

Lesson 1

Outcomes	To understand new words using pictures, flashcards and real objects To read English from left to right To listen and match dialogues with pictures To identify where people and objects are
Structures	<i>Where's my (bag)? It's on/in/under ...</i> <i>Where's (Mum)?</i> <i>She's in ...</i>
Functions	Stating location
Vocabulary	<i>wall</i>
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 4 Exercise 1, Listen and point ■ Activity Book, page 42 Exercise 1, Listen and match Exercise 2, Match and circle ■ Cassette, Unit 11, Exercise 1; Activity Book, Unit 11, Exercise 1 ■ Flashcards: wall, Mazen, Asma

Revision

- In preparation for the picture story hold up the flashcards of Asma and Mazen. Ask pupils to tell you who is in each picture. Write a large *b* on the board and see if anyone can tell you what sound it represents. Have pupils practise saying the sound /b/ with you.
- Tell the class you are going to draw pictures of things which begin with *b*: they must tell you what the things are. Draw a ball and ask *What's this?* Pupils should be able to tell you *It's a ball*. If they need further help, mouth the word *ball* and let them try to lip-read.
- Follow the same procedure for *book*, *bag* and *bird*.

Presentation

- Hold up the ball and ask *What's this?* If the ball's colour is one which pupils have learned, ask *What colour is it?*
- Hold up the bag and ask *What's this?* Put the ball in the bag and ask *Where's the ball?* Model the answer – *It's in the bag* – and have the class repeat.
- Put the ball on a table where everyone can see it. Ask *Where's the ball?* and model the answer for pupils to repeat: *It's on the table*.
- Put the ball on the floor under the table. Ask *Where's the ball?* and model the answer: *It's under the table*.

- Put the ball in the bag, then on the table, then under the table. Have the class say the phrases with you: *It's in the bag. It's on the table. It's under the table.*
- Present *wall* with the flashcard.

Pupil's Book, Page 4, Exercise 1

- Say *Open your books at page 4*. Point to the children in the first picture. Ask *Who's this?* (*It's Mazen/Asma.*) *Where is he/she?* (*In the living room.*)
- Set a listening task. Tell pupils that Asma, Mazen and the father are looking for four different things/persons: what/who are they? Play the recording two or three times: first for understanding, then for repetition.
- Ask pupils what and who are the four things or persons they are looking for: *the bag, the ball, the book and Mum*. Ask *Where's the bag/ball/book/Mum?* (*On the chair/Under the table/On the table/In the car.*)
- Ask *Where's the book?* to elicit and help pupils to answer *It's on the table*. Point to the picture or anything on the table in the classroom. Have pupils say with you *It's on the table*.

Tapescript

1. Asma: Where's my bag?
Mazen: It's on the chair.
2. Mazen: Where's my ball?
Asma: It's under the table.
3. Dad: Where's the book?
Mazen: It's on the table.
4. Mazen: Where's Mum?
Asma: She's in the car.

Further practice

- Demonstrate the prepositions *on*, *under* and *in* using your book and a pencil. Place the pencil on top of the book and ask *Where's the pencil?* Answer the question yourself, encouraging pupils to say it with you: *It's on the book.*
- Put the pencil under the book and follow the same procedure, substituting the preposition *under*. Finally, place your pencil inside the book and repeat the question and answer, substituting *in*.
- Ask pupils to take their book and a pencil. Repeat the actions in a different order and have pupils do the same with their books and pencils. Continue asking questions with *Where's*, but see if pupils can answer without your help.

Activity Book, Page 42, Exercise 1

- Ask pupils what they can see in the pictures.
- Explain to pupils that they will hear where the items in the left-hand column are, and that they are in one of the places in the right-hand column.
- Pupils listen and draw lines from items in the left-hand column to locations in the right-hand column.
- Check answers as a class.

Tapescript

1. Where's my bag? It's on the table.
2. Where's my car? It's under the chair.
3. Where's my ball? It's on the wall.
4. Where's my book? It's in the bedroom.

Answers

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

Activity Book, Page 42, Exercise 2

- Look at the pictures with the class. Ask questions about each one, with *Where's ...*. Pupils answer, using the correct preposition.
- Pupils draw lines from the pictures to the corresponding preposition.
- Check answers as a class.

Answers

- in: ball / bird
on: book / clock
under: bag / doll

End the lesson

- Ask pupils where items are in the classroom.

Lesson 2

Outcomes

- To ask and respond to some simple questions
- To pronounce some simple words correctly
- To recognise letters of the English alphabet
- To identify where objects are

Structures

- Where's the (clock)? It's (on the shelf).*
The (blue bag) is (on) the (green chair).

Functions

- Stating location
- Asking and answering questions

Vocabulary

- box, shelf*

Topic

- The home

Resources

- Pupil's Book, page 5
Exercise 2, Ask and answer
Exercise 3, Say
Exercise 4, Listen and say
- Activity Book, page 43
Exercise 3, Colour and say
Exercise 4, Find and circle three *d* sounds
- Cassette, Unit 11, Exercise 4
- Flashcards: Dd, box, shelf
- Wall charts (4 and 8): The house, Letters

Revision

- Ask pupils questions about where items are in the classroom, using *Where's ... ?* Pupils answer, using *It's ...*

Presentation

- Use the flashcard to teach the word *box*. Ask the class *What's this?* and answer your own question: *It's a box*. Pupils repeat after you.
- Revise *bag*, *ball* and *book* by holding up those items and asking *What's this?* Remind the pupils that all the words have the /b/ sound. Write a big *b* on the board and ask pupils to draw it in the air.
- Show the class that you have a doll in your box. Ask *Where's the doll?* and elicit the answer *In the box*. Do the same with the ball in the bag.
- Teach the word *shelf* again with the flashcard. If you have a shelf in the classroom, put a ball on the shelf and say *Where's the ball? It's on the shelf*. Pupils repeat the answer after you, then practise saying *shelf* in isolation. Have them point to different things in the classroom: *Point to the window/door/clock/shelf*.

Pupil's Book, Page 5, Exercise 2

2 Ask and answer
Where's the clock? It's on the shelf.

3 Say
1. The bag is on the chair.

4 Listen and say

doll door dad

Unit 11 5

- If there is no shelf in the classroom, hold up your Pupil's Book open at page 5 and point to the shelf in Exercise 2, or you can use the shelf flashcard or wall chart of the house. Ask *Where's the clock? It's on the shelf*. Pupils repeat the answer after you, then practise saying *shelf* by themselves.
- Pupils open their books at page 5 and look at Exercise 2. Ask *Where's the clock?* and help pupils to answer *On the shelf*.

- Encourage pupils to ask their own questions about the picture, beginning *Where's the ... ?* Prompt them by holding up actual objects (the doll, the car) or by pointing to the computer in your classroom.
- Give pupils a few moments to practise asking and answering in pairs. Pupils should take turns to ask one question each about an object in the picture.
- You can also use the picture for a memory game in pairs. One pupil closes their book and tries to answer their friend's questions from memory.

Pupil's Book, Page 5, Exercise 3

- Ask questions about the pictures. *Where's the bag? (It's on the chair.) Where's the girl? (She's in the car.) Where's the ball? (It's under the table.)*
- Focus on each picture in turn and say a sentence to describe it. Pupils listen carefully and say if your sentence is correct (*Yes*) or incorrect (*No*). When your sentence is wrong, pupils give the correct version: *The bag is on the chair. (Yes.) The ball is on the table. (No. The ball is under the table),* etc.
- Ask individual pupils to make a sentence about a picture. Their friends must say *Yes* or *No*.
- Again, the pictures can be used for a memory game. Either pupils close their books and answer your questions, or close your own book and let the pupils have fun testing you.

Presentation

- Present the *d* sound /d/ by pointing to the door and saying the word. Then highlight the letter sound /d/ and say it together with the class.
- Then post the letter Dd flashcard on the board. Model writing the letter *d* on the board. Then pupils practise writing *ds* in the air.
- Hold up the letters wall chart and check if pupils are able to identify the letter *d*.

Pupil's Book, Page 5, Exercise 4

- Focus on the exercise. Tell the class that the pictures show things beginning with the sound /d/. Pupils listen and repeat.

Tapscript

/d/
doll
door
dad

Activity Book, Page 43, Exercise 3

- Pupils colour the picture and then say what they can see.
- Check answers as a class.

Answers

1. The girl is in the car.
2. The bird is on the car.
3. The ball is under the car.

Activity Book, Page 43, Exercise 4

- Pupils find and circle three pictures that have words with the initial sound *d*.
- Ask pupils to read their answers aloud.

