences), then start again.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

 In activities like this keep teams quite small so that all team members can take an active part in deciding the sentence.

Aims to revise vocabulary from Units 1–8

Key language language from Units 1–8 (see p. 10 for summary)

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



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 2B Poster. Elicit the family words in English.
- 3 Show Unit 2 flashcards and ask *What's his/her job?* to elicit *He's/She's a teacher*, etc.

ACTIVITY 1 5 minutes 79

- 1 Elicit the jobs pictured.
- 2 Say **Listen**. Play recording, pausing at the end of the first description. Say *a This is my mum. She's a doctor. She's from Ramallah. What's her job?* Elicit *She's a doctor*. Ask *Which person?* Elicit 2. Say **Write**. Model writing a as an example by 2 in the book.
- 3 Say **Listen and write**. Play recording from the start, pausing so that the children can write each letter by the correct person.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.

Audio

- a This is my mum. She's a doctor. She's from Ramallah.
 b This is my aunt. She's a dentist. She's from Nablus.
 c This is my uncle. He's a nurse. He's from Gaza.
 d This is my dad. He's a farmer. He's from Jerusalem.
 e This is my grandfather. He's a driver. He's from Bethlehem.
 f This is my grandmother. She's a teacher. She's from Ramallah too.
 g This is my cousin. He's a policeman. He's from Haifa.

Answers: 1c 2a 3g 4f 5b 6d 7e

ACTIVITY 2 5 minutes 80

- 1 Review family members by drawing a simple family tree on the board and eliciting who people are: *dad, mum, grandmother, grandfather, aunt, uncle, cousin*, etc.
- 2 Ask children to read the answer options aloud.
- 3 Tell the children they are going to listen to recording again. This time they should listen for the family words to identify who each person is.
- 4 Say **Listen and circle**. Play recording, pausing so the children can circle the correct option each time.
- 5 Elicit answers. The children correct their work. You could display the family wordcards (from Unit 2 Period 3) and ask a child to identify the correct word each time.

Audio

As for Activity 1.

Answers: 1 mum 2 aunt 3 uncle 4 dad 5 grandfather
 6 grandmother 7 cousin

ACTIVITY 3 5 minutes 81

- 1 Tell the children they are going to listen to recording again. This time they should listen for the job words and place names, as they will be asked questions on those in the next activity.
- 2 Say **Listen**. Play recording for Activity 1 again, pausing so that the children can write down the first letter of the place name for each person.
- 3 Say *One. He's a nurse. Where's he from?* Elicit *He's from Gaza*. Repeat with the other people.

- 4 Say **Listen and say**. Play recording, pausing so the children can answer the questions.

Audio

- | | |
|---------------------|--------------------|
| 1 Where's he from? | 5 What's her job? |
| 2 What's her job? | 6 Where's he from? |
| 3 What's his job? | 7 What's his job? |
| 4 Where's she from? | |

Answers: 1 He's from Gaza. 2 She's a doctor. 3 He's a policeman.
4 She's from Ramallah. 5 She's a dentist. 6 He's from Jerusalem.
7 He's a driver.

ACTIVITY 4 5 minutes

- 1 Say **Say**. The children work in pairs, taking it in turn to ask and answer the questions, using the information in Activity 1.

ACTIVITY 5 5 minutes

- 1 Say **Read**. Ask children to read the speech bubbles aloud.
2 Say *I don't like green. Which picture?* Say **Find**. Elicit *Eight*. Draw a smiley face and a sad face on the board. Say *I don't like green*. Ask a child to come and point to the correct face for *I don't like*. Say **Write**. Model drawing a sad face in the box by picture 8.
3 Say **Read. Find and write**. Monitor and help as necessary.
4 The children check their work in pairs.
5 Elicit answers. Ask a different child to draw the correct face for each picture on the board. The children correct their work.

Answers: 1 😊 2 ☹️ 3 😊 4 😊 5 ☹️ 6 ☹️
7 😊 8 ☹️

- ! Remind the children that when you are talking about likes and dislikes, you use the plural, e.g. *I like carrots*.

ACTIVITY 6 5 minutes

- 1 Say **Write**. Get the children to write about the things they like or don't like. Encourage them to look through their book for ideas or to check spellings.

ACTIVITY 7 5 minutes

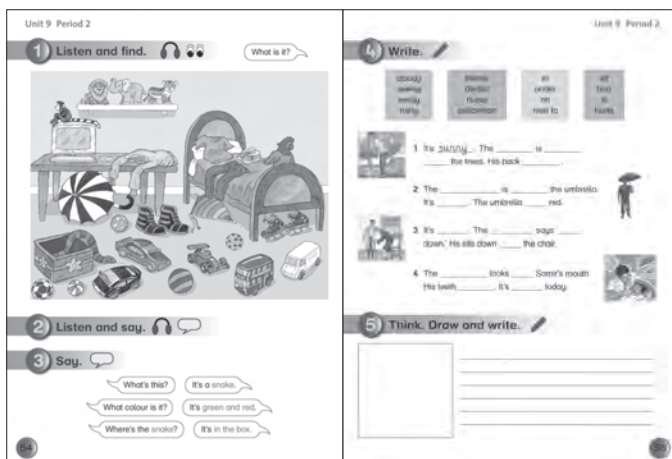
- 1 Say **Write**. Ask the children to read the questions and write about themselves (first three questions), then a friend (last three questions).
2 Say **Say**. The children work in pairs, taking it in turn to ask and answer the questions.
3 Everyone says *Goodbye*.

- ! Remind the children how to ask about spelling if they are unsure: *How do you spell it?*

Aims to revise vocabulary from Units 1–8

Key language language from Units 1–8 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 8 Poster, Flashcards (Unit 4 – colours)



Period 2

LANGUAGE PRESENTATION 10 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 8 Poster.
 - Elicit the different types of weather.
 - Ask *Where's ...?* questions to elicit answers using *in, on, at, under, next to*.
- 3 Show the Unit 4 flashcards (colours) to elicit colours.

ACTIVITY 1 5 minutes 82

- 1 Ask *What can you see?* to elicit as many items as possible in the picture.
- 2 Say **Listen and find**. The children listen and find what is being described each time. For each description there are two likely items, but only one is correct once all the details are given. This is to encourage the children to listen to all of the detail.
- 3 Play recording, pausing so the children can find the item and say what it is.

Audio

- 1 *It's green and red. It has two legs. What is it?*
- 2 *It's yellow. It has four legs. What is it?*
- 3 *They're orange and black. What are they?*
- 4 *It's black and white. It's under the table. What is it?*
- 5 *It's big. It has four legs. It's brown. What is it?*

Answers: 1 It's a bird. 2 It's a lion. 3 They're boots. 4 It's an umbrella. 5 It's a table/bed.

ACTIVITY 2 5 minutes 83

- 1 Say **Listen and say**. Play recording, pausing so the children can find the item(s) described and say the answer.

Audio

- 1 *What's green and red?*
- 2 *What's yellow?*
- 3 *What's orange and black?*
- 4 *What's black and white?*
- 5 *What's grey?*
- 6 *Where's the monkey?*
- 7 *What's between the lion and the tiger?*
- 8 *Where's the snake?*
- 9 *What's next to the computer?*
- 10 *Where's the umbrella?*

Answers: 1 Bird, snake

- 2 Lion, sweater
- 3 Boots, tiger
- 4 Umbrella, monkey
- 5 Elephant
- 6 On the computer
- 7 Elephant
- 8 In the box
- 9 Sweater, mouse
- 10 Under the table

ACTIVITY 3 5 minutes

- 1 The children work in groups of four. Say **Say**. Each child takes it in turn to ask the person on his/her right any of the questions shown. That child answers, using the information in the picture in Activity 1, then asks the next child. Tell them to keep count of the number of questions they are able to ask and answer and see which group manages the most.

ACTIVITY 4 5 minutes

- 1 Ask children to read out the words in the wordboxes. Ask what kind of words there are in each group, eliciting (in Arabic): weather words, job words, words that tell you where something is, words that tell you what someone does.
- 2 Explain that each gap-fill description needs a word from each of the wordboxes. Elicit a description of each picture, with the children supplying the missing words. Encourage them to think about the kind of word they need each time so that they look in the correct box.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check each other's answers and take it in turn to read the completed descriptions aloud.

Answers: 1 It's **sunny**. The **farmer** is **next to** the trees. His back **hurts**. 2 The **policeman** is **under** the umbrella. It's **rainy**. The umbrella **is** red. 3 It's **cloudy**. The **nurse** says '**Sit** down.' He sits down **on** the chair. 4 The **dentist** looks **in** Samir's mouth. His teeth **hurt**. It's **windy** today.

ACTIVITY 5 10 minutes

- 1 Say **Think. Draw and write**. Get the children to draw a picture like the ones in Activity 1. They then write their own descriptions, changing the details.

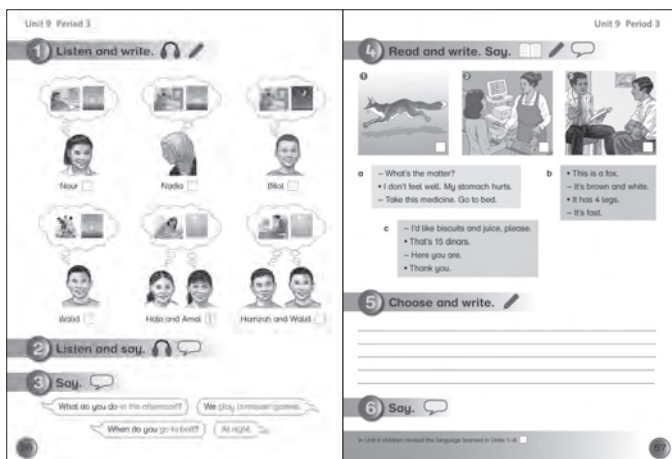
! If the children do this activity on a separate piece of paper you could display their work in the classroom.

- 2 Everyone says *Goodbye*.

Aims to revise language from Units 1–8

Key language language from Units 1–8 (see p. 10 for summary)

Materials Pupil's Book, CD 1, Unit 7 Poster



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 7 Poster.
 - Ask what the girl is saying in each picture (*I get up*, etc.).
 - Ask *When does she go to bed?* Elicit *At night*. Repeat with the other times of day.
- 3 Ask a child *When do you play computer games?* Elicit a plausible response. Ask different children the same question. Repeat, asking about different daily routines.

ACTIVITY 1 5 minutes 84

- 1 Elicit the character names and what is in the pictures in the thought bubbles.
- 2 Say **Listen**. Play recording, pausing after the first sentence. Say *In the afternoon I do homework. What do I do?* Elicit *Do homework*. Ask *When do I do homework?* Elicit *In the afternoon*. Ask *Who is it?* Elicit *Bilal*. Say **Write**. Model writing 1 in the box by Bilal.
- 3 Play recording from the start, pausing so that the children can write in each number by the correct person.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.
- 6 Ask the children why Nadia might go to bed in the morning, eliciting jobs which involve night work, e.g. *nurse, doctor*.

Audio

- 1 *In the afternoon we do homework.*
- 2 *In the afternoon we play computer games.*
- 3 *In the evening I play with friends.*
- 4 *In the evening I watch cartoons.*
- 5 *I go to bed at night.*
- 6 *I go to bed in the morning.*

Answers: Walid 4 Nadia 6 Hala & Amal 5 Nour 3
Bilal 1 Hamzah & Walid 2

ACTIVITY 2 5 minutes 85

- 1 Get the children to look at their answers for Activity 1 and answer the questions as though they were the characters.

! Remind the children when *I/we* are used. Say *I* and point to yourself. Say *we* and gesture to the whole class.

- 2 Say **Listen**. Play recording, pausing after the first question. Say *Hala and Amal, what do you do in the afternoon?* *Hala and Amal – we. What do we do?* Elicit *We do homework*.
- 3 Say **Say**. Play the first section of recording, pausing so the children answer, using the information in Activity 1.
- 4 Repeat 2 & 3 for the second section of recording.

Audio

- 1 *What do you do in the afternoon, Hala and Amal?*
- 2 *Hamzah and Walid, what do you do in the afternoon?*
- 3 *What do you do in the evening, Nour?*
- 4 *Walid, what do you do in the evening?*
- 5 *Bilal, what do you do at night?*
- 6 *What do you do in the morning, Nadia?*

- 1 *When do you do homework, Hala and Amal?*
- 2 *Hamzah and Walid, when do you play computer games?*
- 3 *Walid, when do you play with friends?*
- 4 *When do you watch cartoons, Nour?*
- 5 *Bilal, when do you go to bed?*
- 6 *Nadia, when do you go to bed?*

Answers: 1 *I do homework.* 2 *We play computer games.* 3 *I play with friends.* 4 *I watch cartoons.* 5 *We go to bed.* 6 *I go to bed.*
1 *In the afternoon.* 2 *In the afternoon.* 3 *In the evening.* 4 *In the evening.* 5 *At night.* 6 *In the morning.*

ACTIVITY 3 5 minutes

- 1 Get the children to make a circle (groups of 10). Crumple up a piece of paper like a ball. Get the children to throw the ball to each other. Say **Say**. Each time the person throwing asks a question; the person catching answers.

ACTIVITY 4 10 minutes

- 1 Explain that the symbols – and • indicate who is speaking. Ask how many people are speaking in each dialogue. Elicit *Two*.
- 2 Say **Read and write**. The children match the pictures and dialogues.
- 3 Say **Say**. The children work in pairs. They read each dialogue aloud, taking it in turn to play each role.

Answers: 1 b 2 c 3 a

ACTIVITY 5 5 minutes

- 1 Say **Choose and write**. The children work in pairs. They choose one of the dialogues and write another version of it, using different details.

ACTIVITY 6 5 minutes

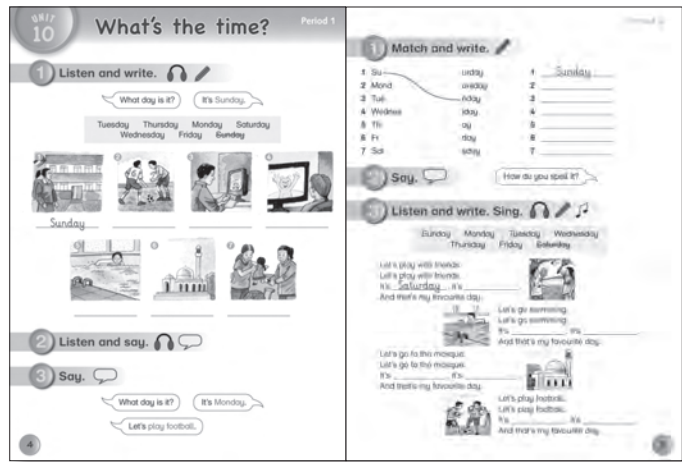
- 1 Say **Say**. The children in pairs perform their dialogue in Activity 5 to another pair.
- 2 Everyone says *Goodbye*.

What's the time?

Aims to say what day of the week it is; to make suggestions

Key language *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; What day is it? It's Monday. Let's play football.*

Materials Pupil's Book, CD 2, Unit 10 Poster, Wordcards (see Language Presentation and Language building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 2

Before the lesson:

Prepare wordcards: *Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday*

- Greet the class, saying *Good morning/Good afternoon*, as appropriate, or *Hello*. Encourage the children to respond.
- Display Unit 10 Poster.
 - Elicit the activities pictured on the poster.
 - Point out the difference between the first five days (school days) and the weekend.
 - Read the days of the week aloud, pointing to them. Ask the children to give the Arabic name for each one, as you do so.
 - Ask *What day is it?* Give the day in Arabic, then in English, using *It's (Monday)*. Ask the children to repeat this with you.
- Show the wordcards, saying each day. Point out that days of the week start with a capital letter. Display the cards in different parts of the classroom.
- Say **Listen and point**. Play recording. The children point to the correct wordcard as it is mentioned.
- Say **Listen and say**. Point to the cards one by one. Encourage the children to say the name of the day. Repeat.

Audio

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / day is / it ?*

Plus the days of the week from Language Presentation

- Display the wordcards for the days of the week. Say *f f f f* to elicit *Friday*. Ask a child to identify the corresponding wordcard. Repeat with the other starting sounds.
- Ask the children to look carefully at the wordcards. Elicit what the words have in common: *day* as an ending.
- Distribute the cards for *What day is it?* to five children. Ask them to stand in a line to make a question. Ask the class to confirm and read it aloud. Put the question on the board.
- Ask *What day is it?* beside the cards for days of the week. Elicit the answer in Arabic, then English.
- Display the cards for *It's* and *.* Ask a child to make a sentence, selecting the correct day for today.
- Mix up the wordcards for the days of the week and ask different children to put them in chronological order (*Sunday, Monday, ...*, etc.).

ACTIVITY 1 7 minutes 3

- Elicit the activities pictured.
- Ask the children to read the words in the wordbox aloud.
- Say **Listen and write**. Play recording, pausing after section 1.
- Say *Let's go to school. Which day?* Elicit *Sunday*. Point to the wordcard and model writing *Sunday* in the book.
- Continue the recording, pausing after each section.
- The children check their work in pairs.
- Elicit answers. The children correct their work.

Audio

- 1 *It's Sunday. Let's go to school.*
- 2 *It's Monday. Let's play football.*
- 3 *It's Tuesday. Let's play computer games.*
- 4 *It's Wednesday. Let's watch cartoons.*
- 5 *It's Thursday. Let's go swimming.*
- 6 *It's Friday. Let's go to the mosque.*
- 7 *It's Saturday. Let's play with friends.*

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

ACTIVITY 2 8 minutes

- 1 Say *Let's go to school. What day is it?* Elicit *It's Sunday.*
- 2 Continue the recording, pausing so that the children can find the picture and respond *It's* + day of the week.

Audio

<i>What day is it?</i>	<i>Let's watch cartoons.</i>
<i>Let's go to school.</i>	<i>Let's go swimming.</i>
<i>Let's play football.</i>	<i>Let's go to the mosque.</i>
<i>Let's play computer games.</i>	<i>Let's play with friends.</i>

Answers: *It's Sunday. It's Monday. It's Tuesday. It's Wednesday. It's Thursday. It's Friday. It's Saturday.*

ACTIVITY 3 10 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Display the Unit 10 poster. Elicit the activities shown.
- 3 Say **Say**. The children work in pairs. They take it in turn to start the dialogue and to respond, using the picture prompts in Activity 1.
- 4 Everyone says *Goodbye*.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes**

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 10 minutes

- 1 Say *Su...?* Look puzzled. Ask *What day is it?* Elicit *Sunday*.
- 2 Say **Match**. Model matching *Su* and *nday* in the book. Say **Write**. and write the full word *Sunday* on the board.

- 3 Say **Match and write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a different child to write each day on the board. The children correct their work

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

ACTIVITY 2 5 minutes

- 1 Ask a child to read the speech bubble aloud.
- 2 Say *Sunday. How do you spell it?* Elicit the correct spelling. Repeat with some other days.

! Point out to the children that they can use the words in Activity 1 to help them. Remind them to use the names of the letters, not the sounds and that days of the week start with a capital.

- 3 Say **Say**. The children work in pairs, taking it in turn to prompt and to spell a day.

ACTIVITY 3 10 minutes

- 1 Ask children to read the words and the song aloud.
- 2 Say **Listen**. Tell the children to listen carefully for the missing days of the week. Play recording.
- 3 Say **Listen and write**. Play recording, pausing after each verse so that the children can write in the missing day (twice).
- 4 The children check their work in pairs.
- 5 Elicit answers. Write them on the board. The children correct their work.
- 6 Say **Sing**. Play the song again: this time the children sing along. Repeat several times.
- 7 Everyone says *Goodbye*.

Audio

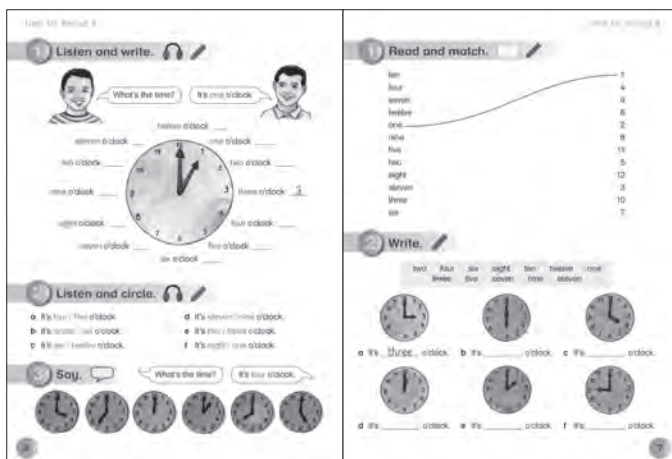
<i>Let's play with friends.</i>	<i>Let's go to the mosque.</i>
<i>Let's play with friends.</i>	<i>Let's go to the mosque.</i>
<i>It's Saturday, it's Saturday.</i>	<i>It's Friday, it's Friday.</i>
<i>And that's my favourite day.</i>	<i>And that's my favourite day.</i>
<i>Let's go swimming.</i>	<i>Let's play football.</i>
<i>Let's go swimming.</i>	<i>Let's play football.</i>
<i>It's Thursday, it's Thursday.</i>	<i>It's Monday, it's Monday.</i>
<i>And that's my favourite day.</i>	<i>And that's my favourite day.</i>

Answers: *Saturday, Thursday, Friday, Monday*

Aims to ask and give the time; to recognise the numbers one–twelve in words

Key language *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve; What's the time? It's four o'clock.*

Materials Pupil's Book, CD 2, Unit 10 Poster, Time Poster, Flashcards (Numbers 1–12), Wordcards (see Language Building for details) *Plus (for Period 4):* scrap paper + board pens/ chalk for Review



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 6

- Greet the class, saying *Good morning/Good afternoon*, as appropriate, or *Hello*. Encourage the children to respond.
- Show Unit 10 Poster.
 - Elicit the activities pictured.
 - Read out the days of the week in order together (*Sunday, Monday, ...*).
 - Ask *What day is it?* Elicit *It's (Monday)*. Ask the whole class to repeat this with you.
- Show Time Poster.
 - Elicit the numbers 1–12.
 - Point to the first clock. Ask in Arabic what time it is. Confirm their response, then say *What's the time? It's one o'clock.*
- Say **Listen**. Play recording, pausing after *It's two o'clock*. Ask a child to identify the correct clock on the poster. The class confirms and says *It's two o'clock*.
- Repeat 4 with *It's six o'clock*.
- Show the number flashcards in order, text side to the class. Read the words aloud together.