Answers

doll, door, dad

End the lesson

- Lay out different objects on your table: the doll, the car, the box, the bag, a book, a pencil. Ask two volunteers to come and stand behind the table.
- Give different instructions and ask them to arrange the objects accordingly: *The book is in the box. The car is under the book*, etc.

Lesson 3

Outcomes

To pronounce some simple words accurately
 To fill in missing letters to complete a word
 To draw lines to show where items belong in the house
 To identify where objects are

Structures

What's this?
It's a It's in the (kitchen). It's (under the table).

Functions

Stating location

Vocabulary

bathtub, bed, sofa, TV

Topic

The home

Resources

- Pupil's Book, page 6 Exercise 5, Find and say
- Activity Book, page 43 Exercise 5, Write the missing letters
- Flashcards: bathtub, bed, sofa, TV
- Wall chart (4): The house
- A cardboard box with a lid, a schoolbag, a doll, a ball, a toy car

Revision

- Use the box and the doll, etc. to revise the prepositions *in*, *on* and *under*. Put the car on the box, say *The car is on the box* and have the class repeat.

- Put the car in the box and ask *Where's the car?* Elicit the reply: *The car is in the box.*
- Continue in the same way, changing only one part of your demonstration each time. For example, put the doll on the book, then put it on the box; put the book under the bag, then put the car under the bag.
- Extend the activity by placing objects on or under a chair, a table or a shelf. Help pupils to formulate sentences using those words.

Diagnostic Assessment

With reference to objects, pupils can:

Scoring criteria	Yes	No
answer correctly <i>Where's the ...?</i> by using <i>The ... is in / on / under ...</i>		

Presentation

- Revise the names for rooms in the house with the house wall chart.
- Present the new words with the flashcards or the house wall chart.

Pupil's Book, Page 6, Exercise 5

5 Find and say
 1. It's a box. It's in the kitchen. It's under the table.







6 Unit 11

- Pupils turn to Exercise 5 in their Pupil's Books. Focus on the row of objects across the top of the page. Point to each one and ask *What's this?* moving from left to right.
- Pupils look at the pictures of the four rooms. Ask *Where's the box?* *Point to the box, please.* Check that everyone has found the box in the kitchen.

- Use open and closed questions to elicit answers from the pupils, e.g. *Where's the box? Is it in the living room? No. It's in the kitchen. Is it on the table? No. It's under the table.*
- Continue in the same way for *sofa, TV, bed* and *bathtub*.
- Ask pupils to find other items in the rooms: *Where's the boy? (He's in the living room. He's on the sofa.) Where's the clock? (It's in the bedroom. It's on the shelf.) Ask Where's the girl/doll/computer/lamp/chair?*
- Help pupils to make statements about the box, etc. as in the example at the top of the page.

Activity Book, Page 43, Exercise 5

- Ask pupils to tell you what they can see in the pictures.
- Pupils fill in the missing letters in the words.
- Help pupils as they work.

Answers

1. sofa 2. bed 3. bathtub

End the lesson

- Play a game of 'What has changed?' Arrange the book, the doll, the bag and the car on your desk, so that one item is **in**, **on** or **under** another. Tell the class to look at the arrangement and memorise it.
- Tell the pupils to close their eyes. Change one thing in the arrangement of objects on your desk, e.g. if the doll was on the book, move it and put it on the bag.
- Pupils open their eyes. They must tell you what is different: *The doll is on the ...*

Lesson 4

Outcomes	To listen and match dialogues with pictures To sing short, simple songs To copy lower and upper-case letters
Structures	<i>Where's the (box)? It's (under the table).</i>
Functions	Stating location Singing along with songs
Topic	The home
Vocabulary	<i>in, on, under</i>
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 7 Exercise 6, Listen and match Exercise 7, Sing ■ Activity Book, page 43 Exercise 6, Trace and copy ■ Cassette, Unit 11, Exercise 6 ■ Wall chart (4): The house ■ A cardboard box with a lid, a schoolbag, a doll, a ball, a toy car

Revision

- Use the pictures on page 6 of the Pupil's Book for a guessing game. Describe an object – something which the pupils can name in English – in one of the rooms, e.g. *It's in the living room. It's on the table. It's black. What is it?* See if anyone is able to say *TV*.
- Repeat with other objects in the pictures: *It's in the bedroom. It's on the shelf. It's green. (The clock.) It's in the bathroom. It's under the shelf. It's white. (The bath.) It's in the bedroom. It's on the bed. (The doll.)*
- Revise the words from the unit with the house wall chart.

Classroom Assessment

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

Scoring criteria	C	P	I
identify the objects.			

C = Complete P = Partial I = Incomplete

Pupil's Book, Page 7, Exercise 6

6

Listen and match

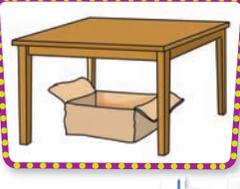
1



2



3



4



7

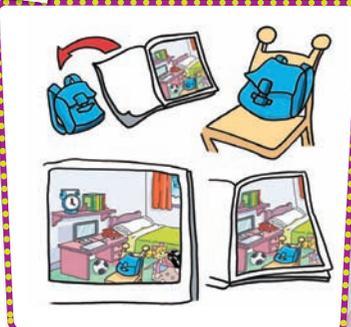
Sing

Where's the book?
It's in the bag.

Where's the bag?
It's on the chair.

Where's the chair?
It's in the bedroom.

Where's the bedroom?
It's in the book!



Unit 11 7

- Pupils listen to each mini-dialogue and match it with the corresponding picture. Play the recording once, pausing after each dialogue. Check that everyone is pointing to the correct picture.
- Play the recording again, pausing after each line for pupils to repeat.
- Point to each picture in turn and ask where the different things (or people) are: *Where's the bird?* etc.

Tapescript

1. Man: Where's the box?
Woman: It's under the table.
2. Girl: Where's Dad?
Woman: He's in the living room.
3. Boy: Where's the book?
Man: It's on the TV.
4. Girl: Look! A bird.
Boy: Where?
Girl: It's on the chair.

Answers

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

Pupil's Book, Page 7, Exercise 7

- Let pupils listen to the song once or twice to get the general meaning. The pictures on page 7 should help comprehension.
- Hold up your book and point to each picture in turn. Ask *Where's the book?*, etc.
- Play the song once or twice more. Encourage pupils to sing along with the recording.
- The song is followed on the recording by an instrumental version with no voices. Pupils can try singing the song from memory. You can help them by showing them a real book, bag and chair.

Tapescript

Where's the book?
It's in the bag.

Where's the bag?
It's on the chair.

Where's the chair?
It's in the bedroom.

Where's the bedroom?
It's in the book!

Activity Book, Page 43, Exercise 6

- Pupils trace and copy the letters *d/D*. First pupils should draw a vertical line from the top to the bottom of the stave. Then they trace a circle on the left starting at the base of the stave and reaching the middle at its highest point.



- For the capital letter *D*, pupils should draw a vertical line from the top to the bottom of the stave. Still drawing, they should move the pen back to the top of the line and then trace a semicircle to the bottom on the right-hand side.



- Go round and check pupils' performance.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 11. Use toys and classroom objects to revise the three prepositions: put the doll in the bag and ask *Where's the doll?*, etc.
- Ask the class to look again at the rooms on page 6 of the Pupil's Book. Ask *Where's the boy? In the kitchen?*, etc. and elicit the correct answers.
- Repeat the guessing game with which you began Lesson 4 to revise the new furniture words.
- Congratulate the pupils on all their hard work in Unit 11.

Lesson 1

Outcomes	To understand new words when listening using pictures To match pictures with corresponding short sentences To describe simple weather conditions
Structures	<i>It's sunny. It's raining.</i>
Functions	Observing weather conditions
Vocabulary	<i>happy, park, raining, sunny</i>
Topic	The weather
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 8 Exercise 1, Listen and point ■ Activity Book, page 44 Exercise 1, Match Exercise 2, Write ■ Cassette, Unit 12, Exercise 1 ■ Flashcards: park, sunny, raining, Cd game, computer, car, doll ■ Wall chart (7): The weather

Revision

- Make use of a table, a box and a shelf in the classroom.
- Revise *CD game, computer, car* and *doll* by using the flashcards for these words.
- Put the *CD game* flashcard on the shelf. Ask the class, *Where's the CD game?* and elicit the answer *It's on the shelf.*
- Put the other flashcards on, in or under the other objects, testing the pupils' knowledge of prepositions by asking questions.