Audio

*What's the time?
It's two o'clock.*

*What's the time?
It's six o'clock.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / the / time / ? It's / o'clock / . one / two / three / four / five / six / seven / eight / nine / ten / eleven / twelve*

- Say *What's the time?* Distribute the wordcards to four children. Ask them to stand in line to make the question. The class confirm and read it aloud. Put the question on the board.
- Display the wordcards for *It's ... o'clock.*, leaving a gap for the number. Read it aloud together. Display the wordcards for the numbers in random order.
- Say *It's four o'clock*. One child writes the number 4 on the board; another chooses the correct wordcard and puts it in the sentence.
- Repeat 3 with other times, using different children.

ACTIVITY 1 5 minutes 7

- Ask children to read the text aloud.
- Say **Listen and write**. Play recording, pausing after the first sentence so that the children can find the text and write the correct number beside it.
- Continue playing recording, pausing after each sentence so that the children can write.
- The children check their work in pairs.
- Elicit answers. Show the number wordcards (one–twelve). Ask a child to write each number up as you show it. The children correct their work.

Audio

*It's three o'clock.
It's eight o'clock.
It's twelve o'clock.
It's four o'clock.
It's six o'clock.
It's two o'clock.*

*It's eleven o'clock.
It's nine o'clock.
It's one o'clock.
It's five o'clock.
It's ten o'clock.
It's seven o'clock.*

Answers: one – 1, two – 2, three – 3, four – 4, five – 5, six – 6, seven – 7, eight – 8, nine – 9, ten – 10, eleven – 11, twelve – 12

ACTIVITY 2 5 minutes 8

- 1 Ask children to read the sentences aloud.
- 2 Say **Listen and circle**. Play recording, pausing so that the children can circle the times they hear.
- 3 Elicit answers. The children correct their work.

Audio

- | | |
|------------------------|-----------------------|
| a It's five o'clock. | d It's nine o'clock. |
| b It's seven o'clock. | e It's two o'clock. |
| c It's twelve o'clock. | f It's eight o'clock. |

Answers: a five b seven c twelve d nine e two f eight

ACTIVITY 3 10 minutes

- 1 Use a clock which has hands you can move (make your own or draw one on the board). Show the time as one o'clock.
- 2 Say *What's the time?* Elicit *It's one o'clock*.
- 3 Repeat with another time.
- 4 Elicit the times on the clocks in the book.
- 5 Put the class into two groups. One asks *What's the time?*; the other responds, using the clocks in the book. The groups then swap roles.
- 6 The children work in pairs. They take it in turn to ask the time and answer, using the picture prompts.

Answers: It's four/seven/twelve/one/eight/five o'clock.

REVIEW 5 minutes

- 1 Put the children into 12 groups.
- 2 Give each group a number wordcard. Ask the groups to say their number in order.
- 3 The whole class asks *What's the time?* Write numbers from 1–12 on the board, e.g. 6. The group with that number calls out *It's six o'clock*.
- 4 Repeat. Make sure all groups have a chance to speak.
- 5 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 6

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 8 minutes

- 1 Ask children to read the text aloud.
- 2 Say **Read and match**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Elicit answers: display the wordcards in random order and ask children to put them in order. Then ask different children to write the number next to each wordcard. The children correct their work.

Answers: one – 1, two – 2, three – 3, four – 4, five – 5, six – 6, seven – 7, eight – 8, nine – 9, ten – 10, eleven – 11, twelve – 12

ACTIVITY 2 10 minutes

- 1 Ask the children to read the numbers in the wordbox aloud.
- 2 Elicit the times on the clocks.
- 3 Ask *What's the time?* Elicit *It's three o'clock*. Model writing it in the book as an example. Warn the children that the wordbox contains more answers than they need.
- 4 Say **Write**. Monitor and help any children who need support.
- 5 The children check their work in pairs.
- 6 Display the number wordcards in order. Ask a child to write each answer on the board, e.g. *three*. The class say whether he/she is correct. The children correct their work.

Answers: a three b six c four d twelve e two f nine

REVIEW 7 minutes

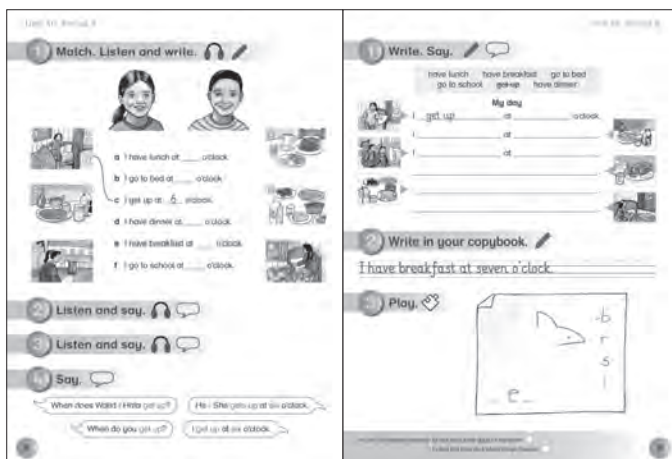
- 1 On small scraps of paper write the numbers 1–12. Fold the papers.
- 2 Put the class into teams, each sitting in a row going from the back of the class to the front. For each team draw on the board a clock with no hands. Give board pens/chalk to the children at the front of the teams.
- 3 Hand out the papers to the first person in each team (at the back of the class). They look at the time without showing anyone. The aim of the game is to get the information to the person at the front of the team: each team member whispers the time to the person next in line until it reaches the person at the front. He/She then completes the clock on the board.
- 4 The team which finishes first – and is correct – is the winner. Repeat several times.
- 5 Everyone says *Goodbye*.

- ! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to talk about daily routine and times

Key language *breakfast, lunch, dinner; I have lunch. When do you have breakfast? At seven o'clock. numbers one–twelve as words*

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



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 9

- 1 Greet the class, saying *Good morning/Good afternoon*, as appropriate, or *Hello*. Encourage the children to respond.
- 2 Display Unit 10 Poster.
 - Read the days of the week aloud together.
 - Ask *What day is it?* Elicit *It's (Monday)*. The class repeats.
- 3 Display Time Poster. Point to the clocks in random order. Ask *What's the time?* Elicit the times.
- 4 Display the Unit 10 flashcards.
- 5 Say **Listen**. Play recording, pointing to the flashcard each time.
- 6 Point to the flashcard for getting up and ask *When do you (get up)?* Elicit (e.g.) *Seven o'clock*. Praise the child answering and say *Yes – at (seven) o'clock. I get up at (seven) o'clock*.
- 7 Repeat 6 with the other flashcards.

Audio

<i>I get up.</i>	<i>I have lunch.</i>
<i>I have breakfast.</i>	<i>I have dinner.</i>
<i>I go to school.</i>	<i>I go to bed.</i>

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *When / do / you / ?*
have breakfast / have lunch / have dinner / get up / go to school / go to bed

- 1 Display wordcards for *have breakfast, have lunch, have dinner*. Ask children to read them aloud.

- 2 Distribute the wordcards for *When do you have breakfast?* to six children and ask them to stand in line to make a question. The class confirm and read it aloud.
- 3 Ask a child to change the question to ask about lunch. The class confirms if he/she is correct. Repeat with dinner.
- 4 Repeat 1–3 with *get up, go to school, go to bed*.

ACTIVITY 1 10 minutes 10

- 1 Ask children to read the sentences aloud. Point out *at*, used to say when something happens.
- 2 Elicit the activities pictured.
- 3 Say *Picture one. Which sentence?* Elicit *c I get up*. Say **Match**. Model matching the picture and text. Elicit answers for the other sentences.
- 4 Say **Match**. Monitor and help as necessary.
- 5 Say **Listen**. Play recording, pausing at the end of the first sentence. Ask *When does Hala get up?* Elicit *At six o'clock*. Ask *Which sentence?* Elicit *c*. Say **Write**. Model writing 6 as an example in the book.
- 6 Say **Listen and write**. Play recording from the start, pausing so that the children can write in each time.
- 7 Elicit answers. Ask a child to write each number on the board. The children correct their work.
- 8 The children check their work in pairs.
- 9 Elicit answers. The children correct their work.

Audio

<i>I get up at 6 o'clock.</i>	<i>I have lunch at 2 o'clock.</i>
<i>I have breakfast at 7 o'clock.</i>	<i>I have dinner at 8 o'clock.</i>
<i>I go to school at 8 o'clock.</i>	<i>I go to bed at 9 o'clock.</i>

Answers: See Audio

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

ACTIVITY 2 5 minutes 11

- 1 Say **Listen and say**. Play recording, pausing after each question so that the children can find the information in Activity 1 and respond.
- 2 Repeat **1**, this time eliciting full sentences as answers, e.g. *She gets up at 6 o'clock.*

Audio

- 1 When does Hala get up?
- 2 When does she have breakfast?
- 3 When does she go to school?
- 4 When does Walid have lunch?
- 5 When does he have dinner?
- 6 When does he go to bed?

Answers: 1 She gets up at 6 o'clock. 2 She has breakfast at 7 o'clock. 3 She goes to school at 8 o'clock. 4 He has lunch at 2 o'clock. 5 He has dinner at 8 o'clock. 6 He goes to bed at 9 o'clock.

ACTIVITY 3 5 minutes 12

- 1 Tell the children that this time they are going to answer questions by giving information about their own lives. Say **Listen and say**. Play recording, pausing so several children can answer each time.

Audio

- 1 When do you get up?
- 2 When do you have breakfast?
- 3 When do you go to school?
- 4 When do you have lunch?
- 5 When do you have dinner?
- 6 When do you go to bed?

ACTIVITY 4 5 minutes

- 1 Ask the children to read the speech bubbles aloud.
- 2 Ask other questions about Hala and Walid's routines, eliciting answers.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer, using the information in Activity 1.
- 4 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 9

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Ask the children to read the text aloud.
- 2 Say **Write**. The children read and complete the sentences about themselves.
- 3 Say **Say**. The children work in pairs, taking it in turn to read out their sentences.
- 4 Ask some children to read their sentences to the class. The class gives constructive feedback.

ACTIVITY 2 5 minutes

- 1 Say **Write in your copybook**. Monitor and help as necessary. Make sure the children are using the lines to help them form the letters. Remind them to use capitals and full stops appropriately. They could check each other's work in pairs.

ACTIVITY 3 10 minutes

- 1 Say *Let's play Shark attack*.
 - Model the game on the board. You secretly choose a word and say the topic, e.g. *It's a number*. Write up a line for each letter.
 - Ask the children to start guessing letters. If a guess is correct, write the letter on the correct line; if incorrect, write the letter on the right side of the board and start to draw the shark. For each wrong guess, you add a line to the shark. The children aim to guess the word before the shark is complete.
- 2 Put the children in groups of four to play the game.
- 3 Read aloud the targets at the bottom of the page. Ask the children if they can do these things and to give you some examples. They can then tick the boxes to show what they have achieved.
- 4 Everyone says *Goodbye*.

At the playground

Aims to talk about playground equipment; to say what people like

Key language roundabout, swings, slide, seesaw, climbing frame, sandpit; She/He/They likes/like the slide.

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

At the playground

Period 1

1 Match. Listen.

2 Listen and say.

3 Say.

He likes the slide. She likes the ... They like the ...

Homazh Bilal and Walid Homazh and Walid Hour Manor and Tariq Salwa and Tala

Period 2

1 Write and match.

1 swings 2 s_andp_t 3 _lide 4 _ound_bout 5 see_ow 6 _liming_ame

2 Write.

like likes the

seesaw slide roundabout climbing frame

1 She likes the seesaw. 2 He ...

3 They ... 4 He ...

Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 13

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit *It's (Sunday).*
- Display Unit 11 Poster.
 - Ask *How many children are there?* Elicit *Seven.* Ask *How many boys are there?* Elicit *Four.* Repeat with *girls (three).*
 - Elicit as much detail in English about the picture as possible, e.g. *playground, playing with friends, clothes, colours, etc.*
 - Elicit the playground equipment in Arabic.
- Say **Listen**. Play recording, pointing to the equipment on the poster each time.
- Display the Unit 11 flashcards in different parts of the classroom. Say **Listen**. Play recording again. The children point to the correct flashcard when it is mentioned.
- Point to the roundabout flashcard and say *I like the roundabout. Do you like the roundabout?* Elicit *Yes./No.* Show the other flashcards in random order to elicit *I like ...*
- Then say *I like the swings. What do you like?* Elicit answers.

Audio

the roundabout, the swings, the slide, the seesaw, the climbing frame, the sandpit

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *slide / swings / seesaw / climbing frame / roundabout / sandpit*
I / He / She / likes / They / like / .

- Display the playground equipment flashcards and wordcards. Ask children to match them.
- Display the other wordcards and ask the class to read them aloud.
- Distribute the wordcards for *I like the sandpit.* to five children and ask them to stand in line to make a sentence. The class confirm and read it aloud.
- Ask another child to change the sentence to use *they*. The class confirms if correct.
- Repeat 4 with *he*. Point out that the verb changes with *he – he likes*, but *they like*.
- Repeat 4 with *she* and *I* and a different playground equipment word. Encourage the children to think carefully about the verb each time.

ACTIVITY 1 10 minutes 14

- Say *Picture one. What is it?* Elicit *It's a roundabout.* Say *Find the word.* Check that the children are pointing to the correct word. Say **Match**. Model matching the picture and word in the book.
- Say **Match**. Monitor and help as necessary.
- The children check their work in pairs.
- Say **Listen**. Play recording, pausing so that the children can check their work.

- 5 Hold up the flashcards for Walid and the swings. Elicit *He likes the swings*. Repeat with other characters. Sometimes hold up two characters together to elicit *They ...*

Audio

- 1 *She likes the roundabout.*
- 2 *They like the swings.*
- 3 *They like the slide.*
- 4 *They like the seesaw.*
- 5 *He likes the climbing frame.*
- 6 *She likes the sandpit.*

Answers: 1 roundabout 2 swings 3 slide 4 seesaw
5 climbing frame 6 sandpit

ACTIVITY 2 5 minutes 15

- 1 Model the activity. Point to the pictures in Activity 1. Say *The seesaw*. *Who likes the seesaw?* Elicit *They like the seesaw*.
- 2 Say **Listen and say**. Play recording, pausing so the children can respond each time. Repeat.

Audio

- | | |
|----------------------------|---------------------|
| <i>The seesaw.</i> | <i>The slide.</i> |
| <i>The climbing frame.</i> | <i>The sandpit.</i> |
| <i>The roundabout.</i> | <i>The swings.</i> |

Answers: 1 *They like the seesaw*. 2 *He likes the climbing frame*.
3 *She likes the roundabout*. 4 *They like the slide*. 5 *She likes the sandpit*. 6 *They like the swings*.

ACTIVITY 3 5 minutes

- 1 Ask the children to read the speech bubbles aloud.
- 2 Elicit the playground equipment pictured and the names.
- 3 Say *Picture 1*. Elicit *He likes the slide*. Repeat with the other picture prompts.
- 4 Say **Say**. The children work in pairs, taking it in turn to prompt with a picture and to respond with a sentence.

REVIEW 5 minutes

- 1 Display the flashcards of the playground equipment and elicit the words.
- 2 Hand the cards out to children: choose a boy, a girl, a group of girls, a group of boys and a group of boys and girls. Ask them to show their card when you point to them.
- 3 Point to the group of boys and ask *What do they like?* Elicit *They like the ...* Repeat with the other groups.
- 4 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 13

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 10 minutes

- 1 Say *One – what word is it?* Elicit *Swings*. Ask *What's missing?* Elicit *i*. Say **Write**. Model writing *i* in the book as an example.
- 2 Say **Write**. Monitor and help as necessary.
- 3 The children check their work in pairs.
- 4 Say *Swings*. *Which picture?* Elicit *b*. Say **Match**. Model drawing a line matching 1 *swings* to picture b.
- 5 Say **Match**. Monitor and help as necessary.
- 6 Display the flashcards and wordcards. Ask the children to match the words and pictures. The children use this to check their work.

Answers: 1 b swings 2 f sandpit 3 c slide 4 d roundabout
5 a seesaw 6 e climbing frame

ACTIVITY 2 10 minutes

- 1 Elicit descriptions of the pictures using the words in the wordbox.

! If your class needs more support, ask the children to make the sentences using wordcards first.

- 2 Say **Write**. Model what you want the children to do with an example. Write a sentence using the words in the wordbox.
- 3 The children check their work in pairs.
- 4 Elicit answers. The children correct their work. Use wordcards or write the answers on the board.

Answers: 1 *She likes the seesaw*. 2 *He likes the slide*. 3 *They like the roundabout*. 4 *He likes the climbing frame*.

! Remind the children that sentences start with a capital letter and end with a full stop.

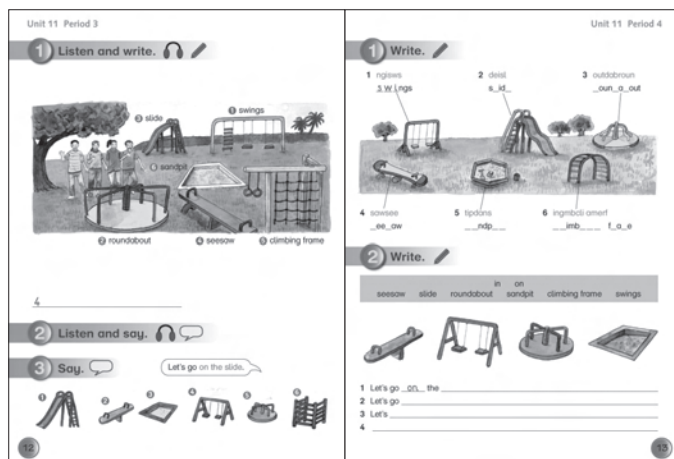
REVIEW 5 minutes

- 1 The children work in pairs to practise spelling, taking it in turn to prompt and respond. The first child says, for example, *How do you spell 'slide'?*; the second child (with book closed) writes it down, then spells it out; the first child checks it.
- 2 Everyone says *Goodbye*.

Aim to make suggestions about what to do in the playground

Key language roundabout, swings, slide, seesaw, climbing frame, sandpit; Let's go on/in the slide/sandpit.

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



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 16

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 11 Poster.
 - Elicit the playground equipment.
 - Say *I like the sandpit. What do you like?* Elicit a variety of answers.
- 3 Display the Unit 11 flashcards. For each elicit the word and agree an action.
- 4 Say **Listen and do**. Play recording. The children do the correct action each time.
- 5 Say **Say**. Point to the flashcards in random order. Elicit *On/In the ...* Repeat.

Audio

Let's go on the slide.
Let's go on the swings.
Let's go on the roundabout.
Let's go on the climbing frame.
Let's go on the seesaw.
Let's go in the sandpit.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare a set of wordcards: *Let's / go / on / in / the /*. Plus the playground equipment wordcards from Unit 11 Period 1.

- 1 Display the playground equipment wordcards. Hand out the flashcards and ask children to find the correct word for each flashcard.

- 2 Say *Let's go on the slide*. Distribute the wordcards to six children and ask them to stand in line to make the sentence. The class confirm and read it aloud.
- 3 Ask a child to change the sentence to make it about the seesaw. Repeat with the other items of playground equipment but not *sandpit*.
- 4 Now do *sandpit*. If the children forget *in the sandpit*, look puzzled and say *On the sandpit?* Elicit *In the sandpit*. Ask a child to change the sentence so that it is correct.
- 5 Show the wordcard for *on* and elicit all the playground words which go with it (all except *sandpit*). Repeat with *in* (only *sandpit*).

ACTIVITY 1 5 minutes 17

- 1 Ask the children to read the words aloud.
- 2 Ask the children to listen and write the number of the playground items in the order they are mentioned. Say **Listen and write**. Play recording, pausing so the children can write the numbers.
- 3 Elicit answers: ask a child to read out the order; ask another child to write the order on the board.
- 4 The children correct their work.

Audio

– *Let's go on the seesaw.*
 – *And the slide! Let's go on the slide.*
 – *I'd like to go on the swings.*
 – *Me too! Let's go on the swings.*
 – *And the sandpit. Let's go in the sandpit.*
 – *What about the climbing frame?*
 – *Yes. And let's go on the roundabout too!*

Answers: 4, 3, 1, 6, 5, 2

ACTIVITY 2 5 minutes **18**

- 1 Say *Seesaw – let's go on the seesaw. Climbing frame ...* Elicit *Let's go on the climbing frame.*
- 2 Say **Listen and say.** Play recording, pausing so the children can respond. They can also do the actions.

Audio

seesaw ... climbing frame ... roundabout ... slide ... sandpit ... swings ...

Answers: *Let's go on the seesaw. Let's go on the climbing frame. Let's go on the roundabout. Let's go on the slide. Let's go in the sandpit. Let's go on the swings.*

ACTIVITY 3 5 minutes

- 1 Say *Picture four.* Elicit *Let's go on the swings.* Repeat with the other pictures.
- 2 Say **Say.** The children work in pairs, taking it in turn to prompt with a picture and to respond with a suggestion.

REVIEW 10 minutes

- 1 Put the class into teams of four. Give each team some scrap paper.
- 2 Show the playground equipment wordcards one at a time and ask children to read them aloud. Do not leave them on display.
- 3 Write on the board: *_oundabout _wings _andpit _limbing _rame _eesaw _lide*
- 4 Each team writes out the complete words.
- 5 Display the playground equipment wordcards. Each team swaps answers with another and they correct each other's work, giving two points for each correct answer.
- 6 Repeat **3–5**, omitting different letters in the words. Repeat again, if you have time.
- 7 The team with the most points at the end is the winner.
- 8 Everyone says *Goodbye.*

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes** **16**

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Show the Unit 11 flashcards, showing just a part of the picture each time. Elicit the words.
- 2 Write up *__ _ ngs.* Look puzzled. Ask *What is it?* Elicit *Swings.* Say **Write.** Monitor and help as necessary (they can use p.10 for reference).
- 3 The children check their work in pairs.
- 4 Elicit answers. Ask a child to write each word on the board. The children correct their work.

Answers: *1 swings 2 slide 3 roundabout 4 seesaw 5 sandpit 6 climbing frame*

ACTIVITY 2 10 minutes

- 1 Ask the children to read the words in the wordbox aloud.
- 2 Say **Write.** Check that the children are completing the sentences correctly.
- 3 Elicit answers. Ask children to use the wordcards to make the sentences, then read them aloud.
- 4 The children correct their work.

Answers: *1 Let's go on the seesaw. 2 Let's go on the swings. 3 Let's go on the roundabout. 4 Let's go in the sandpit.*

REVIEW 5 minutes

- 1 Say *Let's go on the swings.* The class do the action and repeat *Let's go on the swings.* Repeat with the other playground items.
- 2 Repeat **1**, this time getting different children to call out the starting suggestion each time.
- 3 Everyone says *Goodbye.*

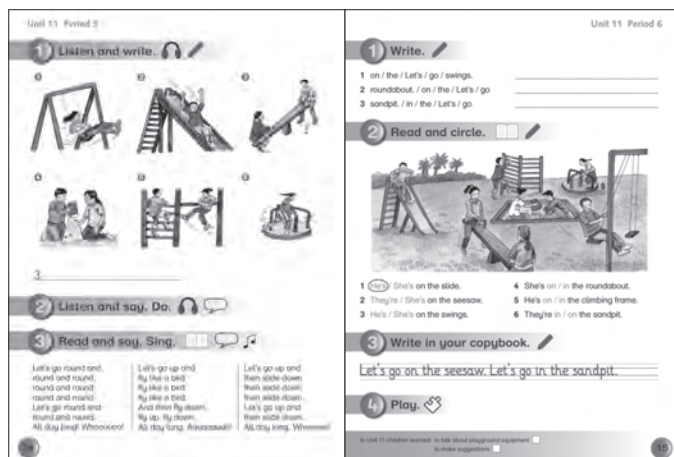
 Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to describe movement; to practise making suggestions

Key language *roundabout, swings, slide, seesaw, climbing frame, sandpit; up, down, round, over, under*

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

Plus (for Period 6): a set of Wordcards (swings, seesaw, slide, climbing frame, sandpit, roundabout) for each team (see Activity 4 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 19

- Greet the class. Encourage the children to respond.
- Show Unit 11 Poster.
 - Elicit the playground equipment.
 - Say *Who likes the swings?*, asking the children to show yes by raising a hand. Work out which is the most popular item of playground equipment in the class.
- Introduce the new vocabulary using actions:
 - up* (stand and reach your arms up)
 - down* (crouch down on the floor)
 - round* (turn round in a circle)
 - over* (make a wave gesture with your hand and arm)
 - under* (make a scooping gesture)
- Say **Listen and do**. Play recording. The children do the correct action each time. Repeat. Encourage the children to join in with the *Wheeee!* (expression of pleasure when you are doing something active).

Audio

up, down, round, over, under
Wheeee!

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare a set of wordcards: *under, over, up, down, round*

- Display the wordcards for *under, over, up, down, round*. Elicit the word and the action each time. Repeat several times.

ACTIVITY 1 7 minutes 20

- Elicit the items pictured.
- Ask the children to listen and write the number of the playground items in the order they are mentioned. Say **Listen and write**. Play recording, pausing so the children can write the numbers.
- Play recording again, so that the children can check their work.
- Elicit answers. Ask a child to say the answers in order and another to write the numbers down. The children correct their work.

Audio

Let's sit and go up and down. Up and down.
Let's go round and round.
Let's climb over and under.
Let's go up and slide down – wheeee!
Let's fly – up, up, up like a bird, then down, down, down.
Let's make a house.

Answers: 3 6 5 2 1 4

ACTIVITY 2 8 minutes 21

- Say *What is it?* **Listen and say**. Play recording, pausing after the first description. Say *Let's go on the ...?* Elicit *Let's go on the seesaw*.
- Play recording from the beginning, pausing after each description for the children to respond. Repeat.
- Say **Listen and do**. Play recording, pausing after each description to introduce and practise the action for the playground item. Encourage the children to have fun with this. Repeat without pausing so that the children have to listen carefully and respond quickly.

Audio

As Activity 1

Answers: seesaw, roundabout, climbing frame, slide, swing, sandpit

ACTIVITY 3 10 minutes **22**

- 1 Say **Listen and read**. Play recording. The children listen and follow the text at the same time.
- 2 Say **Read and say**. Ask children to read the text aloud. Ask *What is it?* at the end of each verse, eliciting *roundabout/swings/slide*.
- 3 Say **Do**. *Let's go round and round*. Ask the class to stand and do the roundabout action. Repeat with *Let's go up and fly like a bird*. and *Let's go up and then slide down*.
- 4 Say **Sing**. Play recording. The children sing along and do the action at the same time. Repeat several times.
- 5 Everyone says *Goodbye*.

Audio

*Let's go round and,
round and round,
round and round
round and round.
Let's go round and
round and round.
All day long. Whoooooo!*

*Let's go up and
fly like a bird
fly like a bird
fly like a bird.
And then fly down,
fly up, fly down.
All day long. Aaaaaaaah!*

*Let's go up and
then slide down
then slide down
then slide down.
Let's go up and
then slide down.
All day long. Wheeeee!*

- 5 Elicit answers, asking the children to order the wordcards. The children correct their work

Answers: 1 *Let's go on the swings*. 2 *Let's go on the roundabout*. 3 *Let's go in the sandpit*.

ACTIVITY 2 7 minutes

- 1 Ask the children to read the sentences aloud.
- 2 Say **Read and circle**. Check that the children are completing the sentences by circling the correct option each time.
- 3 The children check their work in pairs.
- 4 Elicit answers. Ask children to write the answer word on the board each time. The children correct their work.

Answers: 1 *He's on the slide*. 2 *They're on the seesaw*. 3 *He's on the swings*. *She's on the roundabout*. *He's on the climbing frame*. *They're in the sandpit*.

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 4 10 minutes

- 1 Say *Let's play Charades*.
 - Revise the actions for each playground item.
 - Put the class into teams of 4–5.
 - Give each team a set of wordcards. They put these face down in the centre of the group.
 - One child starts by looking at a card without showing the others. He/She does an action for the item on the card and the other children respond, e.g. *Let's go in the sandpit*. The child who guesses does the next mime.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes** **19**

As for Period 5.

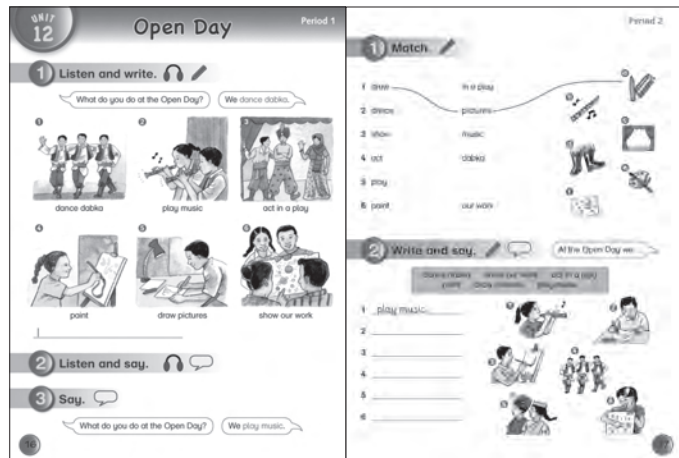
ACTIVITY 1 10 minutes

- 1 Ask the children to read the jumbled sentences aloud.
- 2 Elicit the correct order of the first sentence, writing it on the board as an example, if necessary.
- 3 Say **Write**. Check that the children are writing the sentences correctly.
- 4 The children check their work in pairs.

Aim to talk about school Open Day activities

Key language *dance dabka, paint, play music, act in a play, draw pictures, show our work; What do you do at the Open Day? We paint.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 23

- Greet the class. Encourage the children to respond.
- Ask *What day is it?* Elicit *It's (Thursday.)*
- Show Unit 12 Poster.
 - Ask the children in Arabic what this is a poster for. Discuss what you do at the Open Day in your school, if you have one.
 - Ask *What can you see?* Elicit as much as possible in English.
- Say **Listen**. Play recording, pointing to the activities on the poster. Repeat. Make sure the children are clear on the difference between *draw* and *paint*.
- Display the Unit 12 flashcards. Ask *What do you do at the Open Day?* Point to the flashcards to elicit the words.

Audio

*What do you do at the Open Day?
Dance dabka, paint, play music, act in a play, draw pictures,
show our work*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / do / you / do / at / the Open / Day / ?*
We / dance dabka / play music / act in a play / paint / draw pictures / show our work / .

- Display the Open Day activity wordcards. Hand out the flashcards and ask children to find the correct word for each flashcard.
- Say *What do you do at the Open Day?* Distribute the wordcards to nine children and ask them to stand in line to make the question. The class confirm and read it aloud. Put the question on the board, separate from the activity.
- Add *We* and *.* to the activity wordcards, but not in the correct place. Ask the class to see how many sentences they can make to answer *What do you do at the Open Day?*

ACTIVITY 1 5 minutes 24

- Ask children to read the text aloud.
- Ask the children to listen and write the picture numbers in the order they are mentioned. Say **Listen and write**. Play recording, pausing so the children can find the picture and write the number.
- Elicit answers. Ask a child to say the numbers in order and another to write them on the board. The children correct their work.

Audio

- What do you do at the Open Day?*
- Our Open Day at school is great fun!*
We dance dabka.
We paint.
We play music.
We act in a play.
We draw pictures.
We show our work.

Answers: 1, 4, 2, 3, 5, 6

ACTIVITY 2 5 minutes 25

- 1 Model the activity. Say *We play ...* to elicit *We play music*.
- 2 Say **Listen and say**. Play recording, pausing so the children can complete each phrase.

Audio

Our Open Day at school is
great fun!
We dance ...
We play ...

We act ...
We draw ...
We show
We ...

Answers: *We dance dabka. We play music. We act in a play. We draw pictures. We show our work. We paint.*

ACTIVITY 3 5 minutes

- 1 Put the class in two groups. One group asks *What do you do at the Open Day?*; the other group answers (use the Open Day activity flashcards as prompts). Then swap roles, so that both groups have the chance to ask and answer.
- 2 The children work in pairs, taking it in turn to ask and answer questions using the pictures in Activity 1 as prompts.

REVIEW 10 minutes

- 1 Display the wordcards and ask the children to match them to the flashcards.
- 2 Agree with the children an action for each Open Day activity.
- 3 Say *What do you do at the Open Day?* Do the actions for the activities, one at a time. The class respond by saying (e.g.) *We dance dabka*, and doing the action with you.
- 4 Repeat 3, asking children to give the prompts.
- 5 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 23

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 5 minutes

- 1 Ask the children to read the words aloud.
- 2 Elicit the activities pictured.

- 3 Say *One. Draw ... ?* Elicit *Draw picture*. Say *Which picture?* Elicit *a*. Say **Match**. Model matching the words, then the words and picture in the book as an example.
- 4 Say **Match**. Monitor and help as necessary.
- 5 The children check their work in pairs.
- 6 Display the Open Day wordcards and flashcards. Elicit answers. Ask a child to match the card and picture for each answer. The children correct their work. Remove the cards before the next activity.

Answers: 1 draw pictures a 2 dance dabka d 3 show our work f 4 act in a play c 5 play music b 6 paint e

ACTIVITY 2 10 minutes

- 1 Ask the children to read the text aloud.
- 2 Elicit the activities pictured.
- 3 Say **Write**. Check that the children are labelling the activities.
- 4 Say **Say**. The children check their work in pairs by reading out the labels.
- 5 Elicit answers, asking the children to pair flashcards and wordcards. The children correct their work.

Answers: 1 play music 2 draw pictures 3 paint 4 dance dabka 5 act in a play 6 show our work

REVIEW 10 minutes

- 1 Point to each flashcard and say the wrong word. The children correct you.
- 2 Play *Teacher says*.
 - Ask the children to stand up. Remind them of the actions for the Open Day activities.
 - Say (e.g.) *Teacher says, Let's dance dabka*, to elicit the correct action. Repeat with all the actions in random order. Sometimes omit the words *Teacher says* when you do this, the children should not do the action. Any who do the action are out and sit down.
 - Play until you have a few children still standing. They are the winners.
 - Play the game again if you have time.
- 3 Everyone says *Goodbye*.

Aims to talk more about school Open Day activities

Key language *dance dabka, paint, play music, act in a play, draw pictures, show our work; He/She plays music, etc.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12), Wordcards (see Language Building for details)

Unit 12 Period 3

1 Read. Listen and write ✓/X.



1 Hala's class doesn't sing at the Open Day. ☒ X

2 Hala shows her mum and dad her classroom. ☐

3 There are paintings in the classroom. ☐

4 Hala's painting has orange trees. ☐

5 There's a river in Hala's painting. ☐

2 Listen and say.

3 Say.

This is Hala's painting. I like his red hair.

Unit 12 Period 4

1 Circle.

1 She play music.

2 I sing / sings.

3 They act / acts in a play.

4 He dance / dances dabka.

5 We paint / paints.

6 You draw / draws a picture.

2 Write.

we they he she
play music dance dabka point
draw pictures show our work act in a play

1 We show our work.

2

3

4

5

6

Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 26

- Greet the class. Encourage the children to respond.
- Show Unit 12 Poster.
 - Elicit the activities.
 - Ask questions to elicit other details. Point to the relevant pictures and ask, e.g. *What is he? (He's a tiger.), What's the weather? (It's rainy.) What colour are the flowers? (They're red and yellow.), etc.*
- Show Unit 12 flashcards, eliciting the phrases. Display in different parts of the classroom.
- Say **Listen**. Play recording. The children point to the correct flashcard as it is mentioned. Repeat.
- Show the flashcards in random order, covering up half of the picture each time. Elicit the words.

Audio

*He dances dabka.
She sings.
We act in a play.*

*He paints.
She draws a picture.
We show our work.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare a set of wordcards: *He / She / dances dabka / plays music / acts in a play / paints / draws pictures.*
And from Unit 12 Period 1: *We / dance dabka / play music / act in a play / paint / draw pictures / .*

- Display the words cards for *We + activities*. Ask children to make sentences.

- Remove the *We + activities* wordcards. Display the wordcards for *He / She + activities*. Ask a child to change the last *We* sentence made so it is about Walid. Ask the class to confirm and read it aloud. Draw attention to the change of verb form with *he/she* (e.g. *dances*, not *dance*).
- Ask children to make different *he / she* sentences using the words supplied.

ACTIVITY 1 8 minutes 27

- Ask the children to talk about the picture. Elicit descriptions of the items pictured, using colours.
- Say **Read**. Ask the children to read the sentences aloud.
- Say **Listen**. Play recording. On this first playing, the children listen without writing.
- Say **Listen and write**. Play recording. The children decide whether each sentence is true (writing a tick) or false (writing a cross).
- Elicit the true sentences, then the false sentences. Ask why they are false. The children correct their work.
- Ask the children to correct the sentences which are false. Check with the whole class. Help the children to see which are the key words in the answers.

Audio

- Hala, what do you do at the Open Day?*
- Walid dances dabka. Nour acts in a play. We sing. And I show you our work.*
- Good – show us!*
- Mum and dad, this is my classroom.*
- Look at these paintings. They're great.*
- This is my painting.*
- Look at the mountain! That looks like Bethlehem.*
- And these are olive trees.*
- Yes, they are. That's Walid's painting.*
- I like the river and the flowers.*

Answers: 1 X 2 ✓ 3 ✓ 4 X 5 X

ACTIVITY 2 10 minutes 28

- 1 Say **Listen and point**. Play recording from Activity 1 again. The children point to the items in the picture as they are mentioned.
- 2 Say **Listen and say**. Play recording for Activity 2, pausing so the children can answer. Give the children plenty of time to respond. Repeat.

 Having a second go at the questions will help the children answer more fluently and feel more confident.

Audio

- 1 What does Walid do at the Open Day?
- 2 What does Nour do?
- 3 What's in Hala's painting?
- 4 What's in Walid's painting?

Answers: 1 He dances dabka. 2 She acts in a play.
3 A mountain and trees 4 a river and flowers

ACTIVITY 3 7 minutes

- 1 Point to the paintings in Activity 1 and ask *What can you see?* Elicit items and colours.
- 2 Ask *Which painting do you like?* Write the name of the characters on the board, e.g. Hala, Walid, Nour, Bilal. Ask the children to vote for one painting each. Write the number of votes.
- 3 Count up the points. For the most popular painting, say *Why do you like this painting?* Elicit opinions using *I like (the colours). / Hala is happy*, etc.
- 4 Put the children in pairs to discuss the paintings, taking it in turn to choose a painting and to say what they like about it.
- 5 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 26

As Period 3.

LANGUAGE BUILDING 7 minutes

As Period 3.

ACTIVITY 1 5 minutes

- 1 Ask the children to read the sentences.

- 2 Draw a chart on the board to show which pronouns go with which verb forms, e.g.

<i>I you we they</i>	<i>he she</i>
<i>paint</i>	<i>paints</i>

Leave this on the board.

- 3 Elicit the correct sentences.
- 4 Say **Circle**. Check that the children circle the correct verb forms.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Answers: 1 plays 2 sing 3 act 4 dances 5 paint 6 draw

ACTIVITY 2 10 minutes

- 1 Ask the children to read the words in the wordbox aloud.
- 2 Draw the children's attention to the example in the book. Elicit sentences to describe the pictures, using the words in the wordbox. Point out that they will need to think carefully about the verb form to use and adapt the verb in the wordbox as necessary (e.g. *paint* or *paints*). Remind the children that sentences start with a capital and end with a full stop.
- 3 Say **Write**. Monitor and help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Write them on the board. The children correct their work.

Answers: 1 We show our work. 2 He plays music. 3 They dance dabka. 4 He paints. 5 She draws a picture. 6 They act in a play.

REVIEW 10 minutes

- 1 Do an action for drawing a picture to elicit *Draw a picture*. Repeat several times using different activities, with a different child doing the action each time.
- 2 Go back to the chart on the board (Activity 1). Show the flashcard for acting in a play and say *she*. Elicit *She acts in a play*. Write the verb in the correct column. Repeat with the other flashcards.
- 3 Everyone says *Goodbye*.

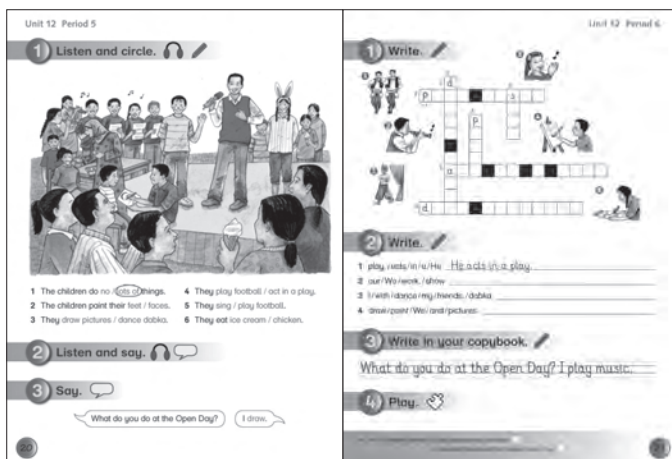
 Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aim to say what school Open Day activities people do

Key language *dance dabka, paint, play music, act in a play, draw pictures, show our work; I/ We/They (act in a play). He/She (plays music), etc.*

Materials Pupil's Book, CD 2, Unit 12 Poster, Flashcards (Unit 12), Wordcards (see Language Building for details)

Plus (from Period 6): Activity poster 2, photos of different kinds of dance (for Activity 4 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 29

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 12 Poster.
 - Elicit the activities.
 - Ask *What do you like?* to elicit children's favourite activities using *I like ...*
 - Point to the clocks in random order and ask *What's the time?* to elicit (e.g.) *It's ten o'clock.*
- 3 Write up *he, she, they*. Ask children to tell you when these words are used (*he – boy, she – girl, they – more than one person*).
- 4 Say **Listen**. Play recording. The children hold up one finger if they hear *he* or *she*, and two fingers (one from each hand) if they hear *they*.
- 5 Display the Unit 12 flashcards and corresponding wordcards. Ask children to match them.

Audio

*They dance dabka.
He paints.
They play music.*

*She acts in a play.
He draws pictures.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare one wordcard: *They*
Plus wordcards from Unit 12 Period 3

- 1 Display the words cards for *he, she, they*. Ask children to come to the front of the class: one girl, two boys, one boy. Ask the class to label them with the words.

- 2 Hold up the wordcards for *acts in a play* and *act in a play*. Say *They?* Elicit the correct form – *They act in a play*. Repeat with other activities.
- 3 Display all the wordcards. Put the class into teams. Give each team a sentence to make, saying the pronoun and showing Open Day activities flashcard (e.g. *he* + flashcard for paint – to elicit *He paints*.) They win two points for each correct sentence. The other teams confirm the answer: if they spot and can correct an error they take the points. The team with the most points wins.

ACTIVITY 1 10 minutes 30

- 1 Ask the children to talk about the picture. Say *What can you see?*
- 2 Ask children to read the sentences out loud.
- 3 Say **Listen**. Play recording. On this first playing, the children listen without writing.
- 4 Say **Listen and circle**. Play recording again. This time the children complete the sentences by circling the correct word(s) in each sentence.
- 5 The children check their work in pairs.
- 6 Elicit answers. The children correct their work.

Audio

- *Welcome, parents, to our Open Day. The children do lots of things at the Open Day! Manar and Tariq, can you tell us what you do?*
- *We paint our faces.*
- *And we draw pictures.*
- *We act in a play.*
- *Yes. And we sing and play music. What else do we do?*
- *We eat ice cream and chocolate!*
- *Yes, we do! I hope you enjoy our Open Day.*

Answers: 1 lots of 2 faces 3 draw pictures 4 act in a play
5 sing 6 ice cream

ACTIVITY 2 10 minutes 31

- 1 Say **Listen and say**. Play recording, pausing so that the children can answer, using the information in Activity 1.
- 2 Repeat 1, to give the children the chance to answer more fluently.

Audio

- 1 What do the children paint?
- 2 What do they draw?
- 3 What do the children eat?
- 4 What else do they do?
- 5 What does Manar look like?
- 6 What does Tariq look like?

Answers: 1 They paint their faces. 2 They draw pictures. 3 They eat ice cream and chocolate. 4 They act in a play, sing and play music. 5 A rabbit. 6 A tiger.