Classroom Assessment

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

Scoring criteria	A	S	N
identify where the object is, using <i>It's in / on / under ...</i>			

A = Always S = Sometimes N = Never

Presentation

- Tell the pupils in Arabic that they are going to learn to say what the weather is like.
- If it's a sunny day outside, point to the sky and say *It's sunny*. Have the class repeat. If it happens to be raining, say *It's raining*.
- If the weather is not especially sunny or wet, draw a sun

on the board, then a cloud with falling raindrops. Point to the drawings and practise saying *It's sunny* and *It's raining* with the class.

- Alternatively, you may use the flashcards sunny and raining to teach the words.
- Hold up the weather wall chart and allow time for pupils to practise saying what the weather is like.

Pupil's Book, Page 8, Exercise 1

- Say *Open your books at page 8.*
- Ask questions about the first picture: *Who's this?* Point to the second picture and ask *Where are they?* (*In the park*)
- Set a listening task: ask pupils to put their hands up each time someone in the story uses a weather expression – *It's sunny* or *It's raining*.
- Play the recording through without pausing. Play it again and pause the cassette when the weather is mentioned. See if pupils are putting up their hands.
- Play the recording again. Pause after each line of dialogue and have pupils repeat. Help understanding of *It's sunny* and *It's raining*.

Tapescript

1. Miss Mariam: It's sunny.
2. Mazen: We're in the park.
3. Miss Mariam: Look. It's raining.
4. Miss Mariam: We're in the classroom.
5. Asma: We're happy.

Activity Book, Page 44, Exercise 1

- Point to the first picture and say *It's sunny*. Point to the second picture and elicit the sentence *It's raining*.
- Explain to pupils that they must match each picture to its corresponding sentence.
- Check that pupils are doing the task correctly.

Answers

1. a. It's sunny.
2. b. It's raining.

Activity Book, Page 44, Exercise 2

- Pupils should complete each sentence by choosing the correct word.
- Check answers as a class.

Answers

1. I'm sad.
2. I'm happy.

End the lesson

- Ask the pupils about the current weather conditions and how they are feeling.

Lesson 2

Outcomes

To practise saying what the weather is like and how they feel, using adjectives
To understand new instructions using pictures and real objects
To learn the phonic value of the letter *w*
To fill in missing words to complete a sentence

Structures

It's (raining). (Close) the (window), please.
It's (sunny). (Open) the window, please.

Functions

Understanding commands

Vocabulary

open, close

Topic

The weather

Resources

- Pupil's Book, page 9
Exercise 2, Listen and match
Exercise 3, Listen and say
Exercise 4, Listen and say
- Activity Book, page 45
Exercise 3, Look and write
- Cassette, Unit 12, Exercises 2, 3 and 4
- Flashcards: Ww, window
- Wall charts (7 and 8): The weather, Letters

Revision

- If possible, use the weather outside to reactivate the expressions taught in Lesson 1, or use the weather wall chart. Point out of the window and say *Look! It's sunny*. Encourage the pupils to do the same.
- Ask pupils to close their books. Play the recording for the picture story from Lesson 1. Tell the class that you want them to put up their hands each time they hear *It's sunny* or *It's raining*.

Presentation

- Use weather mimes such as shading your eyes from the sun, and then imitating falling rain with your fingers.
- Ask a pupil to come to the front of the class to be a volunteer. Ask them to act out the mime as you say the sentences *It's raining* and *It's sunny*.
- Present the flashcard *window* and mime opening and closing a window. Mime shading your eyes from the sun and say *It's sunny. Open the window, please*. Make sure you are holding the flashcard at this point. Repeat the process focusing on *rain*.

Pupil's Book, Page 9, Exercise 2

2 Listen and match

1 It's raining.

2 It's sunny.

3 Listen and say

1 It's sunny. Open the window, please.

2 It's raining. Close the window, please.

4 Listen and say

W window wall

Unit 12 9

- Ask pupils to listen to Dan and point to the corresponding picture as he speaks.
- Play the recording again. Pause after each of Dan's lines for the pupils to match the pictures with the dialogue.
- Hold up your book and point to each picture in turn. Encourage pupils to say Dan's lines – without your help, if possible.

Tapescript

1. Dan: It's raining.
2. Dan: It's sunny.

Pupil's Book, Page 9, Exercise 3

- Focus on the first picture. Point to the teacher and ask *Who's this?* (*Miss Mariam*) *Where is she?* (*In the classroom*).
- Ask *How many girls?* and count them with the class.
- Play the recording. Pupils listen and say each sentence. Make sure that you pause the cassette after each sentence.
- Act out the two scenes with your class. Take the role of teacher yourself: choose a pupil to mime opening, then closing a window.

- Invite a volunteer to play the role of the teacher. Pupils act out the scene while you watch.

Tapescript

1. Miss Mariam: It's sunny. Open the window, please.
2. Miss Mariam: It's raining. Close the window, please.

Pupil's Book, Page 9, Exercise 4

- Focus on the exercise. Tell the class that the pictures show things beginning with the sound /w/. Pupils listen and repeat.
- Post the Ww flashcard on the board. Model writing the letter on the board and then get pupils to practise writing Ws in the air.
- Hold up the letters wall chart and check if pupils are able to identify the Ww letter.

Tapescript

/w/ window wall

Activity Book, Page 45, Exercise 3

- Pupils must fill in the missing words to complete each sentence.
- Go through number 1 with the pupils and explain that they must cross out the relevant word at the top of the exercise as well as writing it on the stave provided.
- Check answers as a class.

Answers

1. It's sunny.
2. It's raining.
3. Close the window, please.
4. Open the window, please.

End the lesson

- Ask the pupils to mime the actions for *It's sunny* and *It's raining*.

Lesson 3

Outcomes To understand new words when listening using pictures and real objects
To pronounce simple sentences correctly
To recognise simple words and phrases
To match sentences with picture clues
To distinguish between the /w/ sound and other letter sounds

Structures *I'm (hot). I'm (cold).*

Functions Observing weather conditions

Vocabulary *cold, happy, hot, sad*

Topic The weather

Resources

- Pupil's Book, page 10
Exercise 5, Listen and say
Exercise 6, Look and say
Exercise 7, Say
- Activity Book, page 45
Exercise 4, Find and circle two *w* sounds
- Cassette, Unit 12, Exercise 5
- Wall chart (7): The weather

Revision

- Do a miming activity using the recording from Lesson 2 (Pupil's Book page 9, Exercise 3, *Listen and say*). Play the recording or take the role of Miss Mariam yourself and say *It's sunny. Open the window, please. It's raining. Close the window, please.* Pupils carry out your instructions by miming.

Classroom Assessment

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

Scoring criteria	G	F	P
demonstrate understanding by miming the actions.			

G = Good **F = Fair** **P = Poor**

Presentation

- Use mime to pre-teach *I'm hot* and *I'm cold*. First, say *It's sunny. I'm hot.* Fan yourself as if you are hot. Have the class repeat and copy your mime.
- Pretend to shiver while you say *I'm cold*. Repeat once or twice, then have the pupils mime with you and say *I'm cold*.
- Say the two sentences alternately, at the same time pointing to the weather wall chart. Have the pupils mime and say the sentences along with you.

Pupil's Book, Page 10, Exercise 5

- Pupils turn to Exercise 5. Ask them to listen to the recording and say the sentences.
- Play the recording again. Press the pause button after each line and have the class repeat what they have just heard.

Tapescript

1. Dan: I'm hot.
2. Dan: I'm cold.

Pupil's Book, Page 10, Exercise 6

- Focus on the girl in Exercise 6 who is doing a mime for her friends. Ask *Is she hot?* (*No. She's cold.*) *Is she happy?* (*No. She's sad.*)
- Ask volunteers to stand up and do a mime to show their friends what the weather is like or how they feel. You may need to prompt them by whispering *You're hot/cold/happy/sad* or *It's raining/sunny*.
- The other pupils must guess the mime. Insist on full sentences beginning *He's... /She's... /It's... .*

Answer

She's cold. She's sad.

Pupil's Book, Page 10, Exercise 7

- Pupils consider the children's mimes and say the appropriate sentence.
- This exercise can be used to support Exercise 6. It will give pupils ideas for mimes.

Answers

1. It's sunny.
2. It's raining.
3. She's hot.
4. He's cold.

Activity Book, Page 45, Exercise 4

- Pupils look at the pictures and circle the ones which begin with the sound /w/.
- Check answers as a class.

Answers

wall, window

End the lesson

- Practise different instructions. Mix the mimes that pupils have been practising (*You're hot/cold/sad/happy. It's sunny/raining*) with actual requests: *Open/Close the door/window, please. Sit down/Stand up, please.* Pupils must mime in response to what you tell them.