ACTIVITY 3 5 minutes

- 1 Read the speech bubbles aloud together.
- 2 Put the class in two groups. One group asks the question; the other replies (use the Open Day activity flashcards to prompt). Encourage the children to do the actions, as they reply. The groups then swap roles and repeat the activity.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and do an action, and to respond by identifying the action.
- 4 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 29

As for Period 5.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Model the activity using Activity Poster 2:
 - Point to the crossword. Explain in Arabic that this is a kind of word game.
 - Say *Picture 1: what is it?* Elicit *Dance dabka*.
 - Write *dance dabka* on the board (or display the wordcard). Say *One. Where is one?* Show the children the number one on the grid. Say **Write**. Model writing on the poster *dance dabka* in boxes under 1, writing one letter in each box.
- 3 Say **Write**. Encourage the children to try and remember how to spell the words. They can look at page 16 if necessary to check.
- 4 The children check their work in pairs.

- 5 Elicit answers: ask *What is 1?* to elicit *Dance dabka*. Ask *How do you spell it?* Elicit the correct spelling. Write answers on the board. The children correct their answers.

Answers: 1 *dance dabka* 2 *play music* 3 *sing* 4 *paint*
5 *act in a play* 6 *draw pictures*

ACTIVITY 2 7 minutes

- 1 Ask children to read the jumbled sentences aloud.
- 2 Say **Write**. Check that the children are writing the sentences correctly.
- 3 The children check their work in pairs.
- 4 Elicit answers. Write them on the board (or use the wordcards) so the children can correct their work.

Answers: 1 *He acts in a play.* 2 *We show our work.* 3 *I dance dabka with my friends.* 4 *We paint and draw pictures.*

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 4 15 minutes

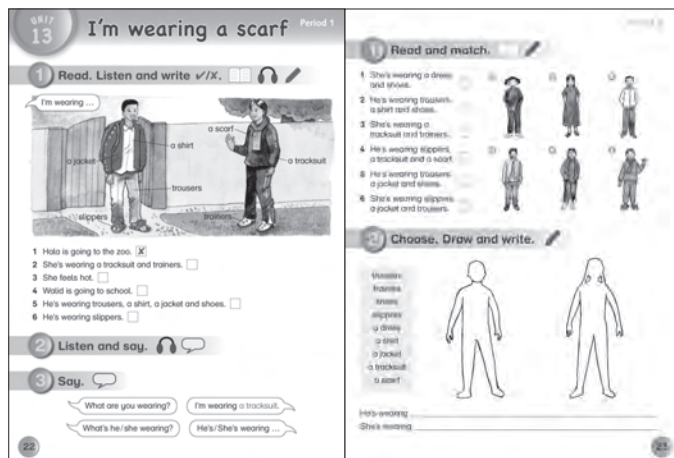
- 1 Talk about different styles of dancing and different types of song and art.
- 2 Then ask the class to put on a mini-Open Day performance for you. Put the children into teams and give each team some time to practise their activity – sing, dance, act, draw. Encourage the children to be imaginative. Then let them perform or show their work in front of the class. Encourage the class to applaud each performance.
- 3 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 4 Everyone says *Goodbye*.

I'm wearing a scarf

Aim to talk about what someone is wearing

Key language *a shirt, a scarf, a jacket, trousers, trainers, a tracksuit, slippers; I'm/He's/She's wearing ...*

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



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 32

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit *It's (Tuesday)*.
- 3 Show Unit 13 Poster. Point to Hala and ask *What's she wearing?* Elicit as much as possible in English (clothes and colours). Repeat with Walid, Nour and Hamzah. Introduce the new girl as Manar and ask about her too.
- 4 Display the Unit 13 flashcards (clothes).
- 5 Say **Listen**. Play recording, pointing to the flashcard each time.
- 6 Say **Say**. Point to the flashcards and say the name for the children to repeat. Sometimes get it wrong. Elicit the correct version.

Audio

a shirt, a jacket, a scarf, trousers, slippers, trainers, tracksuit

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I'm / He's / She's / wearing a / jacket / scarf / tracksuit / trousers / slippers / trainers / .*

- 1 Display the clothes wordcards and flashcards. Ask the children to match them. Then take the flashcards down.
- 2 Distribute the wordcards for *I'm wearing trousers*. to four children and ask them to stand in line to make a sentence. The class confirm and read it aloud.

- 3 Ask another child to change the sentence to talk about Nour. The class confirm and read it aloud.
- 4 Repeat 3 with Bilal.
- 5 Show the scarf flashcard and ask a child to change the sentence to talk about this. If he/she doesn't include *a*, look puzzled. Elicit the correct version. Say *Trousers, slippers, trainers. A scarf, a jacket, a tracksuit, a shirt*.
- 6 Show the clothes flashcards to elicit the words, with/ without *a* as appropriate.

ACTIVITY 1 8 minutes 33

- 1 Ask the children to read the words aloud.
- 2 Say **Read**. Ask the children to read the sentences.
- 3 Say **Listen**. The first time, the children just listen.
- 4 Say **Listen and write**. Play recording again. This time the children decide whether the sentences are true (writing a tick) or false (writing a cross).
- 5 The children check their work in pairs.
- 6 Elicit answers: ask which sentences are true and write the numbers on the board. Repeat with the false sentences.
- 7 Ask the children to correct the sentences which are false.

Audio

- *I'm going to the park. We're playing volleyball. I'm wearing a tracksuit and trainers. I'm wearing a scarf – brrrrrrrrrr ... I feel cold.*
- *Look at Walid – he's going to school. He's wearing trousers, a shirt and a jacket – and slippers?*
- *Walid, you're wearing your slippers.*
- *Oh no! My shoes are at home!*

Answers: 1 X (to the park); 2 ✓ 3 X (She feels cold); 4 ✓; 5 X (He's wearing trousers, shirt, jacket and slippers); 6 ✓

ACTIVITY 2 7 minutes 34

- 1 Say **Listen and point**. Play recording from Activity 1 again. The children point to the items in the picture as they are mentioned.
- 2 Say **Listen and say**. Play recording for Activity 2, pausing so the children can answer. Give the children plenty of time to respond. Repeat.

 The children do not have to answer in complete sentences when they speak: for the first answer 'To the park', is also correct, and so on.

Audio

- 1 *Where's Hala going?*
- 2 *What's she wearing?*
- 3 *Where's Walid going?*
- 4 *What's he wearing?*
- 5 *Where are his shoes?*
- 6 *What are you wearing?*

Answers: 1 *She's going to the park.* 2 *She's wearing a tracksuit, trainers and a scarf.* 3 *He's going to school.* 4 *He's wearing trousers, a shirt, a jacket and slippers.* 5 *His shoes are at home.* 6 *children's own answers*

ACTIVITY 3 10 minutes

- 1 Use the Unit 13 poster to review different clothes.
- 2 Read the speech bubbles aloud together.
- 3 Put the class into two groups. One group asks the questions; the other responds (point to people and clothing items on the poster as prompts). The groups then swap roles.
- 4 Say **Say**. The children work in groups of four to ask and answer questions about what they are wearing. They can also use the pictures in Activity 1.
- 5 Everyone says *Goodbye*.

 Remind the children that the words *trousers*, *slippers*, *shoes* and *trainers* all end in /s/.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Ask children to read the sentences aloud.
- 3 Say **Read and write**. Check that the children are matching the sentences and pictures correctly.
- 4 The children check their work in pairs.
- 5 Elicit answers. Write the answers on the board so the children can check their work.

Answers: 1 *b* 2 *c* 3 *a* 4 *f* 5 *d* 6 *e*

ACTIVITY 2 10 minutes

- 1 Ask children to read the words aloud.
- 2 Explain that the children should choose clothes from the wordbox and draw them on the people. Say **Choose. Draw**.
- 3 Say **Write**. The children write what their people are wearing. Remind them to use a comma between items in a list.
- 4 The children check each other's work.

 You could ask the children to do this activity on a piece of paper and then you could display their work.

REVIEW 10 minutes

- 1 Display the Unit 13 Poster. Play *I spy* (see p. 7) using all the clothing items on the poster.
- 2 Display the clothes flashcards and elicit the names. Ask the children to look away, then remove a card. Elicit the missing card. Repeat several times.
- 3 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 32

As for Period 1.

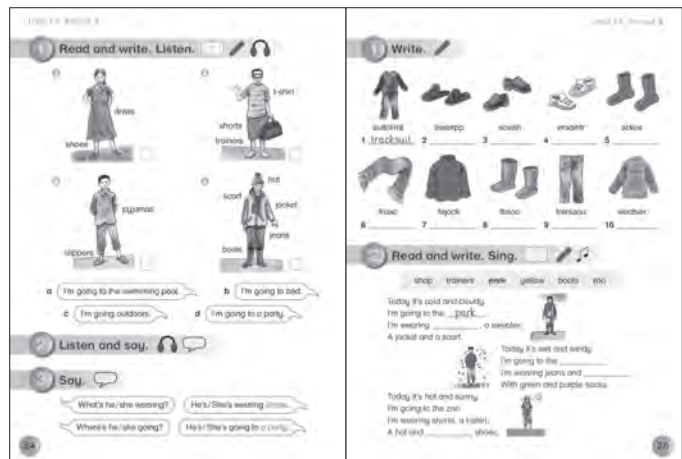
LANGUAGE BUILDING 7 minutes

As for Period 1.

Aims to say where you're going; to say what someone is wearing

Key language a shirt, a scarf, a jacket, trousers, trainers, tracksuit, slippers; the swimming pool, bed, outdoors, a party, the park; He's/She's going to ... He's/She's wearing ...

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



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 35

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Ask *What's Hala wearing?* Elicit *She's wearing ...*, including colours. Repeat with the other people.
 - Ask *Where's Walid going?* Elicit *School*. Repeat with the other people, eliciting answers in Arabic if necessary.
- 3 Say **Listen**. Play recording, pointing to each place on the poster as it is mentioned.
- 4 Say *I'm going outdoors*. Elicit *Nour*. Repeat with the other characters.

Audio

- I'm Hala. I'm going to the swimming pool.
- I'm Walid. I'm going to school.
- I'm Nour. I'm going outdoors.
- I'm Hamzah. I'm going to bed.
- I'm Manar. I'm going to a party!

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *I'm / going / to / a party / bed / the swimming pool / school / outdoors /*.

- 1 Display the Unit 13 poster.
- 2 Say *I'm going to a party*. Distribute the cards to six children and ask them to stand in a line to make the sentence. Ask the class to confirm and read it aloud.

- 3 Point to the bed in the picture for Hamzah. Elicit *Bed*. Ask a child to change the sentence to talk about this. The class confirms if he/she is correct and reads out the new sentence. Repeat with *outdoors* and *the swimming pool*.

ACTIVITY 1 5 minutes 36

- 1 Elicit the names of the children pictured and what they are wearing.
- 2 Ask the children to read the speech bubbles aloud.
- 3 Say *Picture two. Where's Walid going – swimming pool, bed, outdoors or party?* Elicit *Swimming pool*. Ask *Which sentence?* Elicit *a*. Say **Write**. Model writing *a* in the box by Walid as an example.
- 4 Say **Read and write**. Monitor and help as necessary.
- 5 Say **Listen**. Play recording, pausing so that the children can check their work.

Audio

- 1 I'm wearing my party dress and shoes. I'm going to a party. – d
- 2 I'm wearing a t-shirt, shorts and trainers. I'm going to the swimming pool. – a
- 3 I'm wearing my pyjamas and slippers. I'm going to bed. – b
- 4 It's snowing. It's very cold. Brrrrrrrr! I'm wearing a jacket, boots, jeans, a scarf and a hat! I'm going outdoors. – c

Answers: 1 d 2 a 3 b 4 c

ACTIVITY 2 10 minutes 37

- 1 Say **Listen and say**. Play recording, pausing so the children respond, using the information in Activity 1.

Audio

- 1 Hala is wearing a dress and shoes. Where's she going?
- 2 Walid is wearing a t-shirt, shorts and trainers. Where's he going?
- 3 Hamzah is wearing pyjamas and slippers. Where's he going?
- 4 Nour is wearing a jacket, boots, jeans, a scarf and a hat. Where's she going?
- 5 What is Hala wearing?
- 6 What is Walid wearing?
- 7 What is Hamzah wearing?
- 8 What is Nour wearing?

Answers: 1 To a party. 2 To the swimming pool. 3 To bed.
4 Outdoors. 5 She's wearing a dress and shoes. 6 He's wearing a t-shirt, shorts and trainers. 7 He's wearing pyjamas and slippers.
8 She's wearing a jacket, boots, jeans, a scarf and a hat.

ACTIVITY 3 5 minutes

- 1 Ask *What's Walid wearing?* Elicit *He's wearing a t-shirt, shorts and trainers.* Ask *Where's he going?* Elicit *He's going to the swimming pool.* Repeat with the other characters in Activity 1.
- 2 The children work in pairs, taking it in turn to ask and answer about the characters in Activity 1.

REVIEW 5 minutes

- 1 Ask the children to pretend they are going somewhere and to imagine what they are wearing. Ask children *What are you wearing?* and *Where are you going?*
- 2 Everyone says *Goodbye*.

Period 4 – Practise**LANGUAGE PRESENTATION 8 minutes** **35**

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 5 minutes

- 1 Elicit the items pictured.
- 2 Write on the board *suitckrat*. Pretend to be confused. Say *Think. What is it?* Elicit *Tracksuit*. Say **Write**. Write *tracksuit* on the board, scoring out each letter in *suitckrat* as you write it in its correct place in *tracksuit*.
- 3 Say **Write**. Monitor and help as necessary.

- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a child to write each answer on the board. The children correct their work.

Answers: 1 tracksuit 2 slippers 3 shoes 4 trainers 5 socks
6 scarf 7 jacket 8 boots 9 trousers 10 sweater

ACTIVITY 2 10 minutes **38**

- 1 Elicit the items pictured.
- 2 Say **Read**. Ask children to read the song aloud. Elicit the missing words.
- 3 Say **Read and write**. Check that the children are writing the missing words.
- 4 Say **Listen**. Play recording, pausing so that the children can correct their work.
- 5 Say **Sing**. Play recording so that the children can sing along.
- 6 Ask the children what *purple* means: they should be able to work it out from the song and the pictures.

Audio

*Today it's cold and cloudy.
I'm going to the park.
I'm wearing boots, a sweater,
A jacket and a scarf.*

*Today it's wet and windy.
I'm going to the shop.
I'm wearing jeans and trainers
With green and purple socks.*

*Today it's hot and sunny.
I'm going to the zoo.
I'm wearing shorts, a t-shirt,
A hat and yellow shoes.*

Answers: park, boots, shop, trainers, yellow

REVIEW 10 minutes

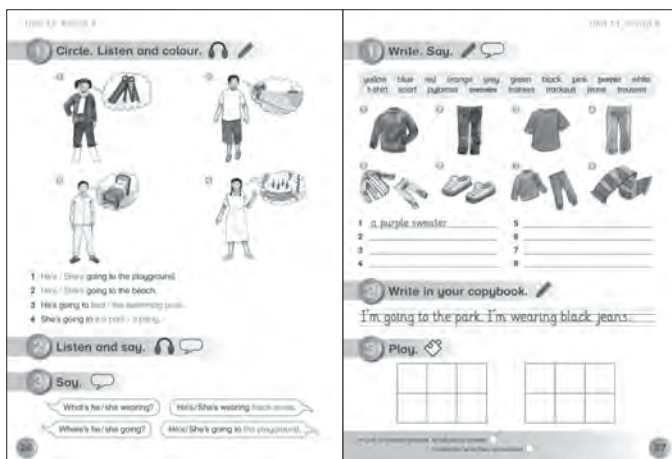
- 1 Make up actions with the class for putting on different types of clothes, e.g. boots (pulling them on), trainers (tying laces), etc.
- 2 Put the class into groups. Each group has to decide where they are going and what clothes they are wearing.
- 3 Each group takes it in turn to act out putting on their clothes. The other groups guess where they are going.
- 4 Everyone says *Goodbye*.

 Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to describe clothes using colours; to say where someone is going

Key language *pink, orange, purple, brown, white, yellow, red, green, blue, grey, black; He's/She's wearing a tracksuit. He's/She's going to the playground.*

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13 – colours, Unit 4 – colours), Wordcards (see Language Building for details), pens/pencils for colouring (see Activity 1).
Plus (for Period 6): word cards for clothing items (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 39

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster.
 - Ask *What colour is the sweater?* Elicit *Black*. Repeat with all the other items of clothing. You can point to make it easier or let the children find the items themselves.
 - Say *Hamzah says, 'I'm going to bed.' Where's Hamzah going? He's going to bed.* Encourage the children to repeat with you.
 - Ask where the other children are going (including Manar), eliciting *He's/She's going ...*
- 3 Display the Unit 13 colour flashcards (pink and purple). Say **Listen**. Play the first part of the recording, pointing to the flashcards.
- 4 Display all the flashcards in random order. Ask 11 children to come to the front and identify a flashcard each when they hear it mentioned. Play recording again. Repeat with 11 more children.

Audio

pink, black, orange, purple, green, red, brown, white, blue, yellow, grey

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *blue / green / orange / purple / pink / grey / yellow / brown / red / white / black*

- 1 Display the colour wordcards and flashcards. Ask children to match them. Remove the flashcards.

- 2 Point to or pick up items of the different colours in the classroom. Ask a child to find the correct wordcard each time. You could let children choose the items to prompt.
- 3 Ask children to choose their favourite colours using the wordcards.

ACTIVITY 1 10 minutes 40

- 1 Elicit descriptions of what the people pictured are wearing.
- 2 Ask children to read the sentences aloud. Elicit the correct word to complete each sentence.
- 3 Say **Circle**. Check the children are circling a word to complete each sentence.
- 4 Elicit answers. The children correct their work.
- 5 Say **Listen**. *What colours?* Play recording. The children tell you the colours they hear.
- 6 Say **Listen and colour**. Play recording, pausing so the children can colour the clothes appropriately.
- 7 The children check their colouring in pairs.
- 8 Elicit answers.

Audio

- I'm wearing **pink** boots, black jeans, a blue jacket and an **orange** scarf! I'm going to the playground. Brrrr it's cold today!
- I'm wearing red shorts, a **purple** t-shirt and green trainers. I'm going to the beach with my friends. It's very hot today.
- I'm wearing **brown and white** pyjamas and blue slippers. I'm going to bed.
- I'm going to a party! I'm wearing a **yellow** dress and grey shoes.

Answers: 1 She's 2 He's 3 bed 4 a party
For colours, see bold in Audio.

ACTIVITY 2 5 minutes 41

- 1 Say **Listen and say**. Play recording, pausing so the children can answer the questions, using the information in Activity 1. Accept short or long answers.

Audio

- 1 Where's the boy in picture 2 going?
- 2 What's he wearing?
- 3 What's the girl in picture 1 wearing?
- 4 Where's she going?
- 5 Who's going to a party?
- 6 What's she wearing?
- 7 Who's wearing pyjamas?
- 8 What else is he wearing?

Answers: 1 He's going to the beach. 2 He's wearing red shorts, a purple t-shirt and green trainers. 3 She's wearing pink boots, black jeans, a blue jacket and an orange scarf. 4 She's going to the playground. 5 The girl in picture four. 6 She's wearing a yellow dress and grey shoes. 7 The boy in picture 3. 8 He's wearing blue slippers.

ACTIVITY 3 5 minutes

- 1 Ask questions about the characters in Activity 1: *What's he/she wearing? Where's he/she going?* Elicit answers, including colours.
- 2 The children work in pairs. They ask and answer questions about the characters in Activity 1, including the colours in their responses.

REVIEW 5 minutes

- 1 Ask the class to stand. Make a colour chain round the class. Start it off by saying *Blue*. The first child repeats and adds a colour, e.g. *Blue. Red*. The next child repeats and adds a colour, and so on round the class. When you've done all the colours, start a new chain. If a child makes a mistake or can't add a colour, he/she sits down. Play until only a few are left standing: they are the winners.
- 2 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 39

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Ask the children to read the words in the wordbox aloud.
- 2 Elicit the items pictured.
- 3 Say **Write**. Monitor and help as necessary.
- 4 Say **Say**. The children check their work in pairs by reading it aloud to each other.
- 5 Elicit answers. Use wordcards to show answers or write on the board. The children correct their work.

Answers: 1 a purple sweater 2 black jeans 3 an orange t-shirt
4 grey trousers 5 blue and white pyjamas 6 yellow trainers
7 a pink tracksuit 8 a green and red scarf

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

ACTIVITY 3 10 minutes

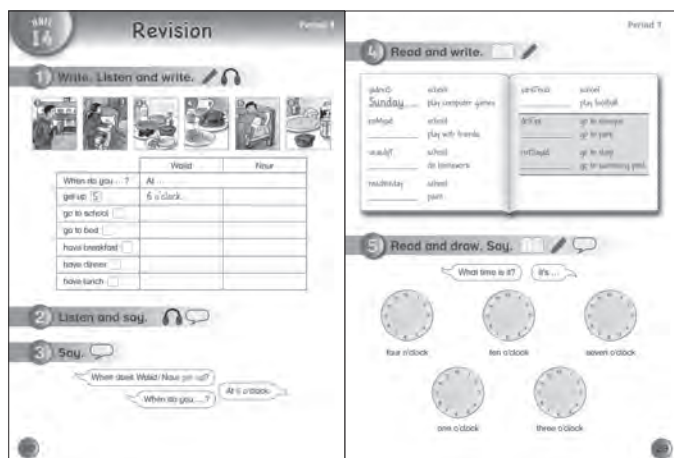
Before the lesson: Prepare wordcards: *t-shirt / shoes / jeans / shorts / dress / skirt / sweater / shirt / socks / pyjamas / hat / boots / scarf / jacket / trousers / trainers / tracksuit / slippers*.

- 1 Say *Let's play Bingo*.
 - Show the wordcards. Elicit the words.
 - Tell the children to choose and write six items of clothing on the grid. You could hand out scrap paper for children to draw their own grids, if they would find it easier to write in a bigger space.
 - Place the wordcards face down. Choose different children to pick one at a time up and say the word on it.
 - The children score out the word in their grid if they hear it. The first person to score out all words shouts *Bingo!*
 - If you have time, play again, with the children drawing a grid on scrap paper.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 10–13

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

Materials Pupil's Book, CD 2, Unit 10 Poster, Flashcards (Unit 10)



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* Elicit *It's (Tuesday).*
- 3 Display Unit 10 Poster.
 - Read the days of the week aloud together.
 - Ask *What's the time?* Elicit the times on the clocks on the poster.
- 4 Show the Unit 10 flashcards, eliciting the daily routines.

ACTIVITY 1 5 minutes 42

- 1 Elicit the activities pictured.
- 2 Ask the children to read the text in the table.
- 3 Say *Get up. Which picture?* Elicit 5. Say **Write**. Model writing 5 in the book as an example.
- 4 Say **Write**. Monitor and help as necessary.
- 5 Say **Listen**. Play recording, pausing after *I get up at 6 o'clock*. Ask *What time does Walid get up?* Elicit *Six o'clock*. Say **Write**. Model writing 6 o'clock in the book as an example.
- 6 Say **Listen and write**. Play recording from the start, pausing so that the children can write in the times for Walid and Nour.
- 7 Elicit answers, writing them on the board. The children correct their work.

Audio

- *My name is Walid. It's Sunday.*
I get up at 6 o'clock.
I have breakfast at 7 o'clock.
I go to school at 8 o'clock.
I have lunch at 12 o'clock.
I have dinner at 8 o'clock.
I go to bed at 9 o'clock.
- *My name is Nour. It's Saturday.*
I get up at 7 o'clock.
I have breakfast at 8 o'clock.
I don't go to school.
I have lunch at 2 o'clock.
I have dinner at 7 o'clock.
I go to bed at 10 o'clock.

Answers: 5, 1, 2, 6, 3, 4

Walid: 6 o'clock, 8 o'clock, 9 o'clock, 7 o'clock, 8 o'clock, 12 o'clock

Nour: 7 o'clock, [blank], 10 o'clock, 8 o'clock, 7 o'clock, 2 o'clock

ACTIVITY 2 5 minutes 43

- 1 Say **Listen and point**. Play recording from Activity 1 again. The children point to the items in the picture as they are mentioned.
- 2 Say **Listen and say**. Play recording for Activity 2 (questions 1–4), pausing after each question so the children can answer, using the information in Activity 1.
- 3 Repeat with questions 5–8, then 9–11: in 9–11 the children answer about themselves.

Audio

- 1 When does Walid get up?
- 2 When does he have breakfast?
- 3 When does he have dinner?
- 4 When does he go to bed?
- 5 What does Nour do at 7 o'clock?
- 6 What does she do at 8 o'clock?
- 7 When does she go to school?
- 8 What does she do at 2 o'clock?
- 9 When do you get up?
- 10 When do you have dinner?
- 11 When do you go to bed?

Answers: Walid: 1 6 o'clock, 2 7 o'clock, 3 8 o'clock, 4 9 o'clock
 Nour: 5 She gets up./She has dinner. 6 She has breakfast. 7 She doesn't go to school. 8 She has lunch. 9–11 Children's own answers

ACTIVITY 3 5 minutes

- 1 Ask questions 1–8 from the Activity 2 recording in random order. Elicit answers.
- 2 Say **Say**. The children work in pairs. They ask and answer questions about Walid and Nour, using the information in Activity 1.
- 3 They then ask and answer on their own daily routine.

ACTIVITY 4 10 minutes

- 1 Ask children to read the activities aloud. Remind the children about the difference between school days and the weekend.
- 2 Say **Read and write**. Check that the children are writing the days of the week correctly.
- 3 The children check their work in pairs.
- 4 Elicit answers. Ask children to write each day on the board.

Answers: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

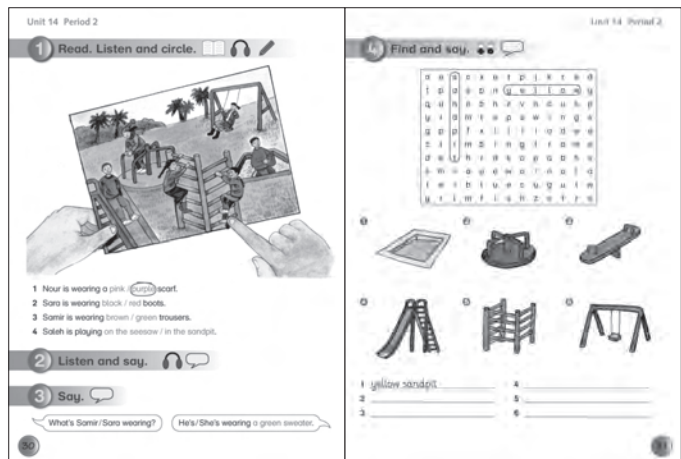
ACTIVITY 5 10 minutes

- 1 Ask children to read the speech bubbles and the times aloud.
- 2 Say **Read and draw**. Check that the children are drawing the hands correctly on the clocks.
- 3 Ask children to draw their answers on the board.
- 4 Say **Say**. The children ask and give the time in pairs.
- 5 Everyone says Goodbye.

Aims to revise vocabulary from Units 10–13

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

Materials Pupil's Book, CD 2, Unit 13 Poster, Flashcards (Unit 13 – clothes, colours)



Period 2

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 13 Poster. Point to Hala and ask *What's she wearing?*, to elicit clothes and colours. Repeat with Walid, Nour, Hamzah and Manar.
- 3 Show the Unit 13 flashcards (clothes and colours) in pairs to elicit descriptions, e.g. *a blue tracksuit*.

ACTIVITY 1 10 minutes 44

- 1 Ask the children to describe what the people pictured are wearing.
- 2 Say **Read**. Ask the children to read the sentences aloud.
- 3 Say **Listen**. Play recording. The first time the children just listen.
- 4 Say **Listen and circle**. Play recording again. This time the children circle the correct word to complete each sentence.
- 5 Elicit answers. Write answers on the board and ask the children to correct their work.

Audio

- *This is me at the playground with my friends. I'm wearing my pink jacket and my purple scarf.*
- *Who's that girl? She's wearing a red jacket and black boots.*
- *That's my friend Sara. And that's her brother, Samir, on the climbing frame.*
- *The boy wearing a green sweater and brown trousers?*
- *Yes.*
- *Who's that boy in the sandpit?*
- *That's my friend Saleh.*

Answers: 1 purple 2 black 3 brown 4 in the sandpit

ACTIVITY 2 5 minutes 45

- 1 Say **Listen and point**. Play recording from Activity 1 again. The children point to the items in the picture as they are mentioned.
- 2 Say **Listen and say**. Play recording, pausing after each question so the children can answer, using the details in Activity 1.

Audio

- 1 *What's Nour wearing in the photo?*
- 2 *What's Sara wearing?*
- 3 *What's Samir wearing?*
- 4 *Where's Saleh?*

Answers: 1 *a pink jacket, (purple jeans), (a big hat) and a purple scarf* 2 *a red jacket and black boots* 3 *a green sweater and brown trousers* 4 *He's in the sandpit.*

ACTIVITY 3 10 minutes

- 1 Ask where the people in Activity 1 are. Say *Where's ...?* Elicit *On the climbing frame*, etc. Ask what they are wearing. Elicit answers.
- 2 Say **Say**. The children work in pairs. They take it in turn to ask and answer about the people in the picture in Activity 1.

ACTIVITY 4 10 minutes

- 1 Ask the children to look at the wordsearch. Model what you want the children to do using the poster.
- 2 Elicit the items pictured.
- 3 Tell the children the six colours and six items of playground equipment are hidden in the wordsearch. Say **Find**. If they need support, write up the starting letters.

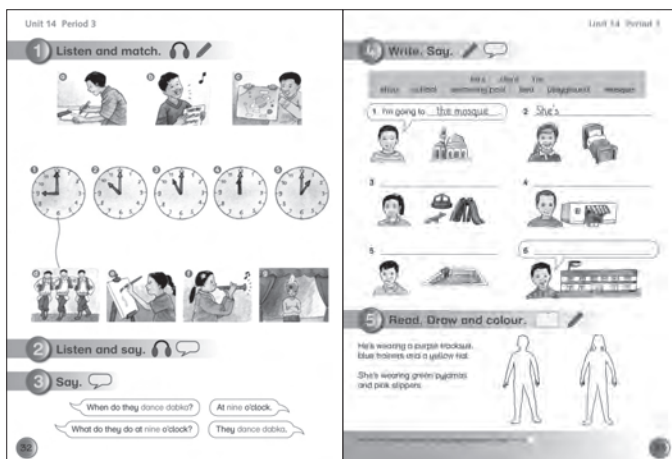
- 4 Say **Write**. The children write the answer next to each picture.
- 5 Elicit answers. Show the words on the poster and ask children to write them on the board. The children correct their work.
- 6 Everyone says *Goodbye*.

Answers: horizontal: red, yellow, swings, climbing frame, blue
vertical: purple, sandpit, slide, pink, orange, roundabout, seesaw
1 yellow sandpit 2 red roundabout 3 orange seesaw 4 purple slide
5 pink climbing frame 6 blue swings

Aims to revise vocabulary from Units 10–13

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

Materials Pupil's Book, CD 2, Unit 12 Poster, pens/pencils for colouring (see Activity 5)



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 12 Poster.
 - Ask *What do you do at the Open Day?* to elicit activities.
 - Ask *What's the time?* to elicit the times on the clocks.

ACTIVITY 1 5 minutes 46

- 1 Elicit the times on the clocks and the Open Day activities pictured.
- 2 Say **Listen and match**. Play recording, pausing so that the children can match each time with an activity. Explain that each clock may link to more than one activity.
- 3 The children check their work in pairs.
- 4 Elicit answers by asking *When do they dance dabka?*, etc. Write answers on the board. Ask the children to correct their work.

Audio

- *Let's get ready for our Open Day.*
- *Good idea. Let's write a list.*
- *OK. At 9 o'clock we dance dabka.*
- *And we show our work at 1 o'clock.*
- *When do we act in a play?*
- *Umm. At 11 o'clock. And we draw pictures and paint at 12 o'clock.*
- *What do we do at 10 o'clock?*
- *We play music and sing.*
- *What's the time?*
- *It's 9 o'clock.*
- *It's time to dance!*

Answers: 1 d 2 b&f 3 g 4 a&e 5 c

ACTIVITY 2 5 minutes 47

- 1 Say **Listen and point**. Play recording from Activity 1 again. The children point to the items in the picture as they are mentioned.
- 2 Say **Listen and say**. Play recording for Activity 2, pausing after each question so that the children can answer, using the information in Activity 1.

Audio

- 1 *When do they dance dabka?*
- 2 *When do they show their work?*
- 3 *When do they play music and sing?*
- 4 *What do they do at 11 o'clock?*
- 5 *What do they do at 12 o'clock?*
- 6 *What do you do at your Open Day?*

Answers: 1 At 9 o'clock 2 At 1 o'clock 3 At 10 o'clock.
4 They act in a play. 5 They draw pictures and paint.
6 the children's own answers

ACTIVITY 3 5 minutes

- 1 Ask the questions on the Activity 2 recording in random order. Elicit answers.
- 2 Say **Say**. The children work in pairs. They take it in turn to ask and answer questions using the information in Activity 1.

ACTIVITY 4 10 minutes

- 1 Elicit the places pictured.
- 2 Ask the children to read the words in the wordbox.
- 3 Say **Write**. Check that the children are writing sentences for the pictures.
- 4 Say **Say**. The children check their work in pairs by reading out their sentences.
- 5 Elicit answers. Write them on the board. The children correct their work.

Answers: 1 I'm going to the mosque. 2 She's going to bed. 3 She's going to the playground. 4 He's going to the shop. 5 He's going to the swimming pool. 6 I'm going to school.

ACTIVITY 5 10 minutes

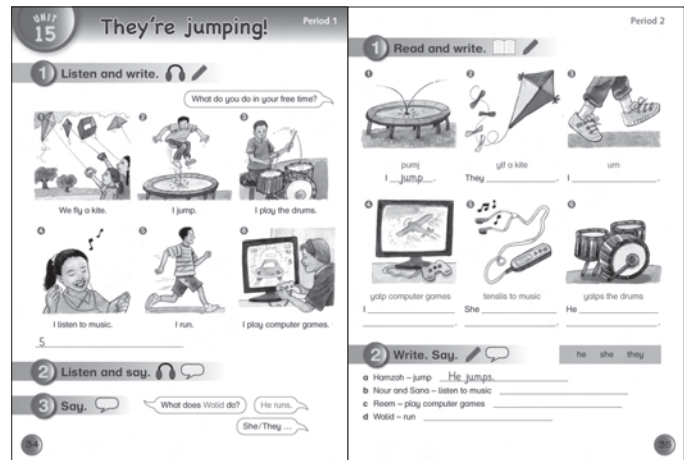
- 1 Say **Read**. Ask the children to read the text aloud.
- 2 Say **Draw and colour**. Ask the children to draw and colour clothes on the two people as described.
- 3 Everyone says *Goodbye*.

They're jumping!

Aims to say what people do in their free time

Key language *run, play the drums, jump, listen to music, play computer games, fly a kite; What do you do in your free time? I/We (run). He/She (runs). They (run).*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 48

- Greet the class. Encourage the children to respond.
- Ask *What's the weather?* Elicit *It's (sunny).*
- Show Unit 15 Poster.
 - Ask *What can you see?* Elicit as much as possible in English (e.g. *child/children, friends, jump, computer, etc.*).
 - Elicit in Arabic the activities on the poster.
 - Read aloud the words: *free time*. Ask the children what they think *free time* is.
- Say **Listen**. Play recording, pointing to the poster.
- Say **Listen and say**. Play recording again. This time pause after each sentence: point to the activity while the children repeat.
- Point to Unit 15 flashcards to elicit the phrases.

Audio

*What do you do
in your free time?
I run.
I play the drums.*

*I jump.
I fly a kite.
I play computer games.
I listen to music.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / do / you / do / in / your / free / time / ?*

I / play the drums / listen to music / run / jump / play computer games / fly a kite / .

- Say *What do you do in your free time?* Distribute the cards to nine children and ask them to stand in a line to make the question. Ask the class to confirm and read it aloud. Repeat with nine different children, then take the cards back.
- Display the wordcards and flashcards for the activities. Ask the children to match them.
- Add *I* and *.* to the display. Say *I run*. Ask a child to make a sentence. Focus on capital letter and full stop at the end.
- Repeat **3** with other phrases.
- Ask *What do you do in your free time?* Elicit the children's own responses.

ACTIVITY 1 10 minutes 49

- Ask the children to read the picture labels aloud.
- Say **Listen and write**. Play recording, pausing so the children can write the numbers in the order the items are mentioned.
- Elicit answers: ask a child to read out the order; ask another child to write the order on the board.

Audio

- What do you do in your free time, Walid?*
- I run. I can run fast.*
- Bilal, what about you?*
- I play the drums.*
- What do you do, Hamzah?*
- I jump. I can jump high!*
- Great! And Nour and Sana?*
- We fly a kite.*
- What do you do in your free time, Reem?*
- I play computer games.*
- And what about you, Hala?*
- I listen to music.*
- I like pop music!*

Answers: 5, 3, 2, 1, 6, 4

ACTIVITY 2 10 minutes 50

- 1 Say **Listen**. Play the first part of the recording. The children listen and point to the characters in the book.
- 2 Say *I fly. She ...?* to elicit *She flies*. Repeat *She flies*, emphasising the /s/ sound on the end of the verb. Repeat with the other characters.
- 3 Say **Listen and say**. Play the second part of the recording, pausing for the children to say what the characters are doing each time.

Audio

- 1 We're Nour and Sana. We fly a kite.
They fly a kite.
 - 2 I'm Hamzah. I jump.
He jumps.
 - 3 I'm Bilal. I play the drums.
He plays the drums.
 - 4 I'm Hala. I listen to music.
She listens to music.
 - 5 I'm Walid. I run.
He runs.
 - 6 I'm Reem. I play computer games.
She plays computer games.
-
- 1 We're Nour and Sana. We fly a kite. They ...
 - 2 I'm Hamzah. I jump. He ...
 - 3 I'm Bilal. I play the drums. He ...
 - 4 I'm Hala. I listen to music. She ...
 - 5 I'm Walid. I run. He ...
 - 6 I'm Reem. I play computer games. She ...

Answers: 1 They fly a kite. 2 He jumps. 3 He plays the drums.
4 She listens to music. 5 He runs. 6 She plays computer games.

ACTIVITY 3 5 minutes

- 1 Ask *What does Bilal do?* Elicit *He plays the drums*. Repeat with the other characters.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions using the pictures in Activity 1.
- 3 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 48

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 8 minutes

- 1 Elicit the correct form of jumbled words.
- 2 Say **Read and write**. Check that the children are writing out the words correctly.
- 3 The children check their work in pairs.
- 4 Elicit answers. Write them on the board. The children correct their work.

Answers: 1 I jump. 2 They fly a kite. 3 I run. 4 I play computer games. 5 She listens to music. 6 He plays the drums.

ACTIVITY 2 10 minutes

- 1 Ask a child to read the words in the wordbox aloud.
- 2 Write on the board *jump*. Ask the children to make a sentence about Hamzah, using the correct word from the wordbox. Elicit *He jumps*. Ask a child to write it on the board. Underline the s at the end of *jumps*, showing that it is different from the prompt *jump*.
- 3 Repeat 2 with Nour and Sana (*They jump*.) Show that *jump* does not have an s on the end.
- 4 Say **Write**. Check that the children are writing the sentences correctly.
- 5 The children check their work in pairs.
- 6 Elicit answers, asking children to write them on the board. They correct their work.
- 7 Say **Say**. The children work in pairs, taking it in turn to read out their sentences.

Answers: 1 He jumps. 2 They listen to music. 3 She plays computer games. 4 He runs.

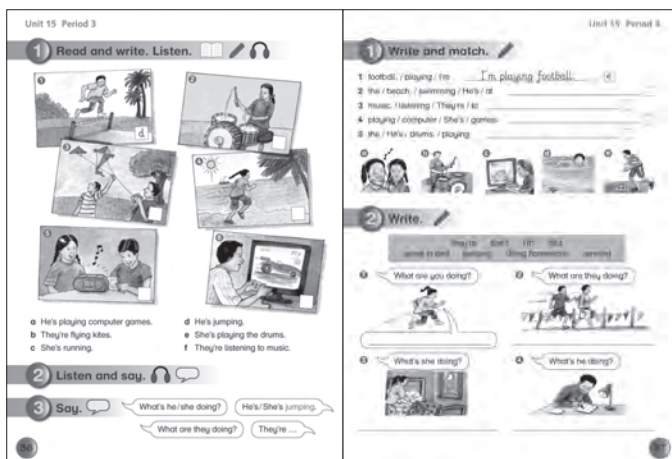
REVIEW 7 minutes

- 1 Show the listen to music flashcard. Say *I listens to music*. Look confused. Elicit the correct version: *I listen to music*. Repeat with the other activity flashcards, each time making an error. Vary the type of error (pronoun, verb form or activity) so that the children have to listen carefully.
- 2 Everyone says *Goodbye*.

Aims to say what people are doing

Key language *What's he/she doing? What are they doing? He's/She's/They're running/playing the drums/jumping/listening to music/playing computer games/flying a kite.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 51

- Greet the class. Encourage the children to respond.
- Show Unit 15 Poster.
 - Point to each person/group of people and elicit *he/she/they* as appropriate.
 - Point to each picture and elicit the activity.
- Say **Listen**. Play recording, pointing to the pictures.
- Explain that *he's playing*, etc., is the form used to talk about what is happening right now.
- Display the Unit 15 flashcards. Point to each one by one and elicit *he, she* or *they*. Confirm, saying *He's running*, etc. Encourage the children to repeat the sentence each time.
- Point to the flashcards in random order to elicit the sentences. The children can help each other.

Audio

- *What's he doing?*
- *He's playing computer games.*
- *What's she doing?*
- *She's jumping.*
- *What's he doing?*
- *He's listening to music.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / he / she / doing / ?*
He's / She's / playing the drums / listening to music / running / jumping / playing computer games / flying a kite / .

- Distribute the wordcards for *What's he doing?* to four children and ask them to stand in line to make a question. The class confirm and read it aloud.
- Ask a child to change the question to ask about a girl (*What's she doing?*). Display the question on the board.
- Display the wordcards for the activities (*playing the drums*, etc.).
- Show the flashcard for jump. Ask a child to use word cards to make an answer to the question (*She's jumping*). Repeat with two other activity flashcards.
- Change the question to *What's he doing?* and repeat 4 with different activities.

ACTIVITY 1 10 minutes 52

- Elicit *he, she* or *they* for the people pictured in 1–6.
- Ask children to read the sentences aloud.
- Say **Read and write**. Check that the children are matching the pictures and sentences.
- Say **Listen**. Play recording, so that the children can check their work.
- Elicit answers. Write them on the board so that the children can correct their work.

Audio

- He's jumping.*
- She's playing the drums.*
- They're flying kites.*
- She's running.*
- They're listening to music.*
- He's playing computer games.*

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

ACTIVITY 2 8 minutes 53

- 1 Say **Listen** and *point*. Play recording from Activity 1 again. The children point to the pictures as they hear them mentioned.
- 2 Say **Listen** and **say**. Play recording, pausing so the children can answer the questions, using the information in Activity 1.

Audio

Picture 4 *What's she doing?*
 Picture 5 *What are they doing?*
 Picture 1 *What's he doing?*
 Picture 2 *What's she doing?*
 Picture 6 *What's he doing?*
 Picture 3 *What are they doing?*

Answers: 4 *She's running.* 5 *They're listening to music.*
 1 *He's jumping.* 2 *She's playing the drums.* 6 *He's playing computer games.* 3 *They're flying kites.*

ACTIVITY 3 7 minutes

- 1 Ask the questions in the recording from Activity 2 again, in random order. Elicit answers.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions using the pictures in Activity 1. Write up the other verbs or use wordcards to remind the children.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 51

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Ask children to read the jumbled sentences aloud.
- 2 Elicit the activities pictured and *he, she* or *they* for each one.
- 3 Say **Read** and **write**. Check that the children are writing the sentences correctly. Remind them about the use of capital letters at the start of a sentence and the full stop at the end.
- 4 Say **Match**. Check that the children are matching the sentences with the pictures.
- 5 Elicit answers. Write them on the board. The children correct their work.

Answers: 1 *I'm playing football.* 2 *He's swimming at the beach.*
 3 *They're listening to music.* 4 *She's playing computer games.*
 5 *He's playing the drums.*
 1 e 2 d 3 a 4 c 5 b

ACTIVITY 2 10 minutes

- 1 Ask the children to read the words in the wordbox and the speech bubbles aloud.
- 2 Say *Picture 1. What are you doing?* Elicit *I'm jumping*. Write up the question and answer and underline *you* and *I* to show the difference. Explain that the question and answer are only different with these words, *you* and *I*. For all the other answers, you use the same pronoun.
- 3 Elicit the answers for pictures 2–4.
- 4 Say **Write**. Check that the children are writing the answers.
- 5 The children check their work in pairs.
- 6 Elicit answers, asking children to write them on the board. The children correct their work.