Lesson 4

Outcomes	To connect picture clues to a piece of dialogue To demonstrate a love of listening to short songs To trace and copy the letters w/W
Structures	(Close) the (door), please. I'm (cold). (It's raining.) (I'm happy.)
Functions	Observing conditions
Vocabulary	close, happy, open, sad
Topic	The weather
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 11 Exercise 8, Listen and match Exercise 9, Sing ■ Activity Book, page 45 Exercise 5, Trace and copy ■ Cassette, Unit 12, Exercises 8 and 9 ■ Wall chart (7): The weather

Revision

- Draw seven or eight simple faces in a row on the board. Give some of them long hair to show that they are girls. Draw the faces in random order so that all the boys and all the girls are not grouped together. Give the faces eyes and noses but leave the mouths un-drawn.
- Focus on the first faces you have drawn – one of the boys. Draw a sad mouth on the face and ask *Is he happy?* (*No. He's sad.*) Draw a happy mouth on another boy's face and ask *Is he sad?* (*No. He's happy.*)
- Repeat this time drawing sad and happy mouths on two of the girls. Ask *Is she happy/sad?* and elicit full sentences beginning *She's ...*
- Rub out the mouths. Invite different pupils to draw happy or sad mouths on any of the faces. When all the faces have a mouth, point to each one (beginning at the left-hand end of the row) and elicit sentences: *She's happy. He's happy* 😊. *He's sad* ☹️, etc.

Pupil's Book, Page 11, Exercise 8

8 🎧 Listen and match

1 

2 

3 

4 

9 🎵 Sing

It's sunny. It's sunny.
I'm happy. I'm happy.
It's sunny. It's sunny.
Open the window, please.

It's raining. It's raining.
I'm happy. I'm happy.
It's raining. It's raining.
Close the window, please.



Unit 12 11

- Pupils listen to the recording and match each piece of dialogue with a corresponding picture. Pause the recording after each mini-dialogue and check that everyone has found the correct picture.

Tapescript

1. Girl: Look! It's sunny.
Woman: Yes. It's sunny!
2. Woman: Close the door, please. I'm cold.
3. Man: Open the window, please. I'm hot.
4. Boy: It's raining. I'm happy.

Answer

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

Pupil's Book, Page 11, Exercise 9

- Use the weather wall chart to review the weather terms studied in the unit.
- Play the song through once for the class to listen and become acquainted with the melody and the text.
- Play it again and do the usual mimes to help understanding.
- Play it two or three more times. Encourage pupils to sing with the recording and do the mimes.

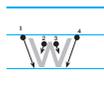
Tapescript

It's sunny. It's sunny.
I'm happy. I'm happy.
It's sunny. It's sunny.
Open the window, please.

It's raining. It's raining.
I'm happy. I'm happy.
It's raining. It's raining.
Close the window, please.

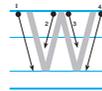
Activity Book, Page 45, Exercise 5

- First they trace a rightward-sloping line from the middle to the bottom of the stave. A leftward-sloping line should then be drawn from the middle of the stave to the end of the first line and a rightward-sloping line from the same point on the middle of the stave to the bottom. The final line should start on the middle stave, to the right of the previous line. Tracing a leftward-sloping line, it should join up with the end of the previous line.



- For the capital letter W, they should follow the same instructions but substitute 'the middle' for 'the top'.

- Pupils trace and copy the letters w/W in the staves provided.



- Help pupils as they work.

End the lesson

- Remind pupils of all the different things they have learned to say in this unit.
- Draw happy and sad faces of a girl and a boy on the board. Elicit sentences in the third person: *He's happy. She's sad*, etc.
- Repeat the new instructions the pupils have learned. Choose helpers to mime the corresponding actions: *Close the window, please. Open the door, please.*

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To match words to pictures To say what one likes and dislikes
Structures	<i>I like this (shirt).</i> <i>Let's go in the (shop).</i>
Functions	Expressing likes
Vocabulary	<i>dress, jacket, shirt, shop, skirt</i>
Topic	Clothes
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 12 Exercise 1, Listen and point ■ Activity Book, page 46 Exercise 1, Match ■ Cassette, Unit 13, Exercise 1 ■ Flashcards: dress, shirt, skirt, jacket ■ Objects which pupils can name in English

Revision

- Play again the recording for the picture story from Unit 12, when the children were in the park with their teacher. Pause the recording from time to time and ask pupils to repeat what they have just heard. You can also ask comprehension questions: *Who's that?* (pupils identify who has just spoken) *Where is he/she?* *Is he in the street?* *What's the weather like?* *Is it sunny?* etc.
- Tell the class that they are going to find out where Mazen and his family went. But first, they need to learn some important new words.

Classroom Assessment

With reference to the audio recording, pupils can:

Scoring criteria	C	P	I
repeat what they heard.			
identify the person speaking.			
identify where the person is.			
describe the weather.			

C = Complete P = Partial I = Incomplete

Presentation

- Use the clothes flashcards (or actual clothes) to teach the words *dress, jacket, shirt* and *skirt*. Take the cards out of the bag, say the word and have the class repeat. Line the cards up where everyone can see them.
- After several repetitions, point to different cards and ask *What's this?* Elicit whole-sentence answers: *It's a dress*, etc.
- Vary the questions by asking pupils *What colour is it?*
- Choose one of the items and say *I like this (dress)*. Use a warm tone of voice and facial expression to convey the meaning of *I like*.

Pupil's Book, Page 12, Exercise 1

Unit 13 I like this jacket

1 Listen and point

Let's go in the shop.

I like this skirt.
I like this dress.

I like this jacket.

I like this shirt.

12 Unit 13

- Say *Open your books at page 12*. Hold up your book and point to different characters in the story. Ask *Who's this?* *Where is he/she?*
- Set a listening task. Tell the pupils that they are going to hear the expression we use in English to say that we like something. Ask them to listen carefully so they can tell you what the expression is, afterwards.

- Play the recording several times. Initially, pupils listen and point to the person speaking. Later, they listen and repeat.
- Return to your listening task and ask the class how we say that we like something in English. Have all the class say *I like*.

Tapescript

1. Mum: Let's go in the shop.
2. Asma: I like this skirt.
Mum: I like this dress.
3. Asma: I like this jacket.
4. Mazen: I like this shirt.

Activity Book, Page 46, Exercise 1

- Pupils draw lines linking the pictures of clothes to the words.
- Ask the pupils to look at the picture of the skirt and elicit the word *skirt*. Show them the example line that has been drawn between the picture of the skirt and the word.
- Explain to the class that they have to match the other three pictures and words appropriately.
- Help pupils as they work.

Answers

1. skirt Picture c
2. dress Picture a
3. jacket Picture b

Further practice

- Practise *I like*. Hold up flashcards of objects that the pupils can name in English – or actual objects, e.g. *a book*. Help the class to make sentences: *I like this book*, etc. Again, use a pleased facial expression to underline the meaning of *I like ...*

End the lesson

- Point to a piece of clothing you are wearing – shirt, skirt, jacket or dress – and say *I like this (shirt)*.
- Point to clothes that your pupils are wearing and say *I like this shirt/dress* – or whatever the item is. Have the pupils repeat.

Lesson 2

Outcomes	To use singular and plural forms To describe clothes by recognising their colours To learn the phonic value of the letter <i>h</i> To listen to descriptions of the position of objects and draw them accordingly
Structures	<i>What's in your (bag)?</i> <i>What colour is/are ... ?</i> <i>It's an (orange skirt).</i> <i>They are (pink socks).</i>
Functions	Identifying objects and colours
Vocabulary	<i>orange, pink, shoes, socks, trousers</i>
Topic	Clothes
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 13 Exercise 2, Listen and say Exercise 3, Say Exercise 4, Listen and say ■ Activity Book, page 46 Exercise 2, Listen and draw ■ Cassette, Unit 13, Exercises 2 and 4; Activity Book, Unit 13, Exercise 2 ■ Flashcards of clothes: dress, jacket, shirt, skirt, trousers, socks, shoes (or actual clothes) – Hh ■ Carrier bags ■ Wall chart (8): Letters

Revision

- Place the flashcards of the skirt, shirt, dress and jacket (or actual clothing items) in carrier bags.
- Play the recording for the picture story in Lesson 1. Pause the recording after sentences beginning *I like* and have the class repeat.
- Use the flashcards of clothes or real clothes to elicit names for clothes. Hold each card/piece of clothing up and ask *What's this?*

Classroom Assessment

With reference to flashcards, clothes, pupils can:

Scoring criteria	Yes	No
answer correctly <i>What's this? What are these?</i> by naming the item.		

Pupil's Book, Page 13, Exercise 2

2 Listen and say

What's in your bag? Trousers. Socks. Shoes.

What colour are they? Red. Pink. Orange.

3 Say

1. It's an orange skirt.

1 2 3 4 5 6 7

4 Listen and say

h hello happy hot

Unit 13 13

- Pupils turn to Exercise 2 in the Pupil's Book. Play the recording. Pupils point to the person who is speaking.
- Play the recording again. Pause the cassette after each line of dialogue and have the class repeat.

Tapescript

Teacher: What's in your bag?
 Boy: Trousers.
 Girl 1: Socks.
 Girl 2: Shoes.

Teacher: What colour are they?
 Boy: Red.
 Girl 1: Pink.
 Girl 2: Orange.

Pupil's Book, Page 13, Exercise 3

- Hold up your book and point to each item in turn or use the flashcards. Ask *What's one?* Elicit the answer *It's an orange skirt.*
- Continue with the rest of the items. Remember to stress that we say *They are ...* for trousers, socks and shoes.
- For the socks, make sure that the pupils use *and* to represent the existence of the two colours.

Answers

1. It's an orange skirt.
2. It's a pink dress.
3. It's a white shirt.
4. It's a yellow jacket.
5. They are blue trousers.
6. They are red and green socks.
7. They are black shoes.

Pupil's Book, Page 13, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /h/.
- Play the recording. Have the class repeat each word after the voice in the recording.
- Post the Hh flashcard on the board. Write the letter Hh on the board. Then ask pupils to practise writing the Hs in the air.
- Use the letters wall chart to check that pupils are able to identify the h letter.

Tapescript

/h/ hello happy hot

Activity Book, Page 46, Exercise 2

- Pupils listen to the questions and answers and draw the objects/clothes in the correct positions.
- Check answers as a class.

Tapescript

1. Where is my jacket? It's on the door.
2. Where are my socks? They are on the shelf.
3. Where is my pen? It's on the table.

Further practice

- Have three helpers come and stand in front of the class. Give each pupil one of the carrier bags containing the flashcards for *trousers*, *socks* and *shoes* – or the clothes themselves.
- Ask each pupil in turn *What's in your bag?* Prompt each pupil to take the flashcard out of the bag, show it to the class and say what it is. The rest of the class can help the pupils, if necessary.
- Thank your helpers: *Thank you, boys/girls. Sit down, please.*
- Give the carrier bags with flashcards/clothes to different pupils in the class. Encourage the pupil to show the flashcard/clothing to the class. Ask *What's in your bag? What colour are they?*

End the lesson

- Use the clothes flashcards to consolidate all the words for clothes that pupils have learned so far. Let pupils choose a card and show it to the class without showing it to you. Try and guess what it is. Encourage the class to respond with *Yes* or *No*.

Lesson 3

Outcomes	To consider which clothes are suitable for washing in a washing machine To listen to descriptions of objects and draw them accordingly
Structures	<i>And this (dress)? Yes/No.</i>
Functions	Identifying objects
Vocabulary	<i>dress, jacket, shoe, skirt, washing machine</i>
Topic	Clothes
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 14 Exercise 5, Listen and point ■ Activity Book, page 47 Exercise 3, Listen, draw and colour ■ Cassette, Unit 13, Exercise 5 Activity Book, Unit 13, Exercise 3 ■ Flashcards of clothes: dress, jacket, shirt, skirt, trousers, socks, shoes (or actual clothes) ■ A large cardboard box, which pupils can pretend is a washing machine

Revision

- Make a round hole in one side of the cardboard box so that it looks like a washing machine. Put the clothes flashcards in the washing machine, one by one, eliciting the names of the different clothes.

Pupil's Book, Page 14, Exercise 5

5 Listen and point

14 Unit 13

- Before pupils listen to the recording, focus on the picture sequence. Point to the first picture and say *Look!* Ask questions: *A boy or a girl? (A girl). What's her name? (Pupils can choose a name for the girl.) And this is her dad? (No, it's her mum) Where are they? Are they in the bedroom? (No, they're in the kitchen), etc.* Teach the noun *washing machine* for recognition only.
- Hold up your book and point to the washing machine. Say, for example, *It's a washing machine. Where's the washing machine? In the living room? (No. In the kitchen).*
- Pupils listen to the recording and point to the person speaking. Play the recording two or three times.

Tapescript

1. Girl: And this dress?
Mum: Yes.
2. Girl: And this skirt?
Mum: Yes.
3. Girl: And this jacket?
Mum: No.
4. Girl: And this shoe?
Mum: No!

Activity Book, Page 47, Exercise 3

- Pupils listen to the tapescript, draw the clothes they hear about and then colour them accordingly.
- Working with a partner, pupils take turns to point to the different clothes they have coloured and ask *What colour is it/are they?*

Tapescript

1. They are pink socks.
2. They are red trousers.
3. It's an orange skirt.
4. They are green shoes.

Further practice

- Show the class the cardboard box and tell them *It's a washing machine.*
- Ask two volunteers to come to the front of the class. Give them three flashcards of clothes (or actual clothes) and help them to act out a scene of two children doing the washing and deciding what can and can't go in the machine. (You may need to take part yourself initially, holding up the flashcards and asking the questions like the girl in the Pupil's Book.)
- Repeat the activity with another pair of pupils and three different flashcards.

End the lesson

- Ask the pupils if certain clothes can go in a washing machine. e.g. *This shirt? This shoe?* Concept check and make sure they understand what can and can't go in a washing machine.

Lesson 4

Outcomes	To listen to dialogues and match them to picture clues To do a project To trace and copy the letters <i>h/H</i>
Structures	<i>I like this (skirt).</i> <i>What's in your (bag)?</i> <i>Look at my (dress). It's (pink).</i>
Functions	Expressing likes
Vocabulary	dress, jacket, pink, shirt, shoes, skirt, socks
Topic	Clothes
Resources	<ul style="list-style-type: none"> Pupil's Book, page 15 Exercise 6, Listen and match Exercise 7, Project: Make a clothes quiz Activity Book, page 47 Exercise 4, Trace and copy Cassette, Unit 13, Exercise 6 Flashcards of clothes: dress, jacket, shirt, skirt, trousers, socks, shoes (or actual clothes) For the project: pictures of clothes (trousers, socks, shoes, dresses, shirts, skirts, jackets) cut from magazines and catalogues; sheets of A3 paper divided into nine squares; glue

Revision

- Revise *I like*. Hold up flashcards of objects that the pupils can name in English – or the actual objects. Help the class to make sentences: *I like this skirt*, etc.

Classroom Assessment

With reference to flashcards, objects, pupils can:

Scoring criteria	Yes	No
respond by saying <i>I like ...</i>		

Note

- First pupils should trace a vertical line from the top to the bottom of the stave. Then they draw an arched line which rises to the middle of the stave and then back to the bottom.
- For the capital letter H, they trace two parallel vertical lines from the top to the bottom of the stave. They should then draw a horizontal line connecting the two vertical lines in the middle.

Pupil's Book, Page 15, Exercise 6

6 Listen and match

7 Project: Make a clothes quiz

Unit 13 15

- Play the recording, pausing the cassette after each mini-dialogue. Check everyone points to the correct picture.

Tapescipt

- Woman 1: I like this skirt.
Woman 2: I like this jacket.
- Teacher: What's in your bag?
Boy: Trousers and a shirt.
- Girl: Look at my dress. It's pink.
- Boy 1: Look at your shoes!
Boy 2: Look at your socks!

Answers

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

Pupil's Book, Page 15, Exercise 7

- Refer to page 8 (introduction) of the Teacher's Book.
- Each pupil needs a large sheet of paper to divide into nine small squares and number them as shown in the picture on page 15 of the Pupil's Book.
- Pupils stick pictures of clothes from magazines on the square randomly. Pupils ask and answer each other like on page 15.

Activity Book, Page 47, Exercise 4

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

End the lesson

- Remind pupils of the different things they have learned.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To interpret dialogues by drawing and colouring the objects mentioned To recognise simple words and match to corresponding pictures
Structures	<i>It's a (red car).</i> <i>It's a (bike). It's a (green bike).</i>
Functions	Describing things
Vocabulary	<i>car, bike, bus, white</i>
Topic	Transport
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 16 Exercise 1, Listen and point ■ Activity Book, page 48 Exercise 1, Listen, draw and colour Exercise 2, Read and circle ■ Cassette, Unit 14, Exercise 1; Activity Book, Unit 14, Exercise 1 ■ Flashcards: car, bus, bike – or a toy car, bus and bike (they must be known colours), red, blue, green, yellow, white, black, pink, orange (or coloured pencils)

Revision

- Begin the lesson by revising colours. Hold up colour flashcards or coloured pencils and ask *What colour is it?* The aim is to reactivate vocabulary rather than to test memory, so be ready to model the answer yourself: *It's red*, etc.
- Once all the known colours have been reactivated, hold up flashcards or pencils and say *It's ...*. Let pupils complete the sentence: *black*, etc.
- Point to items of the known colours around the class – schoolbags, furniture, pupils' clothes, etc. – and ask *What colour is it?*
- Invite individual pupils to find things in the classroom that are the colour you specify. Say, e.g. *Raed, point to something red, please*. Initially, you will need to demonstrate the task yourself: go round the room pointing to things that aren't red – *Is it red? No*. Pupils will soon grasp the principle.

Presentation

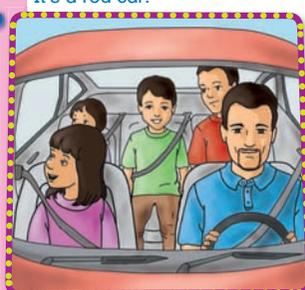
- Practise colours using the flashcards or toy vehicles. Hold up each one and ask *What colour is it?* (*It's white*, etc.) Then model the sentence *It's a white bus* and have the class repeat.
- Focus on the names of the vehicles. Arrange the flashcards or toys in a row and point to each in sequence, moving from left to right, saying *It's a bus. It's a car*, etc.

Pupil's Book, Page 16, Exercise 1

Unit 14 It's a blue bus

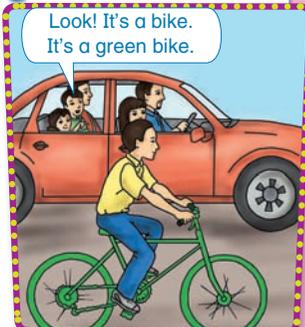
1 **Listen and point**

Mazen and Asma are in the car.
It's a red car.



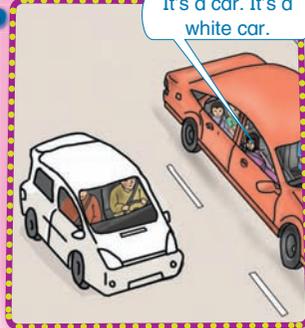
2

Look! It's a bike.
It's a green bike.



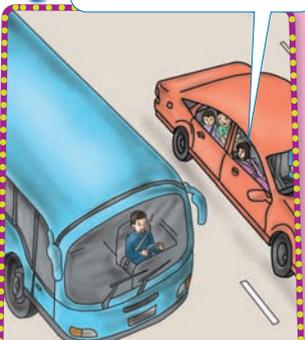
3

It's a car. It's a white car.



4

It's a bus. It's a blue bus.



16 Unit 14

- Say *Open your books at page 16*. Hold up your book and point to the first picture. Ask *Where's Mazen?* (*In the car*.)
- Point to Asma and say *This is his sister*.
- Set a listening task. Tell the class that they will hear four colour words. The first one is *red*: place the red flashcard or pencil where everyone can see it. Tell pupils to listen for the next three colours and be ready to tell you what they are, in order.
- Play the recording once or twice for understanding. Play it again for repetition.

- Check the listening task. Have pupils tell you the remaining colours (*green, white, blue*). Complete the display of flashcards or coloured pencils, or ask pupils to do so.

Tapescript

1. Narrator: Mazen and Asma are in the car. It's a red car.
2. Mazen: Look! It's a bike. It's a green bike.
3. Asma: It's a car. It's a white car.
4. Asma: It's a bus. It's a blue bus.

Activity Book, Page 48, Exercise 1

- Pupils listen to the tapescript and then draw and colour the various vehicles on the road plan.
- Pause the cassette after each pair of sentences, so that the pupils can draw and colour each vehicle.
- Encourage pupils to describe what they have drawn to a partner. Go round the class and monitor.

Tapescript

1. It's a bus. It's a red bus.
2. It's a car. It's a green car.
3. It's a bike. It's a blue bike.

Activity Book, Page 48, Exercise 2

- Pupils read each word and circle the corresponding picture.
- Point out the picture of the car, which has been circled as an example.
- Check answers as a class.

Further practice

- Ask pupils to pretend that they are in the car like Mazen, pointing out the passing vehicles to their little brother or sister. Perhaps they are trying to teach him or her some English. Hold up the different flashcards or toy vehicles and help them to say e.g. *Look! It's a car. It's a white car.* Model the sentences yourself initially, then let pupils try to formulate them without your help.
- Give the flashcards or toys to different pupils. Encourage them to hold them up and make similar statements beginning *Look! It's a ...*

End the lesson

- Hold up a vehicle flashcard and ask the pupils to describe the vehicle that you are holding.

Lesson 2

Outcomes	To describe vehicles and their colours To ask and answer questions about numbers of vehicles To learn the phonic value of the letter To choose appropriate colours and compose short sentences To identify numbers of vehicles and write the corresponding digit To distinguish between the letter sound /p/ and other letter sounds
Structures	<i>A (yellow car) and a (blue bus). How many (cars)? (Three cars).</i>
Functions	Describing things
Vocabulary	bike, bus, car
Topic	Transport
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 17 Exercise 2, Say Exercise 3, Count and say Exercise 4, Listen and say ■ Activity Book, page 49 Exercise 3, Count and write the number Exercise 4, Find and circle one <i>p</i> sound ■ Cassette, Unit 14, Exercise 4 ■ Flashcards: Pp, car, bus, bike – or toys of a car, a bus and a bike ■ Wall chart (8): Letters ■ Coloured pencils or pens

Revision

- Place the vehicle flashcards or toy vehicles in a row, where everyone can see them.
- Ask the class to listen to the recording for the picture story from Lesson 1. Tell them you want to know what vehicle is mentioned in each sentence. Play the recording, pausing after the dialogue for each picture. Elicit the words for vehicles.
- Focus on the flashcards or toy vehicles. Say, e.g. *Look! It's a blue car*, and encourage pupils to point to the corresponding card or toy.

Classroom Assessment

With reference to the audio recording, pupils can

Scoring criteria	A	S	N
identify the vehicle by naming it.			
identify the vehicle by pointing at it.			

A = Always S = Sometimes N = Never

Presentation

- Hold up a pair of different coloured pencils. Pointing to each pencil, say e.g. *A red pencil and a blue pencil.* Pause before you say *blue* and see if the pupils can finish your sentence. Have the class repeat the complete sentence.

- Continue in the same way, holding up different pairs of pencils.
- Hold up the vehicle flashcards (or toys) in pairs. Help pupils to describe each pair: *A white bus and a blue car*, etc.

Pupil's Book, Page 17, Exercise 2

2 Say
It's a yellow bus and a blue bus.



3 Count and say
How many cars?
Three cars.



4 Listen and say



p pencil

Unit 14 17

- Focus on each pair of pictures in turn. Point first to the yellow bus. Say *It's a yellow bus and ...*. Point to the blue bus and see if pupils can say *It's a blue bus*.
- Proceed in the same way with the other pairs of pictures.
- Tell the class you are going to read out answers but that you will make one mistake each time. They have to correct your sentences. Say *It's a yellow bus and a blue bus*, etc.
- Describe any vehicle chosen randomly among the eight shown. Pupils must find and point to the vehicle and tell you what the other vehicle in the pair is.

Answers

1. *It's a yellow bus and a blue bus.*
2. *It's a red car and a green car.*
3. *It's a pink bike and a black car.*
4. *It's a green bus and a red bike.*

Pupil's Book, Page 17, Exercise 3

- Focus on the street scene and ask *How many cars/buses?* Pupils may answer with just the number. This is acceptable, but model the whole noun phrase to remind them of the plural form: *How many cars? Three. Yes. Three cars.*
- Focus on the pairs of vehicles that are waiting side by side. Elicit descriptions with *and*, as in the previous exercise: *A black car and a white car*, etc.
- Ask additionally *How many girls? (4) How many boys? (3) How many teachers? (1) How many trees? (4)*

Pupil's Book, Page 17, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the item shown in Exercise 4 begins with the sound /p/.
- Play the recording. Have the class repeat the word *pencil* after the voice in the recording.

Tapescript

/p/ pencil

Activity Book, Page 49, Exercise 3

- Ask questions about the pictures: *How many buses? How many cars?* etc. Pupils will have to look carefully at the jumbled pictures to find the answers.
- Hold up one finger and say *One bus*. Have the class repeat. Continue in the same way for *five bikes* and *six cars*.

Answers

1. 1
2. 5
3. 6

Activity Book, Page 49, Exercise 4

- Hold up the Pp flashcard or use the letters wall chart. Ask pupils to repeat after you the /p/ sound.
- Pupils look at the pictures and circle the picture beginning with the letter sound /p/.
- Use the pictures to revise vocabulary from previous units, reading along the rows of pictures from left to right.

Answers

pencil

End the lesson

- For the next lesson, ask pupils to bring toy vehicles from home: cars, trains, buses or bikes.

Lesson 3

Outcomes	To demonstrate understanding of new sentences using pictures and real objects To ask and respond to simple questions about objects and their colours To trace and copy the letter p/P
Structures	<i>This is my (car). It's (red).</i> <i>What is it? It's a (bike).</i> <i>What colour is it? It's (red).</i>
Functions	Describing things
Vocabulary	<i>train</i>
Topic	Transport
Resources	<ul style="list-style-type: none"> Pupil's Book, page 18 Exercise 5, Listen and point Exercise 6, Ask and answer Activity Book, page 49 Exercise 5, Trace and copy Cassette, Unit 14, Exercise 5 Flashcards: train A toy train; pupils' toy cars, etc. brought from home; a box

Revision

- Play the *Traffic Jam Game*. Choose ten confident pupils. Tell them that you want them all to imagine that they are a vehicle stuck in a traffic jam. They can be cars, buses, or bikes. They must decide which vehicle they want to be, and also what colour.
- Ask each pupil in turn to come to the front of the class with their chair. Ask them *What are you?* and have them tell the class what they are: *A pink bus*, etc. The rest of the class must repeat.
- Once each pupil has told you what he/she is, have him/her sit on the chair, sideways on to the rest of the class, as if they are waiting in traffic. Each time a new 'vehicle' joins the line, go back to the beginning and have the rest of the class name the vehicles in order: *A pink bus, a blue car and a green car*. The pupils waiting in line can help out if the class forget.
- Encourage them to use *and* before the last vehicle on the list each time.

Presentation

- Use the toy train or the flashcard to teach the word *train*. Hold it up and say *This is my train*. If it is a colour the pupils know, you can say *This is my train. It's (red)*.
- Have the class repeat the word *train* several times.

Pupil's Book, Page 18, Exercise 5

5 Listen and point

This is my car. It's red.

This is my train. It's blue.

6 Ask and answer

- What is it? It's a bike.
What colour is it? It's red.

18 Unit 14

- Focus on the picture in Exercise 5. Ask *How many boys?*
- Play the recording at least twice: once or twice for listening, then once more for repetition.

Tapescript

Boy 1: This is my car. It's red.
Boy 2: This is my train. It's blue.

Pupil's Book, Page 18, Exercise 6

- Focus on each toy in turn, beginning with the bike. Say *Point to number 1. What is it? (It's a bike.) What colour is it? (It's red.)*
- Play a memory game. Ask pupils to cover the picture and to try to remember the different toys (and their colours).
- You could also play the game by covering your own book and letting the pupils correct you as you list the toys. Or pupils can work in pairs, with one pupil covering the picture and telling his/her partner what they can remember.

Activity Book, Page 49, Exercise 5

- Pupils should trace a vertical line from the middle of the stave to half a stave below the bottom line. They retrace this line back up and draw a semi-circle on the right hand side of the vertical line ending half way down the vertical line. 

- For the capital letter P, they repeat these steps, but move the shape up by half a stave.

- Pupils trace and copy the letter p/P in the staves provided. 

- Help pupils as they work.

Further practice

- Ask pupils to show the toy cars, etc. that they have brought from home. Encourage them to describe the toys, like the boys in Exercise 5.
- After each presentation put the toy into a box, assuring the owners that they will get it back at the end of the lesson.

End the lesson

- Invite volunteers to come and take one toy from the box and say what it is, e.g. *A green train*.
- Ask *Whose is it?* and help the owner to say *It's mine*. Return the toy to its owner.

Lesson 4

Outcomes	To understand different combinations of sentences using pictures and real objects To do a project
Structures	<i>It's a (bus).</i> <i>A (red) car. A (yellow) car.</i>
Functions	Describing things
Vocabulary	<i>bike, bus, train</i>
Topic	Transport
Resources	<ul style="list-style-type: none"> Pupil's Book, page 19 Exercise 7, Listen and match Exercise 8, Project: Do a traffic survey Activity Book, page 49 Exercise 6, Project: Do a traffic survey Cassette, Unit 14, Exercise 7 For the project: A survey form for each pupil, plus a few spares

Revision

- Create simple survey forms like the one shown on page 19 of the Pupil's Book (Exercise 8), but without the drawings – pupils will do these themselves. Make a photocopy for each pupil.
- Ask pupils to look again at the different toys shown on page 18 of the Pupil's Book (Exercise 6). Name different vehicles. Pupils must say if they appear in the picture: *A blue train. (Yes) A black bus. (No)*

Classroom Assessment

With reference to vehicles in Exercise 6, pupils can:

Scoring criteria	Yes	No
say correctly if the named vehicle is there by using <i>Yes/No</i> .		

Pupil's Book, Page 19, Exercise 7

7  Listen and match

1 

2 

3 

4 

8 Project: Do a traffic survey



Unit 14 19

- Play the recording, pausing after each line of speech. Pupils must match each piece of dialogue to its corresponding picture.
- Focus on each picture in turn, beginning with the man on the train. Help pupils to repeat what each person is saying.

Tapescript

1. Girl: Look! It's a bus.
2. Boy: This is my bike. It's red.
3. Boy: A red car. A yellow car.
4. Man: Hello. I'm on the train.

Answers

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

Pupil's Book, Page 19, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Each pupil will need a survey form like the one shown in the picture. Keep a form for yourself and stick it up on the board where everyone can see it.
- Draw simple pictures of a car, a bike and a bus on your form, as the girl in the picture has done. Ask pupils to do the same. Set a time limit.
- If you can see a road and passing traffic from the classroom window, count the passing vehicles with the pupils, recording them on the form like the girl in the picture.
- Tell pupils to take their forms home and record the traffic they see passing their houses. Set a particular time of day when they should do this: the survey will be more interesting if everyone has done it at the same time. Set a time limit for them to watch – five or ten minutes, perhaps. Discuss the results in the next lesson.
- If some of your pupils cannot observe traffic from their house, use another game instead. Tell pupils to draw nine strokes on their forms, distributed among the three vehicles in any way they wish. Pretend that you are watching passing traffic. Say e.g. *Look! It's a bus*. Pupils who have put a mark by the bus on their forms must cross it out with a diagonal line. The first pupils to cross out all their nine strokes in this way is the winner.

Activity Book, Page 49, Exercise 6

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils complete the project by copying their completed survey form with the space provided on page 49 of their Activity Book.
- Go round and monitor.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 14. Ask them to revise the words for transport, with their family members.

Unit 15 Review

Lesson 1

Outcomes	To recognise some basic English words To read English from left to right To listen and draw pictures To identify where objects are
Structures	<i>Where's my (car)? It's in the (living room). This is my (car).</i>
Functions	Stating location Asking and answering questions
Vocabulary	<i>ball, bathroom, car, CD game, kitchen, living room</i>
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 20 Exercise 1, Listen and point ■ Activity Book, page 50 Exercise 1, Listen and draw Exercise 2, Complete ■ Cassette, Review, Exercise 1; Activity Book, Review, Exercise 1 ■ Flashcards: kitchen, living room, bedroom, bathroom ■ Wall chart (4): The house

Pupil's Book, Page 20, Exercise 1

Unit 15
Review

1 Listen and point

1 This is my computer. It's in the bedroom.

2 This is the bathtub. It's in the bathroom.

3 Where's my car?

4 It's in the living room. Fadia!

2 Listen and say

s sofa

c computer

5

f five

d doll

20 Unit 15

Revision

- Revise the words for the different rooms in a house with the flashcards and the house wall chart. Say *I'm in the kitchen* and mime beating eggs in a bowl, or any other cooking operation which you think your class will recognise. Have the pupils repeat the sentence and mime with you.
- Do other mimes, appropriate to the other rooms: living room (flicking through a magazine), bathroom (washing your face) and bedroom (resting your face on the back of your hand, as if sleeping). Pupils mime and say the sentence with you: *I'm in the living room*, etc.
- Repeat your mimes in random order. Say each time *I'm in the ...* and encourage pupils to complete your sentence with the name of the room.

Diagnostic Assessment

With reference to the teacher speaking and miming, pupils can:

Scoring criteria	C	P	I
repeat sentences and mime actions.			
complete sentences starting with <i>I'm in the ...</i>			

- Say *Open your books at page 20*. Before pupils hear the recording, use the pictures for revision. Hold up your book and point to the different pictures. Ask open questions, backing up with closed questions if pupils cannot answer: *Who's that? Where is he? Is he in the bedroom? What's that? Is it a book or a CD game? Who's that? Is she his brother or his sister?*, etc.
- Set a listening task: ask pupils to listen carefully and count how many different rooms Mazen goes into.
- Play the recording once all the way through. Play it again, pausing the cassette for pupils to repeat each thing that Mazen says.
- Ask pupils how many rooms Mazen goes into (three). Help the class to say the rooms in order: *bedroom, bathroom, living room*.

Tapescript

Mazen: This is my computer. It's in the bedroom.

This is the bathtub. It's in the bathroom.

Where's my car?

It's in the living room. Fadia!

Activity Book, Page 50, Exercise 1

- Pupils listen to the cassette and draw the objects that they hear.
- Go round the class and check pupils' answers.
- For example drawing a box.



1. Draw a square consisting of four lines of equal length. Start by drawing a horizontal line from left to right. From the end of this draw a line going down. From the bottom of this line draw a line going from right to left. Finally, draw a line going up from this which connects to the starting point.



2. Draw another square of equal dimensions which partly overlaps with the first and is situated below and to the right.



3. Draw four straight lines connecting each corner of the first square to the corresponding corner of the second.

Tapescript

1. This is my CD game.
2. This is my car.
3. This is my box.
4. This is my computer.

Activity Book, Page 50, Exercise 2

- Look at the pictures with the class.
- Explain to the class that they must draw more items and colour them, according to what they read under the pictures. For example, in picture 1 they must draw one more car to make two, and colour them blue.
- Help pupils as they work.

End the lesson

- Ask pupils to tell you about items they have in the classroom, e.g. *This is my red pencil.*

Lesson 2

Outcomes

To pronounce some simple words accurately
To revise some letter sounds
To listen and draw pictures

Structures

Where's my (ball)? It's in the (box).

Functions

Stating location
Asking and answering questions

Vocabulary

box, computer, doll, five, sofa

Topic

The home

Resources

- Pupil's Book, page 20
Exercise 2, Listen and say
- Activity Book, page 50
Exercise 3, Listen and draw
- Cassette, Review, Exercise 2;
Activity Book, Review, Exercise 3
- Flashcards: Sc, Cc, Ff, Dd, car, computer, CD game, doll
- Wall chart (8): Letters

Revision

- Revise vocabulary for toys with the class. Place the flashcards in locations around the classroom. Ask the class *Where's the (doll)?* Pupils answer.

Pupil's Book, Page 20, Exercise 2

- This exercise revises the letter sounds that pupils have learned in the previous units. Hold up the flashcards of the letters to be used in this lesson. Check if pupils are able to identify the letter(s).
- Pupils listen and repeat.
- Post the letters wall chart and invite volunteers to come to the front and point at the target letters for this lesson.

Tapescript

/s/ sofa /c/ computer /f/ five /d/ doll

Activity Book, Page 50, Exercise 3

- Pupils listen and draw what they hear in the place stated.
- Go round the class and check pupils' work.

Tapescript

1. Where's my ball? It's in the box.
2. Where's my ball? It's under the box.
3. Where's my ball? It's on the box.

End the lesson

- Ask pupils about their favourite toys.

Lesson 3

Outcomes	To pronounce some simple words accurately To participate in simple, short, guided exchanges with a peer To match and colour pictures
Structures	<i>Where's Mum? She's in the bathroom. Two blue beds.</i>
Functions	Stating location
Vocabulary	<i>bag, bathroom, brother, dad, mum, red</i>
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21 Exercise 3, Listen and say <i>Yes</i> or <i>No</i> ■ Activity Book, page 51 Exercise 4, Match and colour ■ Cassette, Review, Exercise 3 ■ Flashcards: car, computer, CD game, doll, bathroom, kitchen, living room, bedroom ■ Wall chart (4): The house

Revision

- Revise vocabulary for rooms in the house and objects once more with the flashcards and the house wall chart. Ask *Where's the car/doll/bed?* Pupils answer *It's in the living room/in the bathroom/under the table*, etc.

Diagnostic Assessment

With reference to flashcards/wall chart, pupils can:

Scoring criteria	Yes	No
answer correctly <i>Where's the ...?</i> by using <i>It's in the ...</i>		

Pupil's Book, Page 21, Exercise 3

3  Listen and say *Yes* or *No*

1



2



3



4



4 Project: Make a picture game



Unit 15 21

- Pupils look at each picture in numerical order and listen to the accompanying recording. They must decide whether or not the recording matches the picture. Play the recording, pausing after each item for pupils to consider and decide whether the recording is correct (*Yes*) or not (*No*).
- Play the recording again and have pupils repeat what they have heard. Where the answer is *No*, encourage pupils to try to say what the correct wording would be.

Tapescipt

1. Voice: One.
Boy: This is my brother.
2. Voice: Two.
Man: Where's Mum?
Boy: She's in the bedroom.
3. Voice: Three.
Boy 1: What colour is it?
Boy 2: It's red.
4. Voice: Four.
Teacher: Is this your bag?

Answers

1. Yes.
2. No. She's in the kitchen.
3. Yes.
4. Yes.

Activity Book, Page 51, Exercise 4

- Pupils match the phrases with the items pictured. They then colour them according to the phrases.
- Check answers as a class.

Answers

- a. 4 b. 2 c. 3 d. 5 e. 1

End the lesson

- Invite four volunteers to come to the front of the class and mime what they do in different rooms. You can whisper ideas for mimes to them, to ensure that all rooms are represented: *clean your teeth (bathroom), make your bed (bedroom), do the washing up (kitchen), change a TV channel with the remote control (living room)*. Have your four helpers do their mimes simultaneously.
- Ask the rest of the class about your different helpers: *Where's Samia?* etc.
- Help pupils formulate complete sentences about their friends who are miming. Say, for example, *Samia is in the ...* and let them complete the sentence. Ask about another helper, but say only *Ali is ...*. Finally, simply stand behind your helper, pointing to him or her. See if the class can formulate the entire sentence.

Lesson 4

Outcomes	To do a project To trace and copy lower and upper-case letters
Structures	<i>What's this? It's a (computer).</i>
Functions	Stating location
Topic	The home
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 21 Exercise 4, Project: Make a picture game ■ Activity Book, page 51 Exercise 5, Trace and copy

Revision

- Draw a big letter *s* on the board. Elicit the sounds the letter makes and ask the class to tell you any words they know that begin with this sound. If they need help, ask *What's this?* and draw a number 7 and a number 6 on the board.
- Have all the class draw big *Ss* in the air with their fingers.
- Draw a *d* and elicit words that begin with the /d/ sound: *Dad, door, doll*. The pupils draw *ds* in the air.
- Continue in the same way with *f*, using *four, five, friend*.

Diagnostic Assessment

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

Scoring criteria	C	P	I
pronounce the sound <i>s</i> .			
say words beginning with the letter <i>s</i> .			
draw the shape of the letter <i>s</i> in the air.			
pronounce the sound <i>d</i> .			
say words beginning with the letter <i>d</i> .			
draw the shape of the letter <i>d</i> in the air.			
pronounce the sound <i>f</i> .			
say words beginning with the letter <i>f</i> .			
draw the shape of the letter <i>f</i> in the air.			

C = Complete P = Partial I = Incomplete

Pupil's Book, Page 21, Exercise 4

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Look at the picture with the class. Explain that they will be making a picture game.
- Put pupils in groups of three. Ask each group to produce ten cards. Each card should feature a toy (a word that they know) in a colour that they know.
- Draw an example on the board .
- Pupils draw and colour the pictures as shown in the Pupil's Book.
- To play the game. Several groups of pupils join together and make a single pile of cards. Pupils take a third of the cards each. The first pupil then places a card on the table in front of them. The next pupil then places a card on top of the first card. If the card contains the same item (it doesn't matter if the colour is different), pupils have to place their hands on the cards. The first pupil to put his or her hands on the card takes the cards on the table. If the card doesn't contain the same item, pupils continue placing cards until there is a match.

Activity Book, Page 51, Exercise 5

- Pupils trace and copy the letters d/D, w/W and h/H.



End the lesson

- Remind the pupils of the important things they have learned working on in the previous units.
- Congratulate the pupils on all their hard work.