Answers: 1 *I'm jumping.* 2 *They're running.* 3 *She's going to bed.*
 4 *He's doing homework.*

REVIEW 5 minutes

- 1 Show a boy one of the Unit 15 activity flashcards, without showing the rest of the class. As he does the appropriate action, ask *What's he doing?* Elicit answer.
- 2 Repeat 1 using a girl, two boys, a boy, two girls and different flashcards each time.
- 3 Everyone says *Goodbye*.

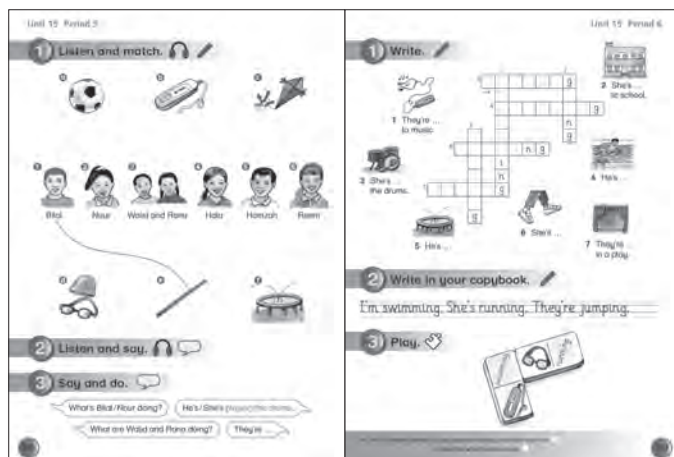
! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to practise saying what people are doing

Key language *What's he/she doing? What are they doing? He's/She's/They're running/playing the drums/jumping/listening to music/playing computer games/flying a kite.*

Materials Pupil's Book, CD 2, Unit 15 Poster, Flashcards (Unit 15), Wordcards (see Language Building for details)

Plus (for Period 6): Crossword poster, blank card for dominoes (see Activity 3 game)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 54

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 15 Poster.
 - Point to each person/group of people and elicit *he/she/they* as appropriate.
 - Point to each picture and ask *What's he/she doing? / What are they doing?* as appropriate.
- 3 Say **Listen**. Play recording, pausing after the first prompt. Ask *What's Walid doing?* Elicit *He's jumping*.
- 4 Say **Listen and say**. Play recording from the start, pausing for the children to say a sentence each time. Repeat. This time the children also do appropriate actions.

Audio

Walid – jump
 Bilal and Nour – fly a kite
 Amal – listen to music
 Mohammad and Walid – run
 Bilal – play the drums
 Nour – play computer games

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare a set of wordcards: *What / are / they / doing / ? / They're*
 Plus the activity wordcards from Unit 15 Period 3

- 1 Distribute the wordcards for *What are they doing?* to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.

- 2 Ask what *they* refers to. Elicit that it refers to more than one person and can be used for two or more boys, or girls, or boys and girls together.
- 3 Display on the board the wordcards for the activities (*playing the drums*, etc.).
- 4 Show the flashcard for playing the drums. Ask a child to make an answer to the question (*They're playing the drums*). Repeat with the other activity flashcards.

ACTIVITY 1 5 minutes 55

- 1 Elicit the characters and the activities.
- 2 Say **Listen and match**. Play recording, pausing so the children match the characters to the correct activities
- 3 The children check their work in pairs.
- 4 Elicit answers. Write them on the board so that the children can correct their answers.

Audio

- 1 *What's Bilal doing?*
He's playing the drums.
- 2 *What's Nour doing?*
She's swimming.
- 3 *What are Walid and Rana doing?*
They're flying a kite.
- 4 *What's Hala doing?*
She's listening to music.
- 5 *What's Hamzah doing?*
He's playing football.
- 6 *What's Reem doing?*
She's jumping.

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

ACTIVITY 2 10 minutes 56

- 1 Ask *Who's jumping?* Elicit *Reem*.
- 2 Ask the children to close their books. Say **Listen and say**. Play recording, pausing so that the children can answer the questions, using the sound effects.

Audio

- 1 *What's Bilal doing?*
- 2 *What's Nour doing?*
- 3 *What are Walid and Rana doing?*
- 4 *What's Hala doing?*
- 5 *What's Hamzah doing?*
- 6 *What's Reem doing?*

Answers: 1 He's playing the drums. 2 She's swimming. 3 They're flying a kite. 4 She's listening to music. 5 He's playing football. 6 She's jumping.

ACTIVITY 3 5 minutes

- 1 Revise the action for each activity.
- 2 Say **Say and do**. The children work in pairs, taking it in turn to ask a question about the characters in Activity 1 and to respond, doing the appropriate action for the activity.

REVIEW 5 minutes

- 1 Elicit ideas for other activities, writing the verbs on the board (e.g. play computer games, go to bed, have dinner, dance dabka, etc.).
- 2 Say **Say and do**. The children work in groups of four taking it in turn to do one of the actions on the board and to say what the person doing the action is doing.
- 3 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 54

As for Period 5.

LANGUAGE BUILDING 7 minutes

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Use the Crossword poster to remind children how to complete the activity (see p. 83).
- 2 Elicit the missing words in the prompts.

- 3 Say **Write**. Encourage the children to try and remember the words. They can look back in the book if necessary for reference. Check that they are completing the crossword correctly.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask children to write them on the board. The children correct their work.

Answers: 1 listening 2 going 3 playing 4 swimming
5 jumping 6 running 7 acting

ACTIVITY 2 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

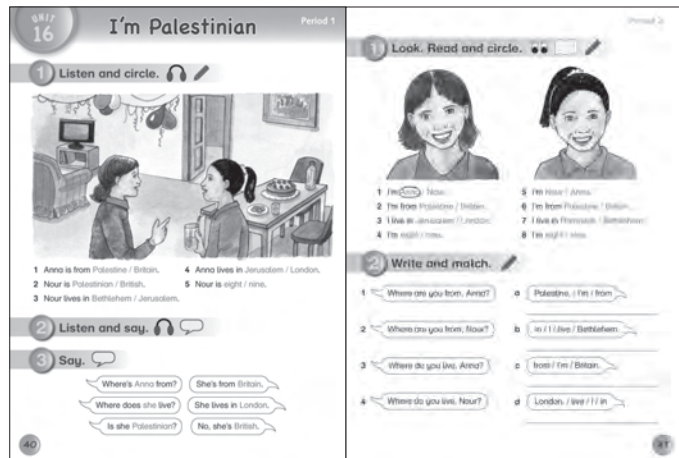
ACTIVITY 3 10 minutes

- 1 Say *Let's play Dominoes*.
 - Point out the dominoes pictured. Explain to the children that they are going to make a set of dominoes to play a game.
 - Choose nine activities together.
 - Put the class into groups of three. Each child makes three cards each.
 - On each card they draw at the top a piece of equipment you need to do an activity (e.g. a football, swimming goggles, pencils, etc.); at the bottom they write the words for a different activity – display the wordcards to help them with this. They must use all nine activities and have a piece of equipment for each. The activity and matching piece of equipment must not be on the same card.
 - Model the game. Deal the nine cards out face down to the three players in the group. The first player puts down a card, picture side up. The next player can only play one of his/her cards if he/she has the activity word to match the equipment pictured or the picture to match the word shown. If he/she can't play, the next person has a go. Players play in turn (when they can), making a chain of dominoes. The winner is the first to get rid of all his/her cards.
- 2 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 3 Everyone says *Goodbye*.

Aims to give information about someone (where he/she is from/lives and nationality)

Key language *She's from Britain/Palestine. She lives in London/Jerusalem. She's British/Palestinian.*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16 – except the two I speak ... flashcards), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 57

- Greet the class. Encourage the children to respond.
- Say *What's the weather?* Elicit *It's (sunny).*
- Show Unit 16 Poster.
 - Ask *What can you see?* Elicit as much as possible in English (e.g. boy, girl, Palestine, flag, trees, flowers, mountains, etc.).
 - Read the speech bubbles aloud together.
 - Introduce Britain. Ask the children in Arabic what they know about it.
- Display the Unit 16 flashcards (except the two *I speak ...* flashcards) in the order of the recording.
- Say **Listen**. Play recording, pointing to the flashcards. Repeat.
- Point to the flashcards in order and say the sentence. Encourage the children to repeat.

Audio

- | | |
|--|---|
| – I'm from Britain.
I'm British.
I live in London. | – I'm from Palestine.
I'm Palestinian.
I live in Jerusalem. |
|--|---|

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Where / are / you / from / ?*
I'm / from / Britain / Palestine / British / Palestinian / .

- Say *Where are you from?* Distribute the cards to five children. Ask them to stand in a line to make the question. Ask the class to confirm and read it aloud. Put the question on the board.
- Display the other wordcards. Ask a child *Where are you from?* and ask him/her to make an answer to the question. (*I'm from Palestine.*) The class confirms this and following sentences and reads them aloud.
- Say *I live in London. I'm from ...?* Elicit *Britain*. Ask a child to change the sentence to say this.
- I'm from Britain. I'm Palestinian.* Elicit the correction: *I'm British*. Ask another child to change the sentence accordingly.
- Repeat 4 with Palestine/British.

ACTIVITY 1 10 minutes 58

- Elicit who is in the picture. Explain that the girl with Nour is a new character Anna, who is not from Palestine. Say that they will find out more about Anna.
- Ask the children to read the sentences aloud. Make sure they understand the difference between sister and friend. Ask a child *Is he/she your sister?* Elicit *No*. Say *Is he/she your friend?* Elicit *Yes*.
- Say **Listen**. Play recording. The first time the children just listen.
- Say **Listen and circle**. Play recording again. This time the children complete the sentences by circling the correct words.
- Elicit answers. Write the answers on the board so the children can correct their work.

Audio

- Hello, Anna. I'm Nour.
- Hi, Anna.
- Hello, Nour. Nice to meet you.
- Where are you from, Anna?
- I'm from Britain.
- You're British.
- Yes.
- Are you in Palestine on holiday?
- Yes. I'm visiting Emma. What about you? Are you Palestinian?
- Yes, I'm from Palestine. I live in Bethlehem.
- I live in London.
- How old are you, Anna?
- I'm eight.
- Me too!

Answers: 1 Britain 2 Palestinian 3 Bethlehem
4 London 5 eight

ACTIVITY 2 10 minutes **59**

- 1 Say **Listen** and point. Play recording from Activity 1 again. The children point to the items in the picture as they are mentioned.
- 2 Say **Listen** and say. Play recording for Activity 2, pausing so the children can answer. Give the children plenty of time to respond. Repeat.

Audio

- | | |
|-------------------------|-------------------------|
| 1 Where's Anna from? | 6 Where does Anna live? |
| 2 Where's Nour from? | 7 Where are you from? |
| 3 Is Nour British? | 8 Where do you live? |
| 4 Is Anna Palestinian? | |
| 5 Where does Nour live? | |

Answers: 1 She's from Britain. 2 She's from Palestine. 3 No, she's Palestinian. 4 No, she's British. 5 She lives in Bethlehem. 6 She lives in London. 7–8 the children's own answers

ACTIVITY 3 5 minutes

- 1 Say **Read**. Ask children to read the speech bubbles aloud.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer the questions about Anna. They then make up and answer questions about Nour, using the information in Activity 1.
- 3 Everyone says Goodbye.

Period 2 – Practise**LANGUAGE PRESENTATION 8 minutes** **57**

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 10 minutes

- 1 Ask who the people pictured are.
- 2 Elicit the word to be circled each time, with a different child reading out the correct version of the sentence. Say **Look** and point to Period 1, so that they know they can look back at the information there to check the details.
- 3 Say **Read and circle**. Monitor and help.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask a different child to write each word on the board. The children correct their work.

Answers: 1 Anna 2 Britain 3 London 4 eight 5 Nour
6 Palestine 7 Bethlehem 8 eight

ACTIVITY 2 10 minutes

- 1 Ask children to read the questions aloud. Elicit the answer each time from a different child.

 Ask children how questions and sentences are different, to get them to notice the ? and . at the end.

- 2 Say **Read and write**. Check that the children are writing the sentences correctly.
- 3 Say **Match**. Ask the children to match the questions to the answers.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask children to write them on the board. The children check their work.

Answers: 1 I'm from Britain. c 2 I'm from Palestine. a 3 I live in London. d 4 I live in Bethlehem. b

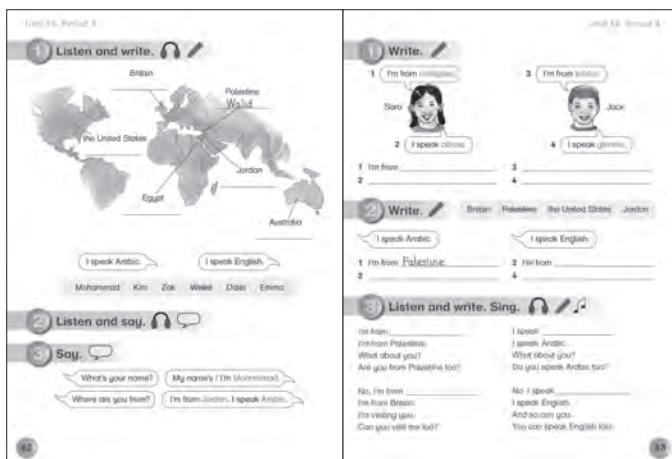
REVIEW 5 minutes

- 1 Make a series of statements as though you are Nour or Anna. The class has to work out who you are each time, e.g. *I live in London. (Anna), I'm Palestinian. (Nour), I'm eight. (Nour or Anna).*
- 2 Everyone says Goodbye.

Aim to introduce yourself (name, where you come from and language you speak)

Key language *What language do you speak? I speak English/Arabic.*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16 – the two I speak ... flashcards), Wordcards (see Language Building for details)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 60

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster.
 - Point to the boy and ask questions about him: *What's his name? Where's he from?* Repeat with the girl.
 - Elicit as many other details in English as possible.
- 3 Show the two Unit 16 flashcards for speaking.
- 4 Say **Listen**. Play first part of the recording, pointing to the flashcards. Encourage the children to repeat.
- 5 Point to the map in the book. Say **Listen and point**. Play second part of the recording. The children listen and point.
- 6 Say *In Palestine we speak English or Arabic?* Elicit *Arabic*. Repeat for the other countries using *they*.

Audio

I speak Arabic.

I speak English.

Palestine, Britain, Jordan, the United States, Egypt, Australia

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / language / do / you / speak / ? / I / speak / English / Arabic / and / .*

- 1 Say *What language do you speak?* Distribute the cards to six children and ask them to stand in a line to make the question. Ask the class to confirm and read it aloud. Put the question on the board.
- 2 Display the other wordcards. Ask a child to make an answer to the question. (*I speak Arabic.*) Point out that languages, like countries, start with a capital letter.

- 3 Say *You're from Palestine. You speak Arabic. I'm from Britain. I speak ...?* Elicit *English*. Ask a child to change the sentence to say this.
- 4 Say *I speak English. I speak Arabic.* Ask a child to make one sentence that says this (*I speak English and Arabic. / I speak Arabic and English.*)

ACTIVITY 1 10 minutes 61

- 1 Point to the map and ask *Where's Palestine?* Ask the children to find Palestine on the map.
- 2 Repeat with the other countries.
- 3 Ask the children to read the speech bubbles and the words in the wordbox aloud.
- 4 Ask a child *What language do you speak?* Elicit *I speak Arabic/English*.
- 5 Say **Listen**. Play recording, pausing after the first speaker. Ask *Where's he from?* Elicit *He's from Palestine*. Ask *What language does he speak?* Elicit *He speaks Arabic*. Ask *Who is it?* Elicit *Walid*. Say **Write**. Model writing Walid in the book.
- 6 Say **Listen and write**. Play recording again from the start, pausing after each speaker so that the children can write in the name.
- 7 Elicit answers. Write the names on the board. The children correct their work.

Audio

- Hello, I'm Walid. I'm from Palestine. I speak Arabic.
- My name's Emma. I'm from Britain. I speak English.
- Hi, I'm Mohammad. I'm from Jordan. I speak Arabic.
- I'm Zak and I'm from the United States. I speak English.
- Hi, I'm Dalia. I'm from Egypt. I speak Arabic.
- I'm from Australia. My name's Kim. I speak English.

Answers: Palestine – Walid, Britain – Emma, Jordan – Mohammad, United States – Zak, Egypt – Dalia, Australia – Kim

ACTIVITY 2 10 minutes 62

- 1 Say **Listen and say**. Play recording, pausing after the first speaker. Ask *Where's he from?* Elicit *He's from Jordan*. Ask *What language does he speak?* Elicit *He speaks Arabic*.
- 2 Say **Listen and say**. Play the first section of the recording from the start, pausing so that the children can say what language each person speaks.
- 3 Play the second section of the recording. This time the children answer for themselves.

Audio

- 1 Hello, I'm Walid. I'm from Palestine.
- 2 My name's Emma. I'm from Britain.
- 3 Hi, I'm Mohammad. I'm from Jordan.
- 4 I'm Zak and I'm from the United States.
- 5 Hi, I'm Dalia. I'm from Egypt.
- 6 I'm from Australia. My name's Kim.

- 1 What's your name?
- 2 Where are you from?

Answers: 1 I speak Arabic. 2 I speak English. 3 I speak Arabic.
4 I speak English. 5 I speak Arabic. 6 I speak English.
1–2 Children's own answers

ACTIVITY 3 5 minutes

- 1 Ask pairs of children to read the speech bubbles aloud.
- 2 Say **Say**. Ask a confident child to be your partner. Say *I'm Mohammad. Who are you?* Ask child to choose someone from Activity 1. The child then asks you the questions and you answer.
- 3 Say **Say**. The children work in pairs. They take it in turn to ask and answer questions as if they were characters from Activity 1.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 60

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Remind the children that in different countries people speak different languages. Also remind them that countries and languages start with a capital letter.

- 2 Elicit the sentences in the speech bubbles, with the children working out the anagrams.
- 3 Say **Write**. Help as necessary.
- 4 The children check their work in pairs.
- 5 Elicit answers. Ask children to write them on the board. The children correct their work.

Answers: 1 I'm from Palestine. 2 I speak Arabic 3 I'm from Britain.
4 I speak English.

ACTIVITY 2 5 minutes

- 1 Ask in which countries most people speak Arabic. Elicit *Palestine, Jordan, Egypt* and any others the children can think of. Repeat with *English (Britain, the United States, Australia, etc.)*.
- 2 Ask the children to read the words in the wordbox aloud.
- 3 Say *I speak Arabic. I'm from ...?* Elicit *Palestine* or *Jordan*. Say **Write**. Model writing *Palestine* in the book as an example.
- 4 Say **Write**. Help as necessary.

Answers: 1 I'm from Palestine. 2 I'm from Jordan. 3 I'm from Britain. 4 I'm from the United States.

ACTIVITY 3 10 minutes 63

- 1 Say **Listen**. Play recording, with the children following the text in the book.
- 2 Say **Listen and write**. Play recording again, pausing so that the children can write in the missing words.
- 3 Play recording again so the children can check their work.
- 4 Say **Sing**. Play recording again. This time the children sing along. Repeat several times.
- 5 Put the class into two teams, with Team A singing verses 1 and 3 and Team B singing verses 2 and 4. Encourage them to shake their heads when they sing *No ...*
- 6 Everyone says *Goodbye*.

Audio

- | | |
|--|---|
| 1 I'm from Palestine.
I'm from Palestine.
What about you?
Are you from Palestine too? | 3 I speak Arabic.
I speak Arabic.
What about you?
Do you speak Arabic too? |
| 2 No, I'm from Britain.
I'm from Britain.
I'm visiting you.
Can you visit me too? | 4 No, I speak English.
I speak English.
And so can you.
You can speak English too! |

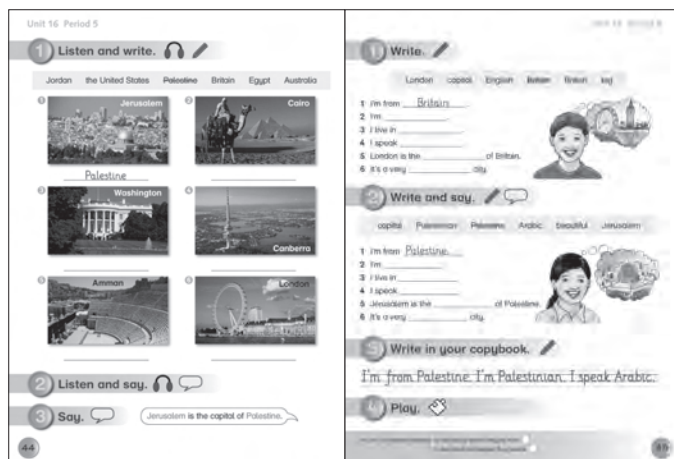
Answers: *Palestine, Britain, Arabic, English*

- ! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to talk about cities

Key language *Jordan, the United States, Palestine, Britain, Egypt, Australia; capital; It's a big/beautiful city. (Jerusalem) is the capital of (Palestine).*

Materials Pupil's Book, CD 2, Unit 16 Poster, Flashcards (Unit 16), Wordcards (see Language Building for details)



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 64

- 1 Greet the class. Encourage the children to respond.
- 2 Display Unit 16 Poster. Show Unit 16 flashcards, one by one, to elicit information about Nathan and Rania.
- 3 Say **Listen**. Play first part of the recording, pointing to the pictures for each city on the poster. Ask the children what *capital* means, eliciting answers in Arabic (the most important city in a country, where things are organised for the whole country. It is usually the biggest city in the country too.).
- 4 Ask if they know the capitals of the other countries in this unit: *Jordan, Egypt, the United States, Australia (Amman, Cairo, Washington, Canberra).*
- 5 Say **Listen**. Play second part of recording. Repeat.
- 6 Say *Cairo?* to elicit *Egypt*. Repeat with the other capital cities.

Audio

*Jerusalem is the capital of Palestine.
London is the capital of Britain.*

*Cairo is the capital of Egypt.
Washington is the capital of the United States of America.*

*Canberra is the capital of Australia.
Amman is the capital of Jordan.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *Jerusalem / Cairo / Amman / is / the / capital / of / Palestine / Egypt / Jordan /*.

- 1 Say *Jerusalem is the capital of Palestine*. Distribute the cards to seven children and ask them to stand in a line to make a sentence. Ask the class to confirm and read it aloud.
- 2 Display the other wordcards. Ask a child in Arabic where the Pyramids are. Elicit *Egypt*, and put it in the sentence. Ask the class to read the sentence aloud: *Jerusalem is the capital of Egypt*. Look puzzled. Elicit the correct version (*Cairo ...*) and ask a child to change the sentence. Ask the class to confirm and read it aloud.
- 3 Repeat 2 with *Jordan/Amman*.

ACTIVITY 1 10 minutes 65

- 1 Elicit the places pictured. Ask the children in Arabic which places they would like to visit and why.
- 2 Ask children to read the words in the wordbox aloud.
- 3 Say **Listen and find**. Play recording. The children find the picture.
- 4 Say **Listen and write**. Play recording, pausing so that the children can write in the country for each city.
- 5 The children check their work in pairs.
- 6 Elicit answers. Ask children to write them on the board. The children correct their work.

Audio

- *I'm Palestinian. I live in the capital of Palestine, Jerusalem. Jerusalem is a very beautiful city.*
- *I live in a very big city in Egypt. The city's name is Cairo. It's the capital of Egypt.*
- *Washington is the capital of the United States.*
- *This is Canberra. I live here. It's the capital of Australia.*
- *I live here in Amman. It's the capital of Jordan and it's a very big city.*
- *I'm British and I live in London. London is a very big city. It's the capital of Britain.*

Answers: 1 Palestine 2 Egypt 3 the United States
4 Australia 5 Jordan 6 Britain

ACTIVITY 2 10 minutes 66

- 1 Say **Listen and say**. Play recording, pausing so that the children can complete each sentence, using the information in Activity 1.
- 2 Repeat 1, without pausing the recording this time.
- 3 Ask the children to close their books. Play recording so that the children can complete the sentences from memory. You can pause after each prompt if necessary.
- 4 Ask the children if they know any other capital cities.

Audio

- 1 Jerusalem is the capital of ...
- 2 Cairo is the capital of ...
- 3 Washington is the capital of ...
- 4 Canberra is the capital of ...
- 5 Amman is the capital of ...
- 6 London is the capital of ...

Answers: 1 Palestine 2 Egypt 3 the United States
4 Australia 5 Jordan 6 Britain

ACTIVITY 3 5 minutes

- 1 Write on the board *What's the capital of Egypt?* Read the question aloud together, while you point to the words.
- 2 Ask the children to keep their books closed. Ask *What's the capital of Egypt?* Elicit *Cairo is the capital of Egypt*. Repeat for the other countries/cities in Activity 1, each time getting different children to ask and answer the question.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer.
- 4 Everyone says *Goodbye*.

Period 6 – Practise

LANGUAGE PRESENTATION 8 minutes 64

As for Period 5.

ACTIVITY 1 10 minutes

- 1 Ask *Where does the boy come from?* eliciting *Britain*.
- 2 Ask children to read the words in the wordbox aloud.
- 3 Ask children to read the sentences aloud, completing them.
- 4 Say **Write**. Check that the children are completing the sentences to give information about the boy.
- 5 The children check their work in pairs.
- 6 Elicit answers. Write them on the board. The children correct their work

Answers: 1 Britain 2 British 3 London 4 English
5 capital 6 big

ACTIVITY 2 10 minutes

- 1 Ask *Where does the girl come from?*, eliciting *Palestine*.
- 2 Say **Write**. Check that the children are completing the sentences to give information about the girl.
- 3 Say **Say**. The children check their work in pairs, taking it in turn to read the sentences aloud.
- 4 Elicit answers. Write the answers on the board. The children correct their work.

Answers: 1 Palestine 2 Palestinian 3 Jerusalem
4 Arabic 5 capital 6 beautiful

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

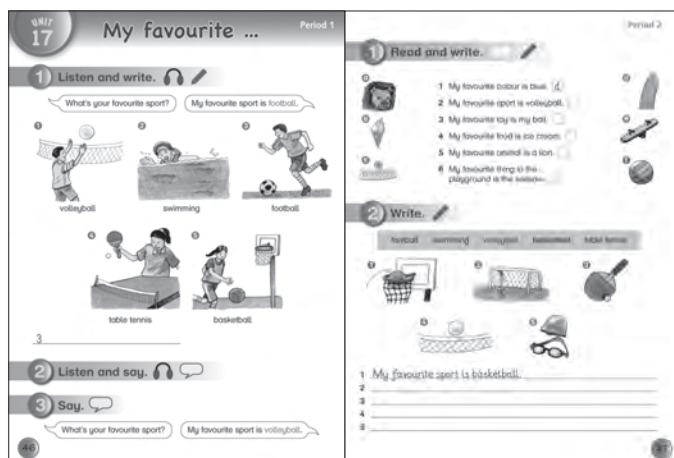
ACTIVITY 4 7 minutes

- 1 Ask the children to read through their sentences in Activity 1 and 2. You might like to use the wordcards to make sentences to help the children.
- 2 Say *Let's play the Chain game*.
 - Ask the children to stand up.
 - Explain that the aim is to make a chain of sentences round the class. Each person adds one word to the sentence. If he/she makes a mistake or can't think of a correct word to add, they sit down. When a sentence finishes, the next child starts a new one.
 - Start the first chain by saying *I'm*. The first child can add *Palestinian/from/a name/an age* – anything that is grammatically correct. The second child then adds to this, and so on round the class.
 - Play several times.
- 3 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 4 Everyone says *Goodbye*.

Aims to talk about their favourite sport; to talk about other favourite things

Key language *swimming, football, basketball, volleyball, table tennis; What's your favourite sport? My favourite sport is football.*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17 – sports), Wordcards (see Language Building for details)



Period 1 – Learn

LANGUAGE PRESENTATION 8 minutes 67

- 1 Greet the class. Encourage the children to respond.
- 2 Say *What day is it?* Elicit *It's (Monday).*
- 3 Show Unit 17 Poster. Ask *What does Bilal like?* Elicit as much as possible in English (e.g. *swimming, cars, football, biscuits, ice cream*). Repeat with Hala (*dancing, draw pictures, books, dolls, crisps, orange juice*).
- 4 Display the Unit 17 flashcards (sports).
- 5 Say **Listen**. Play recording, pointing to the flashcards.
- 6 Point to the flashcards to elicit the sport.
- 7 Ask *What's your favourite sport?* Elicit replies from lots of children.

Audio

- *What's your favourite sport?*
- *My favourite sport is football.*
- *My favourite sport is swimming.*
- *My favourite sport is volleyball.*
- *My favourite sport is basketball.*
- *My favourite sport is table tennis.*

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What's / your / favourite / sport / ?*
My / favourite / sport / is / football / volleyball / basketball /
swimming / table tennis / .

- 1 Distribute the wordcards for *What's your favourite sport?* to five children and ask them to stand in line to make a question. The class confirm and read it aloud. Put the question on the board.
- 2 Display the other wordcards on the board in random order. Say *My favourite sport is tennis*. Ask a child *What's your favourite sport?* Elicit *My favourite sport is ...* Ask children to make a sentence to say this. The class confirm and read the sentence aloud (and do the same for all other sentences made).
- 3 Choose a different sport and show the flashcard. Elicit the word. Ask a child to change the sentence to make it about this sport.
- 4 Repeat 3 with the other sports.

ACTIVITY 1 10 minutes 68

- 1 Elicit the sports pictured.
- 2 Ask a child to read the speech bubble aloud.
- 3 Ask the children to listen and write the number of the sports in the order they are mentioned. Say **Listen and write**. Play recording, pausing so the children can write the numbers.
- 4 Elicit answers: ask a child to read out the order; ask another child to write the order on the board.
- 5 The children correct their work.

Audio

- *Bilal, what's your favourite sport?*
- *Football. What about you, Reem?*
- *My favourite sport is swimming. Walid, what's your favourite sport?*
- *Volleyball. Hala, what about you?*
- *My favourite sport is basketball.*
- *And my favourite sport is table tennis.*

Answers: 3, 2, 1, 5, 4

ACTIVITY 2 5 minutes 69

- 1 Say **Listen** and point. Play recording from Activity 1 again. The children point to the sports pictured as they are mentioned.
- 2 Say **Listen** and say. Play recording for Activity 2, pausing so the children can answer. Give the children plenty of time to respond. Repeat.

Audio

- 1 What's Bilal's favourite sport?
- 2 What's Reem's favourite sport?
- 3 What's Walid's favourite sport?
- 4 What's Hala's favourite sport?
- 5 What's Nour's favourite sport?
- 6 What's your favourite sport?

Answers: 1 football 2 swimming 3 volleyball 4 basketball
5 table tennis 6 The children's own answers

ACTIVITY 3 5 minutes

- 1 Put the class in two groups. One group asks *What's your favourite sport?*; the other group answers (use the sports flashcards as prompts). Then swap roles, so that both groups have the chance to ask and answer.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions, using the pictures in Activity 1 as prompts.

REVIEW 5 minutes

- 1 Display the sports wordcards and flashcards. Ask children to match them.
- 2 Everyone says *Goodbye*.

Period 2 – Practise

LANGUAGE PRESENTATION 8 minutes 67

As for Period 1.

LANGUAGE BUILDING 7 minutes

As for Period 1.

ACTIVITY 1 10 minutes

- 1 Elicit the items pictured.
- 2 Ask children to read the sentences aloud.

- 3 Say **Read** and **write**. Check that the children are writing the letters of the pictures correctly.
- 4 The children check their work in pairs.
- 5 Elicit answers. Write them on the board. The children correct their work.

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

ACTIVITY 2 10 minutes

- 1 Elicit a sentence for each of the items pictured, using *My favourite sport is ...*
- 2 Say **Write**. Check that the children are writing the sentences correctly.
- 3 Elicit answers by asking children to construct the answer with the wordcards. The children correct their work.

Answers: 1 My favourite sport is basketball. 2 My favourite sport is football. 3 My favourite sport is table tennis. 4 My favourite sport is volleyball. 5 My favourite sport is swimming.

REVIEW 5 minutes

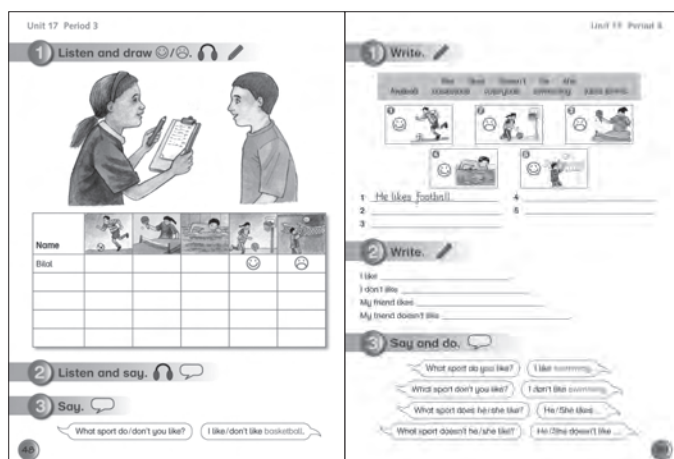
- 1 Ask the children to agree on an action for each sport.
- 2 Play *Teacher says* (see p. 7) using the sports (*Teacher says 'Play volleyball,'* etc.). Call out the sports for the children to do the appropriate action. At first leave a pause between sports; gradually speed it up so that the children have to react quickly. This will make them listen very carefully and it will also be more fun.
- 3 Everyone says *Goodbye*.

Aims to say sports they like/don't like; to say what other people like/dislike

Key vocabulary basketball, volleyball, table tennis; *What sport do/don't you like? I like basketball. I don't like volleyball. He/She likes ... He/She doesn't like ...*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17), Wordcards (see Language Building for details), sheets of paper (see Period 3 Review)

Plus (for Period 4): balls or pieces of scrap paper scrunched into balls (see Activity 3)



Period 3 – Learn

LANGUAGE PRESENTATION 8 minutes 70

- Greet the class. Encourage the children to respond.
- Show Unit 17 Poster.
 - Ask *What does Bilal like?* Elicit as much as possible in English (e.g. *swimming, table tennis, cars, football, biscuits, ice cream*).
 - Repeat with Hala (*basketball, dancing, draw, books, dolls, crisps, orange juice*).
- Show the Unit 17 flashcards.
- Say **Look and listen**. Play recording. The children put their thumb up for *like* and thumb down for *don't like*.
- Point to the flashcards in random order. Each time put your thumb up or down. Elicit *I like/I don't like ...*

Audio

<i>What sport do you like?</i>	<i>I like swimming.</i>
<i>What sport don't you like?</i>	<i>I like table tennis.</i>
<i>I like football.</i>	<i>I don't like basketball.</i>
<i>I don't like volleyball.</i>	

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *What / sport / do / don't / you / like / ? / I / like / don't / .*

Plus the wordcards from Unit 17 Period 1 (sports).

- Say *What sport do you like?* Distribute the wordcards to six children and ask them to stand in line to make the question. The class confirm and read it aloud. Put the question on the board.

- Display the other wordcards on the board in random order. Say *I like swimming*. Ask a child *What sport do you like?* Elicit *I like ...* Ask children to make a sentence to say this.
- Choose a different sport and show the flashcard. Elicit the word. Ask a child to change the sentence to make it about this sport.
- Repeat 3 with the other sports, finishing with *I like basketball*.
- Repeat 1–4 with *What sport don't you like?* and *I don't like ...*

ACTIVITY 1 10 minutes 71

- Elicit the characters pictured and what they are doing (in Arabic).
- Say **Listen and write**. Play recording, pausing after *I like basketball*. Ask *What's his name?* Elicit *His name's Bilal*. Ask *How do you spell it?* Elicit the spelling. Continue playing the recording, pausing after each name is spelled so the children can write it down.
- Say **Listen**. Play recording from start again pausing after *I like basketball*. Ask *What sport does he like?* Elicit *Basketball*. Say **Draw**. Draw a smiley face on the board, then model drawing it in the book.
- Say **Listen and draw**. Play recording from the start, pausing so that the children can draw the faces.
- Play recording again, pausing to elicit answers. Ask children to write the name and draw the face on the board each time. The children correct their work.

Audio

- What sport do you like?*
- My name's Bilal. B-i-l-a-l. I like basketball.*
- My name's Hala. That's H-a-l-a. I like table tennis – it's my favourite sport.*
- I'm Walid. W-a-l-i-d. My favourite sport is swimming.*
- I like swimming too! And my name is Nour.*
- How do you spell it?*

- N-o-u-r. What about you, Reem? What do you like?
- Volleyball! I like volleyball. Let me write it down. R-e-e-m. Volleyball.
- What sports don't you like? Bilal?
- I don't like volleyball.
- Hala?
- I don't like football.
- What about you, Walid?
- I don't like basketball.
- Nour?
- I don't like table tennis.
- And you, Reem?
- And I don't like swimming.

Answers: Bilal ☺ basketball ☹ volleyball

Hala ☺ table tennis ☹ football

Walid ☺ swimming ☹ basketball

Nour ☺ swimming ☹ table tennis

Reem ☺ volleyball ☹ swimming

ACTIVITY 2 10 minutes 72

- 1 Say **Listen and say**. Play the first part of the recording, pausing so that the children can answer, using the information in the table in Activity 1. Play the second part: here the children answer for themselves.
- 2 Repeat 1.

Audio

- 1 What sport does Bilal like?
- 2 What sport does Hala like?
- 3 What sport doesn't Walid like?
- 4 What sport doesn't Nour like?
- 5 Who doesn't like football?
- 6 Who likes basketball?
- 7 What's your favourite sport?
- 8 What sport don't you like?

Answers: 1 basketball 2 table tennis 3 basketball
4 table tennis 5 Hala 6 Bilal 7 & 8 The children's own answers

ACTIVITY 3 5 minutes

- 1 Ask *What sport do you like?* Show the basketball flashcard to elicit *I like basketball*. Repeat with two other sports.
- 2 Repeat 1 using *What sport don't you like?* and different flashcards.
- 3 Repeat 1, this time asking *What sport do you like? / What sport don't you like?* in random order, so that the children have to listen carefully before responding.
- 4 Everyone says *Goodbye*.

Period 4 – Practise

LANGUAGE PRESENTATION 8 minutes 70

As for Period 3.

LANGUAGE BUILDING 7 minutes

As for Period 3.

ACTIVITY 1 10 minutes

- 1 Ask children to read the words in the wordbox aloud.
- 2 Draw faces on the board: smiley, smiley, sad, smiley, sad. Draw them so that a child can stand under each one.
- 3 Hand out the sports flashcards to five children (boys and girls). Ask them to stand under the faces and hold up their card. Elicit *He/She likes ...* or *He/She doesn't like ...* for each one.
- 4 Say **Write**. Help as necessary.
- 5 The children check their work in pairs.
- 6 Elicit answers. Write them on the board or use wordcards (you will need extra cards for *he / she / likes / doesn't / like*). The children correct their work.

Answers: 1 He likes football. 2 She doesn't like basketball.
3 She doesn't like table tennis. 4 He likes swimming.
5 He likes volleyball.

ACTIVITY 2 5 minutes

- 1 Say **Write**. Model what you want the children to do with an example. The children complete the sentences for themselves. They can use the wordbox in Activity 1.
- 2 The children write these out again with their best handwriting on a piece of paper if they have not done it before. These could be displayed in the classroom.

ACTIVITY 3 10 minutes

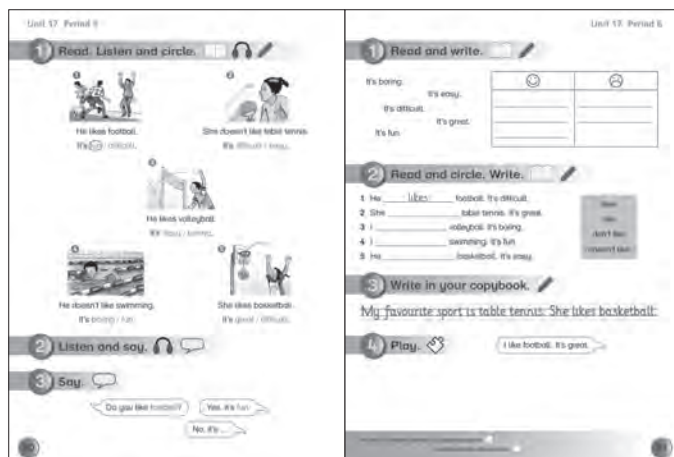
- 1 Model the activity:
 - Choose four children to stand in a circle.
 - Stand in the middle of the circle. Throw a ball (or paper scrunched into a ball) to a child and ask *What sport do you like?* He/She answers, throwing the ball back. Repeat with the other children.
 - Repeat, this time asking *What sport don't you like?*
 - Repeat again, mixing up questions.
- 2 Say **Say and do**. Put the children in groups of five to do the activity.
- 3 The class sits down again. Ask a boy *What sport do you like?* Elicit *I like ...*. Ask the rest of the class *What sport does he like?* Elicit *He likes ...*. Repeat several times, using different girls and boys.
- 4 Everyone says *Goodbye*.

! Set spelling homework using the **Look, Say, Cover, Write, Check** technique (see p. 19).

Aims to say why you like/don't like sports

Key language *It's fun/difficult/easy/boring/great. Do you like ...? yes, no*

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17 – sports, opinions), Wordcards (see Language Building for details) *Plus (for Period 6): six cards with faces (see Activity 4 game)*



Period 5 – Learn

LANGUAGE PRESENTATION 8 minutes 73

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 17 Poster.
 - Ask *What does Bilal like?* Elicit as much as possible in English (e.g. *swimming, table tennis, cars, football, biscuits, ice cream*).
 - Repeat with Hala (*basketball, dancing, draw, books, dolls, crisps, orange juice*).
 - Ask *What do you like?* Elicit responses from as many children as possible. Ask them to say why in Arabic.
 - Repeat with *What don't you like?*
- 3 Display the basketball flashcard and the Unit 17 opinion flashcards.
- 4 Say **Listen**. Play recording. The children listen and do the thumb action to show whether the speaker likes or doesn't like it.
- 5 Agree on actions for the opinions (e.g. a yawn for boring, a frown of concentration for difficult, etc.). Say **Listen**. Play recording again. This time the children do the action.
- 6 Point to the flashcards in random order to elicit *Boring./It's boring.*, (etc.) and the appropriate action.

Audio

Do you like basketball?	Yes, it's easy.
No, it's boring!	Yes, it's great.
Yes, it's fun!	No, it's difficult.

LANGUAGE BUILDING 7 minutes

Before the lesson:

Prepare wordcards: *It's / difficult / easy / great / fun / boring /*.

- 1 Display the wordcards and ask children to read them aloud.
- 2 Say *I like football. It's fun*. Ask a child *Do you like football?* Elicit *Yes/No*. Ask *Why?* Elicit *It's + adjective*. Ask the child to make the sentence. Ask the class to confirm and read it aloud.
- 3 Ask the class to make as many sentences as they can with the words on the board. For each sentence made, ask the children to say what they are describing. This doesn't have to be just sports – encourage them to bring in other topics too, using English where possible and Arabic where not.

ACTIVITY 1 10 minutes 74

- 1 Say **Read**. Ask children to read the sentences aloud (reading both options each time).
- 2 Say **Listen and circle**. Play recording, pausing so that the children can circle the correct words.
- 3 Elicit answers. Use wordcards or write the words on the board. The children correct their work.

Audio

- | | |
|---|--|
| 1 Do you like football?
Yes – it's fun! | 4 Do you like swimming?
No – it's boring. |
| 2 Do you like table tennis?
No – it's difficult. | 5 Do you like basketball?
Yes – It's great! |
| 3 Do you like volleyball?
Yes – it's easy. | |

Answers: 1 He likes football. It's **fun**. 2 She doesn't like table tennis. It's **difficult**. 3 He likes volleyball. It's **easy**. 4 He doesn't like swimming. It's **boring**. 5 She likes basketball. It's **great**.

ACTIVITY 2 10 minutes 75

- 1 Say **Listen and say**. Play recording, pausing so that the children can give the reason each time, using the information from their answers in Activity 1. Repeat.

Audio

- 1 He likes football. Why?
- 2 She doesn't like table tennis. Why?
- 3 He likes volleyball. Why?
- 4 He doesn't like swimming. Why?
- 5 She likes basketball. Why?

Answers: 1 It's fun. 2 It's difficult. 3 It's easy. 4 It's boring.
5 It's great.

ACTIVITY 3 5 minutes

- 1 Ask a child to be your partner. Show the football flashcard and ask *Do you like football?* Elicit the child's own response, using Yes/No and a reason from Activity 1.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer on sports, giving reasons.
- 3 Everyone says *Goodbye*.

Period 6 – Practise**LANGUAGE PRESENTATION 8 minutes** **73**

As for Period 5.

ACTIVITY 1 7 minutes

- 1 Say **Read**. Ask the children to read the text out loud. Explain (in Arabic) that you use some of these words when you like something and others when you don't.
- 2 Ask the children to read the sentences aloud. Ask the children to use their faces to indicate whether each one refers to something you like (big smile) or something you don't like (sad expression). Say **Write**. Model writing *It's boring.* in the correct column.
- 3 Say **Read and write**. Check that the children are writing the sentences in the correct column.
- 4 The children check their work in pairs.
- 5 The children correct their work.
- 6 Ask children to give examples of things they like/don't like with reasons, using the sentences they have just written.

Answers: 😊 : It's easy. It's great. It's fun.

☹ : It's boring. It's difficult.

ACTIVITY 2 10 minutes

- 1 Say **Read**. Ask the children to read the sentences aloud. Elicit the missing words.
- 2 Say **Write**. Check that the children are completing the sentences correctly.

- 3 Elicit answers. Write them on the board or use wordcards. Ask the children to confirm, giving reasons. The children correct their work.

Answers: 1 He doesn't like football. 2 She likes table tennis.
3 I don't like volleyball. 4 I like swimming. 5 He likes basketball.

ACTIVITY 3 5 minutes

- 1 Say **Write** in your copybook. Monitor and help as necessary.

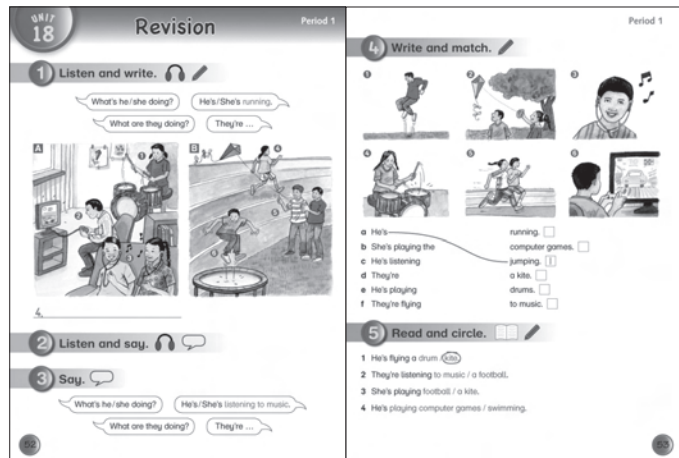
ACTIVITY 4 10 minutes

- 1 Before the class, make six cards (about flashcard size). Draw a smiley face on three and a sad face on three.
- 2 Say *Let's play I like / I don't like ...*
 - Put the class into six teams.
 - Shuffle the cards and put them face down. Place the flashcards picture side up.
 - Teams take it in turn to pick a flashcard and a face. They then make a sentence together using the prompts and adding an appropriate reason, e.g. football card and smiley face: *I like football. It's great.* If the other teams identify a mistake, they can give the correct version.
 - Award 2 points for each correct answer. The team with the most points is the winner.
- 3 The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.
- 4 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 15–17

Key language language from Units 15–17 (see p. 10 for summary)

Materials Pupil's Book, CD 2, Unit 15 Poster, Wordcards (Unit 15)



Period 1

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Ask *What day is it?* and *What's the weather?* Elicit *It's (Wednesday/sunny).*
- 3 Show Unit 15 poster. Ask *What are they doing?* to elicit the activities with *he's/she's/they're.*

ACTIVITY 1 5 minutes 76

- 1 Elicit what the people pictured are doing.
- 2 Ask children to read the speech bubbles aloud.
- 3 Say **Listen**. Play recording so the children can find pictures and understand the recording.
- 4 Ask the children to listen and write the number of the activities in the order they are mentioned. Say **Listen and write**. Play recording, pausing so the children can write the numbers.
- 5 Elicit answers: ask a child to read out the order; ask another child to write the order on the board.
- 6 The children correct their work.

Audio

*She's running.
He's playing computer games.
They're flying a kite.
He's jumping.
They're listening to music.
She's playing the drums.*

Answers: 4, 2, 5, 6, 3, 1

ACTIVITY 2 5 minutes 77

- 1 Say **Listen and say**. Play recording, pausing after each question so that the children can answer. Repeat.

Audio

Picture A

- 1 What's she doing?
- 2 What's he doing?
- 3 What are they doing?

Picture B

- 4 What's she doing?
- 5 What are they doing?
- 6 What's he doing?

Answers: 1 She's playing the drums. 2 He's playing computer games. 3 They're listening to music. 4 She's running. 5 They're flying a kite. 6 He's jumping.

ACTIVITY 3 5 minutes

- 1 Ask children to read the speech bubbles aloud.
- 2 Ask the questions in the Activity 2 recording again.
- 3 Say **Say**. The children work in pairs, taking it in turn to ask and answer questions about the people in Activity 1.

ACTIVITY 4 10 minutes

- 1 Elicit the activities pictured.
- 2 Ask the children to read the second half of each sentence aloud and to find the correct picture for it.
- 3 Say **Write**. Check that the children are writing the correct numbers.
- 4 The children check their work in pairs.
- 5 Elicit answers. The children correct their work.
- 6 Say **Match**. Ask the children to match the sentence halves, reading each completed sentence aloud.

- 7 The children check their work in pairs.
- 8 Elicit answers. Ask children to write them on the board. The children correct their work.

Answers: a 1 He's jumping. b 4 She's playing the drums.
 c 3 He's listening to music. d 5 They're running.
 e 6 He's playing computer games. f 2 They're flying a kite.

ACTIVITY 5 10 minutes

- 1 Ask the children to read the sentences aloud, choosing the correct version from the two options each time.
- 2 Say **Read and circle**. Check that the children are circling the correct words.
- 3 Elicit answers. Write the sentences or use wordcards. The children correct their work.
- 4 Everyone says *Goodbye*.

Answers: 1 He's flying a **kite**. 2 They're listening to **music**.
 3 She's playing football. 4 He's **playing computer games**.

Aims to revise vocabulary from 15–17

Key language language from Units 15–17 (see p. 10 for summary)

Materials Pupil's Book, CD 2, Unit 17 Poster, Flashcards (Unit 17), Wordcards (Units 16 and 17)

Unit 18 Period 2

1 Read, Listen and circle.

Peter Walid Anna Hala

- Peter is Anna's brother / cousin.
- Peter is British / Palestinian.
- Walid lives in Palestine / Jordan.
- Walid likes / doesn't like football.
- Walid thinks football is boring / fun.
- Anna likes / doesn't like football.
- Anna thinks football is boring / difficult.
- Peter likes / doesn't like basketball.

2 Listen and say.

3 Say.

Do you like football? Yes, it's ...
No, it's boring.

Unit 18 Period 2

4 Read and write.

Hi, Hala
I'm from Britain. I'm British.
I live in London. It's a very big city.
I speak English. I don't speak Arabic.
My favourite sport is basketball. It's easy.
I don't like table tennis. It's difficult.
Please write back.
Hala

Hi, Hala
I'm from _____. I'm _____.
I live in _____. It's a very _____ city.
I speak _____. I don't speak _____.
My favourite sport is _____. It's _____.
I don't like _____. It's _____.
Please write back.

Period 2

LANGUAGE PRESENTATION 5 minutes

- Greet the class. Encourage the children to respond.
- Display Unit 17 Poster.
 - Elicit sports by pointing to the items in the bedrooms.
 - Ask *What sport do you like? Why?* Elicit *I like ...* plus a reason, e.g. *It's (fun).*
 - Repeat with *What sport don't you like? (I don't like ... It's (boring).)*

ACTIVITY 1 7 minutes 78

- Elicit the people pictured.
- Say **Read**. Ask the children to read the sentences aloud, giving both options.
- Say **Listen**. Play recording. On this first playing, the children listen without writing.
- Say **Listen and circle**. Play recording again. This time the children complete the sentences by circling the correct word in each sentence.
- The children check their work in pairs.
- Elicit answers. Write them on the board. The children correct their work.

Audio

- Walid, Hala, this is my cousin Peter.
- Hello.
- Hi, Peter.
- Where are you from?
- I'm from Britain. I live in London. Where do you live?
- I live in Jerusalem. It's a big city.
- Do you like football, Walid?
- Yes – it's fun
- I don't like football. It's boring.
- Do you like basketball, Peter?
- Yes – it's great.

Answers: 1 cousin 2 British 3 Palestine 4 likes football
5 fun 6 doesn't like 7 boring 8 likes

ACTIVITY 2 8 minutes 79

- Say **Listen and point**. Play recording from Activity 1 again. The children listen.
- Say **Listen and say**. Play recording for Activity 2, pausing so the children can answer. Give the children plenty of time to respond. Repeat.

Audio

- Where's Walid from?
- What sport does he like?
- Why does he like this sport?
- What sport doesn't Anna like?
- Why doesn't she like this sport?
- What sport does Peter like?
- What sport do you like?
- Why do you like this sport?

Answers: 1 (He's from) Bethlehem. 2 (Walid likes) football. 3 (It's) fun. 4 (Anna/She doesn't like) football. 5 (It's) boring. 6 (Peter/He likes) basketball. 7 & 8 the children's own answers

ACTIVITY 3 5 minutes

- 1 Ask a child to be your partner. Ask *Do you like football?* Elicit *Yes/No*, plus a reason. Use the Unit 17 flashcards (sports and reasons) as prompts. You might like to display the wordcards to cue the children.
- 2 Say **Say**. The children work in pairs, taking it in turn to ask and answer about different sports.

ACTIVITY 4 15 minutes

- 1 Ask the children what they think the text will be about before they read it. Encourage them to use the pictures to help them work it out.
- 2 Ask the children where they would find a text like this. Elicit *On a computer*. Ask in Arabic who wrote the e-mail and who it's to.
- 3 Ask children to read the e-mail aloud.
- 4 Ask questions about the e-mail to help the children understand the details:
Where does Harry live? (London).
Is Harry Palestinian? (No, he's British.)
What language does Harry speak? (He speaks English.)
What's Harry's favourite sport? (His favourite sport is basketball.) Why? (It's easy.)
What sport doesn't Harry like? (He doesn't like table tennis.)
Why? (It's difficult.)

! Remember that when you speak, short answers are acceptable. If you want the children to respond with full sentences you will need to support them. You could use the wordcards.

- 5 Say **Read and write**. Encourage the children to use Harry's text as a model to write an e-mail to Hamzah about themselves. They should look back through the book as necessary to check how to spell words. Remind them to write in sentences, remembering to put in capital letters and full stops. They can add drawings or photos.

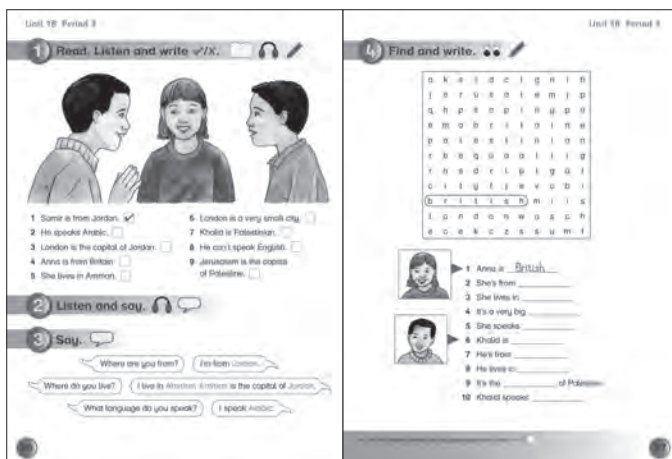
! This work could be done on a separate piece of paper and displayed in the classroom for the other children and parents to read.

- 6 Everyone says *Goodbye*.

Aims to revise vocabulary from Units 15–17

Key language language from Units 15–17 (see p. 10 for summary)

Materials Pupil's Book, CD 2, Unit 16 Poster, Wordcards (Unit 16)



Period 3

LANGUAGE PRESENTATION 5 minutes

- 1 Greet the class. Encourage the children to respond.
- 2 Show Unit 16 Poster.
 - Elicit the countries, nationalities, cities and languages for Nathan and Rania.
 - Elicit other countries and cities the children know. Ask what language the people speak in each one.

ACTIVITY 1 10 minutes 80

- 1 Ask the children to read the sentences aloud.
- 2 Say **Read and listen**. Play recording. The children read the sentences, listening to see which are correct and which are wrong.
- 3 Say **Listen and write**. Play recording. This time the children listen and write by each sentence a tick if it is correct and a cross if it's wrong.
- 4 Play recording again, pausing at the end of each section and asking the children to give their answers. For each sentence, write a tick or cross on the board. The children correct their work.

Audio

- I'm Samir.
I'm from Jordan.
I speak Arabic.
I live in Amman.
Amman is the capital of Jordan.
- I'm Anna.
I'm British.
I speak English.
I live in London.
London is the capital of Britain. It's a very big city.
- I'm Khalid.
I'm Palestinian.
I speak Arabic. I can speak English too.
I live in Jerusalem.
Jerusalem is the capital of Palestine.
It's a beautiful city.

Answers: 1 ✓ 2 ✓ 3 ✗ 4 ✓ 5 ✗ 6 ✗ 7 ✓ 8 ✗ 9 ✓

ACTIVITY 2 5 minutes 81

- 1 Say **Listen and point**. Play recording from Activity 1 again. The children listen.
- 2 Say **Listen and say**. Play recording for Activity 2, pausing so the children can answer. Give the children plenty of time to respond. Repeat.

Audio

- 1 *Where's Samir from?*
- 2 *What's the capital of Jordan?*
- 3 *Where's Anna from?*
- 4 *What language does she speak?*
- 5 *Where's Khalid from?*
- 6 *What languages does he speak?*
- 7 *Where are you from?*
- 8 *What's your nationality?*
- 9 *What languages do you speak?*

Answers: 1 Jordan 2 Amman 3 Britain 4 English
 5 Palestine 6 Arabic and English 7–9 the children's own
 answers

Answers:

Wordsearch: horizontal: Jerusalem, Britain, Palestinian, city,
 British, London

vertical: Palestine, capital, Arabic, English

Sentences: 1 British 2 Britain 3 London 4 city 5 English
 6 Palestinian 7 Palestine 8 Jerusalem 9 capital 10 Arabic

ACTIVITY 3 10 minutes

- 1 Ask *Where are you from?* Elicit *I'm from Palestine*. Elicit the names of other countries.
- 2 Ask *Where do you live?* Elicit *I live in ...* Ask about their town *Is ... the capital of Palestine?* Elicit answer. Ask about other capital cities they have learned.
- 3 Ask *What language do you speak?* Elicit *I speak Arabic and English*.
- 4 Elicit *I'm from ...* and ask the children to construct answers on right hand side of the board.
- 5 Say **Say**. The children work in pairs. asking and answering questions about themselves.

! You could extend the activity by asking the children to ask and answer questions about Samir/Anna/Khalid in Activity 1 using the third person, e.g. *Where's Samir from?* *He's from Jordan*., etc.

ACTIVITY 4 10 minutes

- 1 Display the wordsearch poster and remind children how to do the activity.
- 2 Say **Find and circle**. Ask the children to circle the words in the wordsearch.
- 3 Ask children to read and complete the sentences 1–10, using the words in the wordsearch.
- 4 Say **Write**. The children complete the sentences in writing.
- 5 The children check their work in pairs.
- 6 Elicit answers. Ask children to write the word on the board (or use wordcards). The children correct their work.
- 7 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

Dear Parent/Carers

Welcome to Grade 3 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 3A** your child will meet new characters who will help them learn English – Walid, Hala, Bilal and Nour. They will learn to communicate in English about topics that are part of their everyday experience, such as the jobs their families do, buying food, the zoo, daily routine and what they do in different types of weather. They will develop their listening, speaking, reading and writing skills. The list of unit learning objectives on the last page of each unit enables them to check their progress.

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 words, etc.).
- Find out which topic your child is working on. Ask questions in English as part of your daily routines (e.g. *Who's he? Who's she? What's his job? What's her job? When do you get up? What do you do in the morning? What's the weather?*) 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 3 English Teacher

Dear Parent/Carers

Welcome to the second book in the new edition of *English for Palestine Grade 3*! 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 3B** your child will continue their English learning with the help of the characters Walid, Hala, Bilal and Nour. They will learn to communicate in English about topics that are part of their everyday experience, such as playing at the playground, school Open Day, free-time activities, and expressing likes and dislikes. They will develop their listening, speaking, reading and writing skills. The list of unit learning objectives on the last page of each unit enables them to check their progress.

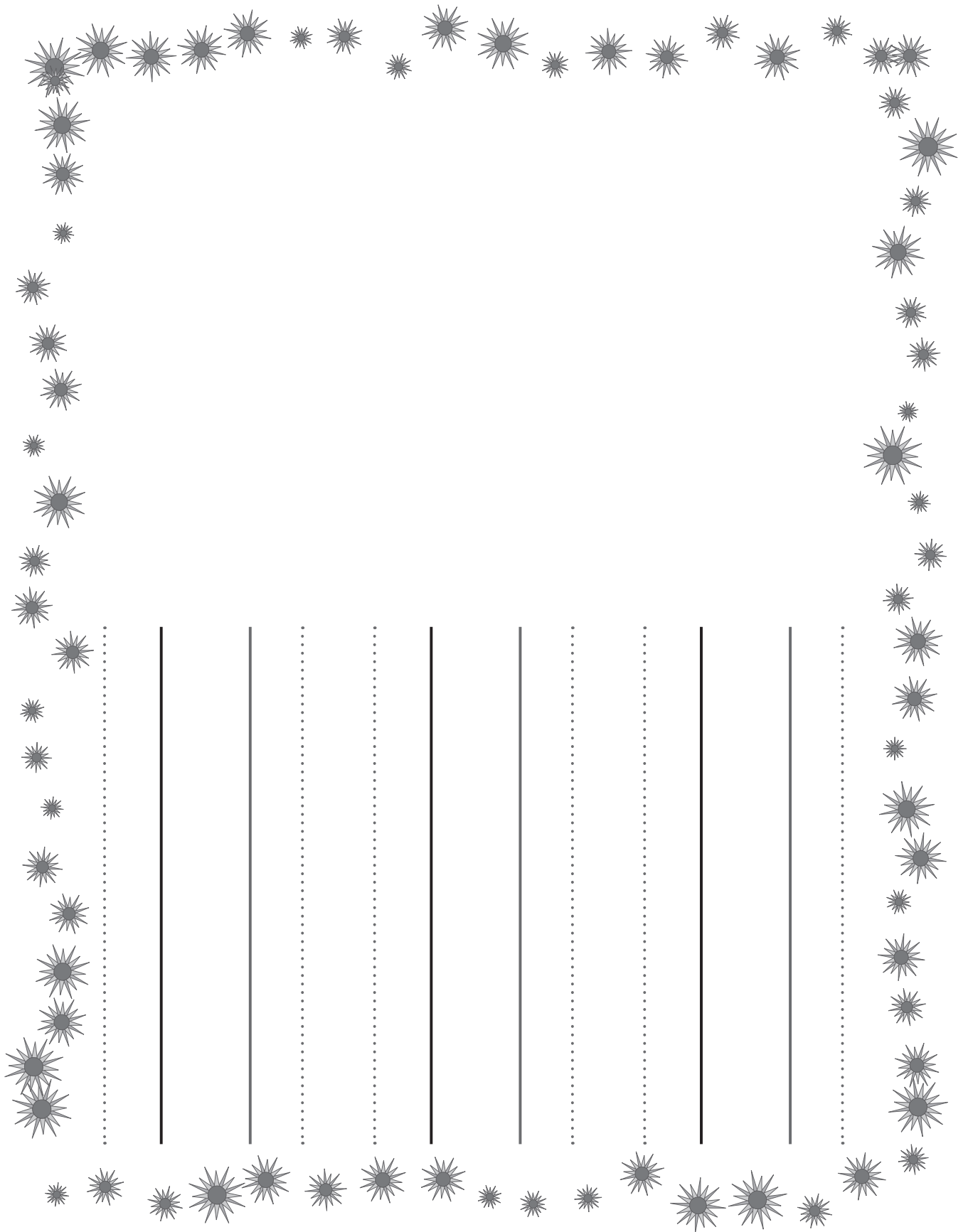
How you can help your child:

- 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 words, etc.).
- Find out which topic your child is working on. Ask questions in English as part of your daily routines (e.g. *When do you go to school? What do you do at the Open Day? What are you wearing? What's she doing? Do you like football?*) 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 3 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.

Unit & page number	Areas for review	Favourite Games/ Activities/Songs
1		
2		
3		
4		
5		
6		
7		
8		
9		

Unit & page number	Areas for review	Favourite Games/ Activities/Songs
10		
11		
12		
13		
14		
15		
16		
17		
18		

List of flashcards

Unit 1

Walid
Bilal
Hala
Nour

Unit 2

doctor
nurse
policeman
dentist
teacher
farmer
driver

Unit 3

carrots
tomatoes
potatoes
onions
bananas
oranges
chips
biscuits

Unit 4

tiger
fox
giraffe
elephant
snake
monkey

grey
brown
orange
red
blue
yellow
green
black
white

Unit 6

My tooth hurts.

My foot hurts.
My stomach hurts.
My back hurts.
My head hurts.

go to the doctor
go to the dentist
go to bed
have a rest
take this medicine

Unit 7

I get up.
I go to school.
I watch cartoons.
I do homework.
I play computer games.
I go to bed.

Unit 8

It's sunny.
It's hot.
It's cold.
It's cloudy.
It's windy.
It's rainy.
beach
swimming pool
park
zoo
playground
river

Unit 10

I have breakfast.
I have lunch.
I have dinner.
I get up.
I go to bed.
I go to school.

Unit 11

swings
roundabout
sandpit
slide
seesaw
climbing frame

Unit 12

dance dabka
act in a play
play music
paint
draw pictures
show our work

Unit 13

trousers
trainers
tracksuit
slippers
scarf
jacket
pink
purple

Unit 15

I run.
I play the drums.
I jump.
I fly a kite.
I play computer games.
I listen to music.

Unit 16

I'm from Palestine.
I'm from Britain.
I'm Palestinian.
I'm British.
I live in Jerusalem.
I live in London.
I speak Arabic.
I speak English.

Unit 17

football
swimming
volleyball
basketball
table tennis
It's easy.
It's difficult.
It's fun.
It's boring.
It's great.

Numbers

zero
one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty