

Title page

Introduction

Welcome to *Get Ready*, a course written specially for pupils learning English at Grade 6 in Saudi Primary Schools.

The components of *Get Ready*

- a combined Pupil's Book and Workbook
- a Teacher's Book with posters and flashcards
- a CD

The Pupil's Book and Workbook

There are 60 two-page lessons in the book divided into two terms.

At the beginning of the book there is a list of contents for Term 1 (Term 2 contents appear at the beginning of Level B). This is designed to assist teachers to understand the overall plan of the course, and is followed by a list of essential rubrics/instructions that the pupils will need to understand, translated into Arabic. There is also a one-page introduction in Arabic. This introduces some of the characters who appear in the book and is intended to put pupils at their ease. It also stresses the importance of English as a foreign language and the need to speak only English in the classroom as well as practising it whenever possible outside.

Each lesson in the book is intended to cover one classroom lesson. The lessons are grouped into blocks of five. The fifth lesson in each block provides revision of previous material. The lessons are numbered as follows:

1a, 1b 2a, 2b 3 Revision 4a, 4b 5a, 5b 6 Revision
and so on throughout the book.

There is a picture dictionary at the end of the book.

The Pupil's Book lessons are followed immediately by the Workbook lessons which follow the same numbering. The Workbook lessons practise the material covered in the Pupil's Book lessons.

The Workbook lessons are primarily intended for use as homework, though sections can, of course, be used in class if time allows.

It is important to note that the main focus of the Workbook in the earlier lessons is to practise reading and writing the alphabet and numbers. Once all the lower case letters have been covered, as well as mirroring the Pupil's book, the Workbook also practises reading and writing words which have been introduced earlier through oral or audio exercises. This ensures balanced practice of all the language introduced and is continued until all the earlier language has been covered.

The CD

The CD contains all the recorded listening material in the Pupil's Book. It has been recorded by native speakers using natural English speech and pronunciation patterns. The audio texts should be considered a model which the pupils should imitate as closely as possible.

The Teacher's Book

The Teacher's Book contains:

- A plan of the Pupil's Book.
- This introduction.
- A compilation of games and activities that teachers may wish to use, to enhance their lessons.
- Suggested visual classroom signs which teachers may consider useful in minimising the use of Arabic in the classroom.
- A step-by-step guide to the Pupil's Book lessons. Teachers may, of course, choose to follow their own methods and strategies in dealing with the Pupil's Book material. However, this guide provides support and resources for the teacher, as it:
 - summarises the language content of the lessons.
 - suggests materials that teachers may wish to bring to the lessons.
 - suggests activities to start and finish the lessons where appropriate.
 - provides a minimised version of the Pupil's Book lesson.
 - gives a suggested set of instructions, activity by activity, that may enhance the teacher's use of the book.
 - provides general **notes** on pronunciation and possible language difficulties where appropriate.
 - suggests possible **extra activities** where appropriate.
 - provides answers to exercises in the Pupil's and Workbook sections.

With the Teacher's Book are a number of **posters** and **flashcards** (page 70) for classroom use.

General approach

Important tenets of *Get Ready* are:

- 1 In this first year of English course book, systematic grammar is kept to a minimum. The aims of the book are to introduce pupils to some of the basic elements of the English language and to allow them to begin to communicate confidently in English at an early level. The authors feel that too early an introduction to the intricacies of English grammar may hamper these aims.

- 2 basic literacy is, however, of paramount importance. **Get Ready** recognises that the first hurdle for the pupils is directionality (i.e. writing from left to right - early exercises in the book reflect this).

The letters are taught alphabetically (i.e. from *a-z*) and they are pronounced alphabetically rather than phonically. The main reasons for this are:

- With an early knowledge of the alphabet *a-z*, pupils can make use of the picture dictionary and other dictionaries.
- Pupils can meaningfully ask and answer the question *How do you spell ... ?*
- Many of the letters of the English alphabet (for example vowels and *c, g, r, s, w, y*) have no constant phonetic value and, in some cases, are not pronounced at all.
- Pupils will have an advantage when encountering initials (for example *U.A.E., P.E., B.B.C.*) at a later stage.

- 3 the Teacher's Book encourages teachers to maximise the use of pair and small group work. Pupils should work together and check each other's work whenever possible. This encourages them to help and to communicate with each other from an early stage. It also provides much more time within the classroom, for every pupil to produce and practise language.

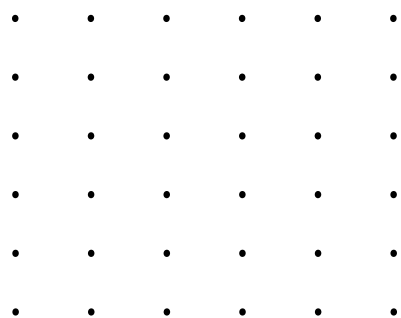
Optional games and activities

This is a selection of games and activities which provide further practice of language and numbers taught in the book. The activities will also add to the pupils' enjoyment of learning English. This will foster a positive approach to their studies.

It may be necessary to explain some of these activities to the pupils in Arabic. This is acceptable at this stage.

Join the dots

- In pairs, pupils draw a grid as below.
- Pupils take it in turns to join two lines anywhere in the grid.
- All horizontal lines must be drawn from left to right.
- Pupils miss a turn if they draw from right to left.
- The object of the game is to make complete squares.
- Pupils write their initial in the squares they complete.
- The winner is the pupil with the most squares.

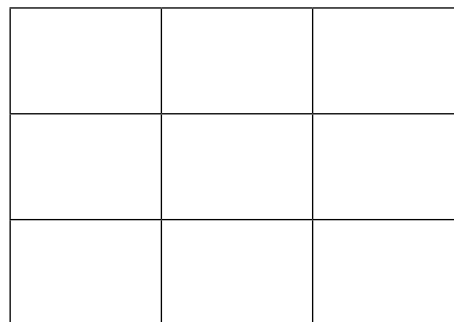


Number groups

- The whole class stands up.
- Say a number, for example 4.
- As quickly as possible, pupils must get into groups of four.
- Any pupil remaining has to sit down and is out of the game.
- Repeat with other numbers that the pupils know.

Tick the colour

- Pupils draw a grid with 9 squares.
- Pupils colour the squares with colours that they know. For example, they could have 2 blues, 1 green, 3 reds, 1 white and 2 blacks.
- Meanwhile, write a checklist of colours.
- Say random colours, ticking your list as you do so. Say colours more than once for example **black, red, black, blue** ... (Tick black twice, red once, etc.)
- Pupils tick the corresponding colours in their grids.
- The first pupil to tick all their colours shouts **Finished!**
- Check their grid against the colours you have ticked.



Sticky note counting

- Write sets of numbers 1-10 on individual sticky notes. Make sure there are enough for the whole class.
- Stick a number on each pupil.
- Say *1 to 10!* Pupils must get into groups of 10 and line up in numerical order.
- Check the groups.
- Pupils sit down and the game is repeated with other numbers.
- Include groups of numbers that don't start with *1*, for example 4 to 9.

The Alphabet game

- Divide the class into teams.
- Write random letters on the board.
- Choose a pupil from each team in turn, and say a letter.
- Pupils must come up to the board and rub off that letter.
- Other members of their team must not help them!
- They score a point if they rub off a correct letter.

The numbers (and letters) game

- As previous, but using numbers or a combination of numbers and letters.

Tick the letter

- Pupils draw a grid, as below, and write letters in the squares.
- Say random letters that the pupils know. Note the letters as you say them.
- Pupils tick the letters they hear. When a pupil has ticked all of his/her letters, they shout **Finished!**
- Check against your list.

Tick the number

- As previous, but use numbers instead of letters.

Say the word 1

- Divide the class into teams.
- Hold up any of the flashcards that the pupils know.
- The first pupil to say the word gets a point for his/her team.

Say the word 2

- As above, but write words on the board instead of holding up flashcards.

Picture dictionary game

- Divide the class into two teams.
- Each team chooses an artist who comes up to the board.
- Say a letter.
- The artists draw a picture of an object beginning with that letter. If neither artist can think of an object, say a different letter!
- The first team to say the object that **their** artist has drawn gets a point.
- Repeat with other letters and change artists from time to time.

Memory game

- Divide the class into groups of 4–6 pupils.
- Choose a poster from one of your lessons.
- Hold up the poster in front of the class and tell pupils they have 10 seconds to remember as many items as they can.
- They must not write anything at this stage.
- Put the poster face down.
- In groups, pupils write as many items as they can remember.
- The winners are the group with the most items.

Touch the posters

- Divide the class into teams.
- Put some posters on the wall.
- Choose a pupil from each team in turn and say an item in one of the posters for example *The bike!*
- The pupil must come up to the poster and touch the item.
- Other members of their team must not help them!
- Teams get a point for each correct 'touch'.

Pair-work Letters

- Say a letter.
- In pairs, pupils write as many words as they can which include that letter. For example, if the letter is e then the words *tree, egg, and juice* would all be correct.
- Write the pupils' words on the board.
- Give a point to any pair who has a word which no other pairs have thought of.

Please!

- Give an instruction to the class, for example *Stand up, please.*
- Pupils obey the instruction.
- Repeat with other instructions but omit to say please sometimes, for example *Stand up!*
- Pupils should not obey the instruction if you don't say *please*.
- Any pupil who obeys the instruction when you don't say *please* is out of the game.

Examples of instructions:

Stand up
Sit down
Open your books
Close your books
Touch your leg
Read your book
Look at the board

Picture Dictation

- Choose a topic to practise (for example *classroom, furniture, house*).
- Draw a very simple picture. Don't show the class.
- Describe the picture to the class using language that the pupils know.
- Say each instruction twice.
- Ask a pupil to come out to the board to draw the finished picture.

Note: In some instances you may wish to start the drawing on the board. Pupils copy what you have drawn and then continue with the dictation stage.

For example, draw a house. Draw four big windows and a door. Draw a tree next to the house. Draw a cat in the tree. Draw a bag next to the tree ...

Teacher's signs

It is important that teachers speak English rather than Arabic whenever possible during English lessons.

In order to avoid a lot of 'organisational' language (either in English or Arabic) you may wish to teach a number of signs for instructions.

However, it is also a good idea at this level to say a brief instruction to accompany the sign, for example cup your ear, say *Listen*. Pupils should form the habit of looking at you for the next sign telling them what they have to do.

Here are signs you may wish to use throughout the course.



Listen



Say



Trace/Draw



Copy/Write



Find



Look



Read



Open book



Count



Match



Repeat/Again



All together



Don't speak



Think



You do it



Tick

Contents

Term 1

Grammar	Functions	Vocabulary	Pronunciation
LESSON 1a/b Hello!			
<i>What's your name?</i> <i>My name's . . . I'm . . .</i> <i>Stand up, please.</i> <i>Sit down, please.</i> <i>This is . . .</i>	Introductions	<i>Hello/Goodbye</i> <i>name</i> <i>Please</i> <i>Fine/Thank you/Thanks</i> <i>My friend/teacher</i>	Polite intonation
LESSON 2a/b This is my book			
<i>He/She/It's a . . .</i> <i>Is he/she/it . . . ?</i> <i>a</i> <i>Open/Close . . .</i> <i>Plural s</i>	Describing colours Describing gender	<i>red/blue/black</i> <i>book/start/finish</i> <i>boy/girl/bag/bike/ball</i> numbers 1 – 5 <i>circle</i>	1, 2, 3, 4, 5 /s/ /z/ /θ/
LESSON 3 Revision			
LESSON 4a/b 1 bag and 3 books			
<i>How many . . . are there?</i> <i>There's/There are . . .</i> <i>Is there/Are there . . .</i> <i>Look at . . . Listen</i> Regular plurals	Counting Agreeing/disagreeing	1 – 5 (rev) 6 – 10 <i>pupil/pen/pencil/picture</i> Yes/No	numbers /p/ /b/
LESSON 5a/b My family			
<i>Who's this?</i> <i>This is my . . .</i>	Talking about family	<i>mother/father/sister/brother</i> <i>family/find/read</i>	letters a – e /ð/
LESSON 6 Revision			
LESSON 7a/b My classroom			
<i>What's this?</i> <i>It's a . . .</i> <i>Come/Go to . . .</i> <i>Find</i> <i>Where's . . . ?</i>	Talking about classroom	<i>classroom/teacher/desk/chair</i> <i>computer/board/school/</i> <i>notebook</i> <i>white/green</i> <i>on</i>	letters f – j
LESSON 8a/b My clothes			
Present simple: <i>In the morning I put on</i> <i>match</i>	Describing clothes	<i>shirt/shoes/thobe/</i> <i>trousers/cap/T-shirt</i> <i>clothes/sandals</i> <i>yellow/purple/grey</i> <i>brown/orange</i>	letters k – o
LESSON 9 Revision			

Grammar	Functions	Vocabulary	Pronunciation
LESSON 10a/b Around my house			
<i>Where's . . .</i> prepositions of place (1)	Describing house Describing position	<i>living room/bathroom/kitchen</i> <i>garden/house/bedroom</i> <i>next to/opposite/between</i> <i>big/small</i>	letters /k/ /g/ questions (↓)
LESSON 11a/b My bedroom			
<i>Yes, It is./No, it isn't.</i> <i>Is . . . ?</i>	Describing furniture	<i>bed/table/door/window/</i> <i>tree/in/ask/answer</i> <i>open (v)/close (v)</i>	letters /t/ /d/
LESSON 12 Revision			
LESSON 13a/b Our farm			
Revise <i>Where's . . .</i> prepositions of place (2) possessive adjectives (1) <i>our/my</i> <i>Touch . . . , please.</i>	Talking about possessions Describing position	<i>cat/goat/chicken/horse/tree</i> <i>under/behind/in front of/in/</i> <i>next to</i>	/ɹ/
LESSON 14a/b My body			
possessive adjectives (2) <i>Yes, it is.</i> <i>No, it's his/her/your . . .</i>	Describing parts of body Agreeing/disagreeing	<i>body/head/arm/hand/</i> <i>leg/foot</i> <i>his/her/your</i> <i>left/right</i> <i>11 – 15</i>	numbers word stress
LESSON 15 Revision			
LESSON 16a/b Faces			
<i>I've/She's/He's got . . .</i> <i>Don't . . .</i>	Talking about features	<i>hair/eyes/nose/ears/mouth</i> <i>long/short/blond</i> <i>16 – 20</i>	numbers
LESSON 17a/b Food			
<i>Do you like . . . ?</i> <i>I like . . . /don't like . . .</i> <i>Yes, I do/No, I don't.</i>	Obedying instructions Expressing likes/ dislikes	<i>apple/orange/egg/juice/water/</i> <i>rice/ice cream/tea/eat/drink</i> <i>Mum</i>	/ŋ/ + /k/
LESSON 18 Revision			

Introduction

Aims:

- to introduce some of the main characters in the book: Yasser and his English teacher, Mr Waleed ,and Fatimah and her English teacher Miss Norah;
- to place the pupils at their ease at the beginning of their English course;
- to establish the importance of learning English;
- to lay down the ground rule that, whenever possible, pupils should speak English in class.



- In this lesson you may speak Arabic throughout.
 - Greet the pupils and, if you do not know them, check their names.
 - Hand out the Pupil's Books.
 - Open your book at page 5 and ask the pupils to do the same.
 - Ask the pupils to read the introduction.
 - Ask them to close their books. How much can they remember?
Ask:
- Allow pupils, in pairs, to leaf through the course book. They may discuss what they see in Arabic.
 - If you find that this does not fill the lesson time, ask pupils to call out any words that they already know in English. You may be surprised by how much some pupils already know.
 - When you have completed this introductory procedure, you and the pupils are ready to start Lesson 1.

What are the names of the characters?

Why is learning English important?

What can you do when you can speak English?

What must you always try to do in your English lessons?

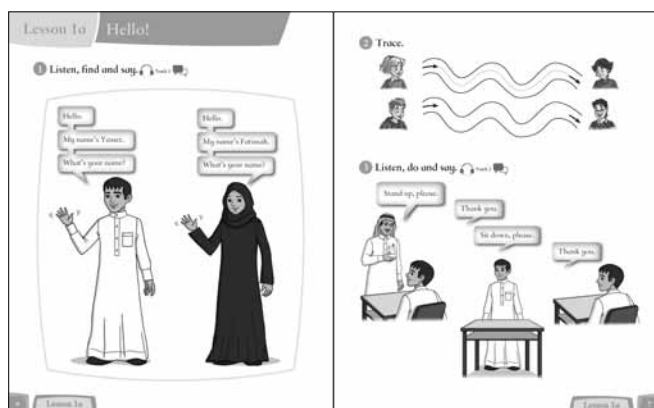
Should you only speak English in class?

Language

Functions: Introductions**Grammar:** *What's your name? My name's ... Stand up, please. Sit down, please.***Vocabulary:** *Hello/Goodbye, name, Please, Thank you***Pronunciation:** Polite intonation**Reading and writing:** Tracing and drawing from left to right.

Bring to the lesson:

- the CD (tracks 1 and 2).
- the Pupil's Book (pages 6 and 7)
- the Workbook (pages 8 and 9)



To start:

- Greet the pupils. Wave and say:
Hello. Hello. [Pupils repeat.]
My name's (Mr / Miss / Mrs name).

1 Listen, find and say.

Aims: to teach and practise simple greetings; to ask and give names.

- Hold up your book in front of the class. Indicate Exercise 1.
- Say *Listen*.
- Play the CD (track 1).
- Say *Listen again*. Demonstrate and say *Point to Yasser*. Say *Point to Fatimah*. Play the CD again.
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.

Extra activity:

- Greet a pupil.
Teacher: *Hello.*
Pupil: *Hello.*
Teacher: *My name's (Mr/Miss/Mrs name). What's your name?*
Pupil: *My name's (name).*

- Indicate to pupils that they should go to other pupils and have the same dialogue, greeting and exchanging names.

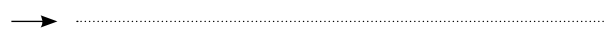
AUDIOSCRIPT TRACK 1

Yasser: Hello.**Fatimah:** Hello.**Yasser:** My name's Yasser.**Fatimah:** My name's Fatimah.**Yasser:** What's your name?**Fatimah:** What's your name?

2 Trace.

Aim: to practise tracing from left to right.

- Draw two parallel lines one, dotted line and an arrow on the board, like this:



- Ask a pupil to come to the board, give him/her the board pen and indicate that he/she should draw the line from left to right.
- Hold up your book in front of the class. Indicate Exercise 2.
- Pupils should trace the upper wavy line from left to right.
- Then they should draw their own wavy line in the lower picture.

3 Listen, do and say.

Aim: to introduce polite classroom instructions using *please* and *thank you*.

- Hold up your book in front of the class. Indicate Exercise 3.
- Say *Listen*. Play the CD (track 2).
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.
- Listen and repeat again. As pupils repeat you should follow the instructions and stand up, sit down.
- Play the CD again. This time, pupils should stand up and sit down as instructed.

AUDIOSCRIPT TRACK 2

Mr Waleed: Stand up, please.
Stand up, please.
Thank you.
Thank you.
Sit down, please.
Sit down, please.
Thank you.
Thank you.

Extra activity:

- In pairs, pupils should instruct each other to stand up and sit down. Check that they are saying *please* and *thank you*.

Homework: Workbook pages 8 and 9**Final activity:**

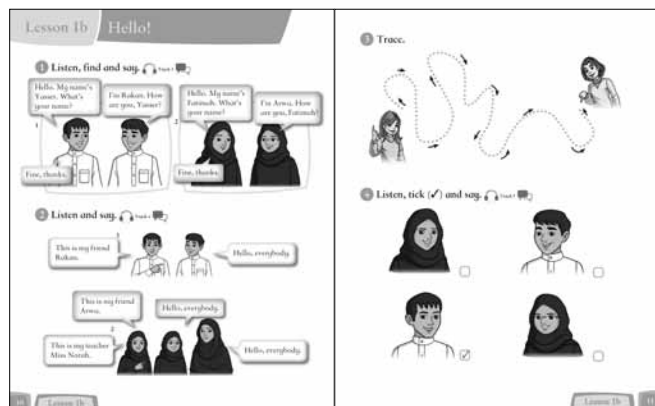
- Say *Well done*. Wave and say *Goodbye*. *Goodbye*.
- Pupils repeat *Goodbye*.

Language

Functions: Introductions**Grammar:** *I'm ... This is ...***Vocabulary:** *Fine/Thanks My friend/teacher***Pronunciation:** Polite intonation**Reading and writing:** More complicated tracing.

Bring to the lesson:

- the CD (tracks 3 – 6)
- the Pupil's Book (pages 10 and 11)
- the Workbook (pages 12 and 13)
- Flashcards of *Yasser* and *Fatimah*



To start:

- Greet the pupils. Wave and say *Hello, everybody*.
- Pupils repeat *Hello, (name or teacher)*.

Note: If the pupils repeat *Hello, everybody* demonstrate the difference. Greet one pupil *Hello, (name)*. Then look at the whole class and say *Hello, everybody*.

- Hold up the flashcard of *Yasser*. Say *Hello, Yasser*. Pupils repeat. Do the same with the flashcard of *Fatimah*.

1 Listen, find and say.

Aims: to revise greetings; to introduce *How are you?*

- Hold up your book in front of the class. Indicate Exercise 1.
- Say *Listen*. Point to Yasser and Rakan.
- Play the CD (track 3). Pupils point to Yasser and Rakan.
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.

AUDIOSCRIPT TRACK 3

1

Yasser: Hello. My name's Yasser.
Hello. My name's Yasser.
What's your name?
What's your name?

Rakan: I'm Rakan.
I'm Rakan.
How are you, Yasser?
How are you, Yasser?

Yasser: Fine, thanks.
Fine, thanks.

- Hold up your book in front of the class. Indicate Exercise 1.
- Say *Listen*. Point to Fatimah and Arwa.
- Play the CD (track 4). Pupils point to Fatimah and Arwa.

AUDIOSCRIPT TRACK 4

2

Fatimah: Hello. My name's Fatimah.
Hello. My name's Fatimah.
What's your name?
What's your name?

Arwa: I'm Arwa.
I'm Arwa.
How are you, Fatimah?
How are you, Fatimah?

Fatimah: Fine, thanks.
Fine, thanks.

- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.

Extra activity:

- Greet a pupil.
Teacher: *Hello.*
Pupil: *Hello.*
Teacher: *My name's (Mr/Miss/Mrs name). What's your name?*
Pupil: *My name's (name).*
Teacher: *How are you?*
Pupil: *Fine, thanks.*
- Indicate to pupils that they should go to other pupils and have the same dialogue, greeting and exchanging names.

2 Listen and say.

Aim: to teach introductions *This is ...*

- Hold up the flashcard of *Yasser* or *Fatimah*. Say *Hello, everybody. This is Yasser/Fatimah.*
- Hold up your book in front of the class. Indicate exercise 2.
- Say *Listen*. Point to Rakan, Arwa and Miss Norah.
- Play the CD (track 5). Pupils point to Rakan, Arwa and Miss Norah.

AUDIOSCRIPT TRACK 5

1

Yasser: This is my friend Rakan.
This is my friend Rakan.

Rakan: Hello, everybody.
Hello everybody.

2

Fatimah: This is my friend Arwa.
This is my friend Arwa.

Arwa: Hello, everybody.
Hello everybody.

3

Fatimah: This is my teacher Miss Norah.
Miss Norah: Hello, everybody.

- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.

Extra activity:

- Pupils introduce themselves and a friend to other pupils.

3 Trace.

Aim: to practise tracing from left to right with a more complex pattern.

- Hold up your book in front of the class. Indicate Exercise 3.
- Pupils should trace the upper wavy line from left to right.

Extra activity:

- In pairs, pupils draw figures on the left and right hand sides of a page (as in exercise 3). They then draw their own wavy dotted line between the two and hand to their partner to trace.

4 Listen, tick (✓) and say.

Aims: to familiarise pupils with the main Saudi children who appear in this book; to start them with an easy ticking (✓) exercise.

- Draw a ✓ on the board. Pupils copy.
- Hold up your book in front of the class. Indicate exercise 4.
- Say *Listen and tick*. Point to your ✓ on the board.
- Play the CD (track 6). Pupils ✓.
- Play the CD again. Pause after each line. Pupils point to the correct picture and repeat.

AUDIOSCRIPT TRACK 6

Man: This is Yasser.

This is Yasser.

This is Arwa.

This is Arwa.

This is Rakan.

This is Rakan.

This is Fatimah.

This is Fatimah.

Homework: Workbook pages 12 and 13**Final activity:**

- Say *Well done*. Wave and say *Goodbye. Goodbye.*
- Pupils repeat *Goodbye*.

Language

Functions: Describing colours

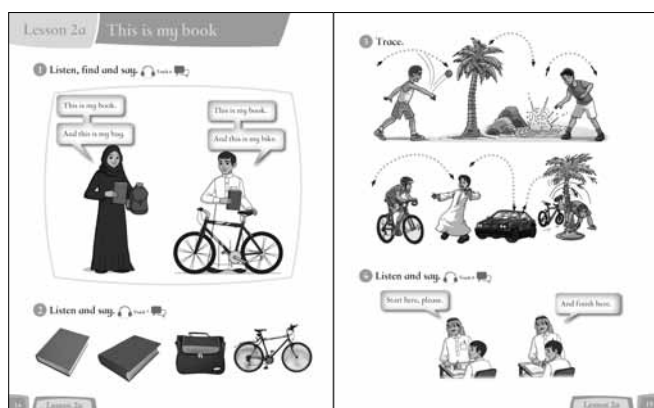
Grammar: *He/She/It's a ... Is he/she/it ... ? a*

Vocabulary: *red/blue/black book/start/finish bag/bike/ball*

Reading and writing: Tracing from left to right.

Bring to the lesson:

- the CD (tracks 7 – 9)
- the Pupil's Book (pages 14 and 15)
- the Workbook (pages 16 and 17)
- flashcards of *book, bag and bike, red, blue and black*



To start:

- Greet the pupils as in previous lessons.

1 Listen, find and say.

Aims: to introduce vocabulary with *This is my ...*

- Hold up your book in front of the class. Indicate Exercise 1.
- Say *Listen*. Play the first lines of the CD (track 7) and hold up the flashcard of a *book*. Pause and say *book*. Pupils repeat. Play the next lines and hold up the flashcard of a *ball*. Pause and say *ball*. Pupils repeat. Continue with the remaining lines.
- Say *Listen and find*. Play the CD again. Pupils listen and point to Fatimah, her book and ball as they hear the name/object. Then they do the same with Yasser, his book and bike.
- Say *Listen and repeat*. Play the CD. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 7

Fatimah: This is my book.

This is my book.

And this is my bag.

And this is my bag.

Yasser: This is my book.

This is my book.

And this is my bike.

And this is my bike.

2 Listen and say.

Aim: to introduce colours.

Language point:

Pupils may be confused as to the difference between *This is* and *It's*. At this early stage it will be sufficient to demonstrate like this:

- Place a book on your desk. Point to it and say *It's a book*.
- Pick the book up, show it to the class and say *This is a book*.
- Hold up your book in front of the class. Indicate Exercise 2.
- Hold up the flashcard *red*. Say *red*. Pupils repeat. Do the same with the flashcards *blue* and *black*.
- Say *Listen and find*. Play the CD (track 8). Pupils point to the objects as they hear them.
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 8

Fatimah: It's a red book.

It's a red book.

Yasser: It's a blue book.

It's a blue book.

Fatimah: It's a blue bag.

It's a blue bag.

Yasser: It's a black bike.

It's a black bike.

Extra activity:

- Hold up the flashcards *red* and *ball*. Pupils say *red ball*. Then *blue* and *bike* (*blue bike*). Continue combining the colours *red*, *blue* and *black* with the objects *book*, *bag* and *bike*.

3 Trace.

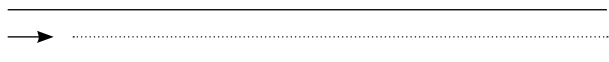
Aim: to give pupils further practice in drawing from left to right.

- Hold up your book in front of the class. Indicate Exercise 3.
- Pupils trace from left to right as indicated by the arrows. Check that they are tracing in the correct direction.

4 Listen and say.

Aim: to introduce pupils to further classroom instructions: *start*, *finish*.

- Draw two parallel lines, one dotted line and an arrow on the board, like this:



- Stand on the left of the lines. Place your pen on the board. Say *Start here*. Move to the right of the lines. Place your pen on the board. Say *And finish here*.
- Hold up your book in front of the class. Indicate exercise 4.
- Say *Listen*. Play the CD (track 9).
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.
- Listen and repeat again. Play the CD again.

AUDIOSCRIPT TRACK 9

Mr. Waleed: Start here, please.
 Start here, please.
 And finish here.
 And finish here.

Extra activity:

- Draw dots (.....) on the board in a wavy line. Ask a pupil to come to the board. Indicate the left hand side of the line and then the right, saying *Start here, please, and finish here*.
- In pairs, pupils draw their own wavy lines and instruct their partners where to *start* and *finish*.

Homework: Workbook pages 16 and 17**Final activity:**

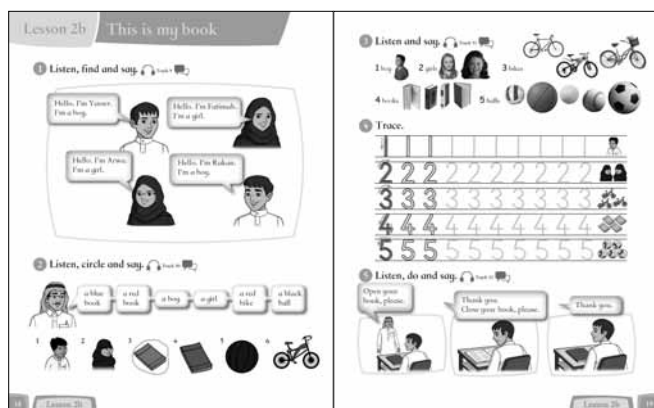
- Say *Well done*. Wave and say *Goodbye. Goodbye*.
- Pupils repeat *Goodbye*.

Language

Functions: Describing gender.**Grammar:** Plural *s***Vocabulary:** boy/girl numbers 1 – 5**Pronunciation:** 1 – 5 /s/ /z/ /θ/**Reading and writing:** Numbers 1 – 5

Bring to the lesson:

- the CD (tracks 10 – 13)
- the Pupil's Book (pages 18 and 19)
- the Workbook (pages 20 and 21)
- flashcards of *Yasser, Rakan, Fatimah* and *Arwa*
- flashcards numbers 1 – 5



To start:

- Greet the pupils as in previous lessons.

1 Listen, find and say.

Aims: to practise introductions; to state gender.

- Hold up the flashcard of *Yasser*. Say *Yasser*.
- Hold up the flashcard of *Fatimah*. Pupils say *Fatimah*. Repeat with the flashcards of *Rakan* and *Arwa*.
- Hold up the flashcard of *Yasser*. Say *a boy*. Pupils repeat *a boy*.
- Hold up the flashcard of *Fatimah*. Say *a girl*. Pupils repeat *a girl*.

Pronunciation note:

Be careful to pronounce *girl* /gɜːl/, avoiding the intrusive /r/ (/gɜːrl/).

- Hold up the flashcards of *Rakan* and *Arwa*. Pupils say *a boy* and *a girl* respectively.
- Hold up your book in front of the class. Indicate Exercise 1.
- Say *Listen and find*. Play the CD (track 10). Pupils point to the correct picture as they hear the voice.
- Say *Listen and repeat*. Play the CD again. Pause to give pupils time to repeat.

Note: You may prefer that boy pupils only repeat the words of *Yasser* and *Rakan*, girl pupils only *Fatimah* and *Arwa*.

AUDIOSCRIPT TRACK 10

Yasser: Hello. I'm Yasser. I'm a boy.

Hello. I'm Yasser. I'm a boy.

Fatimah: Hello. I'm Fatimah. I'm a girl.

Hello. I'm Fatimah. I'm a girl.

Arwa: Hello. I'm Arwa. I'm a girl.

Hello. I'm Arwa. I'm a girl.

Rakan: Hello. I'm Rakan. I'm a boy.

Hello. I'm Rakan. I'm a boy.

2 Listen, circle and say.

Aim: to practise vocabulary.

- Draw a book on the board. Say *Circle* and draw a circle round it. Draw a boy or girl on the board. Choose a pupil. Say *Circle, please*. The pupil circles the picture.
- Hold up your book in front of the class. Indicate Exercise 2.
- Say *Listen and circle*. Play the CD (track 11). Pupils circle the pictures as they hear them.

Note: The first item is already circled to reinforce the instruction.

- Say *Listen and repeat*. Play the CD again. Pause to give pupils time to repeat.

AUDIOSCRIPT TRACK 11

Mr. Waleed: a blue book a blue book
 a red book a red book
 a boy a boy
 a girl a girl
 a red bike a red bike
 a black ball a black ball

Extra activity:

- In pairs, one pupil says (for example) *a red bike*. The other pupil points to it in the book.

3 Listen and say.

Aims: to introduce the numbers 1 – 5; to introduce the plural –s.

- Hold up your book in front of the class. Indicate Exercise 3.
- Say *Listen and repeat*. Play the CD (track 12). Pause to give pupils time to repeat.

Pronunciation notes:

- 1 Check that pupils are using the correct sound for the plural –s. Girls/balls should end in the voiced /z/. Bikes/books in the unvoiced /s/. If necessary, stop the CD and practise /z/ and /s/ as individual sounds.
 - 2 Arabic speakers often have a problem with the English sound /θ/ (as in *three*). Listen carefully and, if necessary, teach the sound separately.
- Repeat the previous activity.

AUDIOSCRIPT TRACK 12

Woman: one boy one boy
 two girls two girls
 three bikes three bikes
 four books four books
 five balls five balls
 one two three four five

Extra activities:

- 1
 - Hold up the flashcards of numbers 1 – 5 in random order, one at a time. Pupils say the number they see.
- 2
 - Hold your hand up. Put up one finger. Say *one*. Put up three fingers. Pupils say *three*.
 - In pairs, pupils continue this activity.

4 Trace.

Aim: to trace and write the numbers 1 – 5.

Note: This is an important stage. For the first time pupils will be transferring the left to right skills that they have been practising to the creation of meaningful symbols.

- Hold up your book in front of the class. Indicate Exercise 4.
- Say *one* and demonstrate writing the letter 1 on the board. Make sure to copy the number in the exercise.
- Pupils should trace the number 1 in their books in the direction indicated by the arrow.
- Continue in the same way with the remaining numbers 4 – 5.
- Check their work carefully. Make sure that their numbers touch the upper and lower lines.

5 Listen, do and say.

Aim: to understand simple, polite classroom instructions.

- Hold up your book in front of the class. Indicate Exercise 5.
- Say *Listen and look*. Play the CD (track 13).
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.
- Say *Listen and do*. Play the CD again, indicating that this time, pupils should open and close their books with Yasser.

AUDIOSCRIPT TRACK 13

Mr. Waleed: Open your book, please.
 Open your book, please.
 Thank you.
 Close your book, please.
 Close your book, please.
 Thank you.

Homework: Workbook pages 20 and 21**Final activity:**

- Say *Well done*. Wave and say *Goodbye*. *Goodbye*.
- Pupils repeat *Goodbye*.

Answers:

Workbook activities

4

$$1 + 2 = 3 \quad 4 + 1 = 5$$

$$3 + 1 = 4 \quad 2 + 2 = 4$$

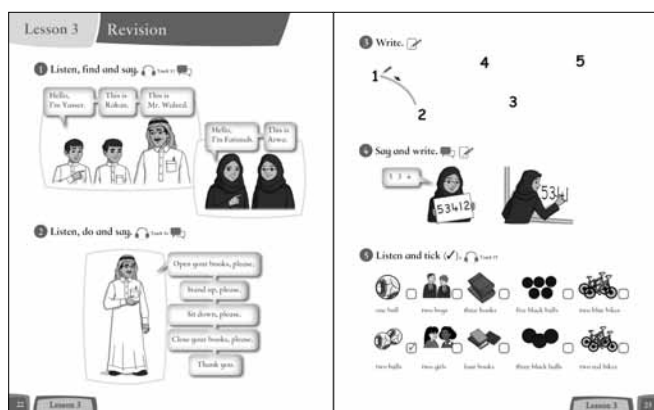
$$3 + 2 = 5 \quad 2 + 1 = 3$$

Language

Revision of language items in lessons 1 and 2.

Bring to the lesson:

- the CD (tracks 14 – 16)
- the Pupil's Book (pages 22 and 23)
- the Workbook (pages 24 and 25)
- a card with the numbers 3 2 5 4 1 written on it, large enough for all the pupils to see
- flashcards of *ball, boy, book, bike, girl* and colours *blue, red, black*



To start:

- Greet the pupils as in previous lessons.

1 Listen, find and say.

Aim: to revise introductions.

- Ask a pupil to come to the front of the class.
- Say *Hello, I'm (name)*. Indicate the pupil and say *This is (name)*.
- Hold up your book in front of the class. Indicate Exercise 1.
- Say *Listen and find*. Play the CD (track 14). Pupils point to Yasser, Rakan, Mr Waleed, Fatimah and Arwa as they hear the names.
- Say *Listen and repeat*. Play the CD again. Pupils repeat.

AUDIOSCRIPT TRACK 14

Yasser: Hello, I'm Yasser.

This is Rakan.

This is Mr. Waleed.

Fatimah: Hello, I'm Fatimah.

This is Arwa.

Extra activity:

- In groups of three or four, pupils take turns to introduce themselves.

Hello, I'm (name). This is (name) and this is (name).

2 Listen, do and say.

Aim: to revise classroom instructions with *please* and *thank you*.

- Hold up your book in front of the class. Indicate Exercise 2.
- Say *Listen and repeat*. Play the CD (track 15). Pause after each line for pupils to repeat.
- Say *Listen and do*. Play the CD again. Pause after each line for pupils to obey the instructions.

AUDIOSCRIPT TRACK 15

Mr. Waleed: Open your books, please.

Stand up, please.

Sit down, please.

Close your books, please.

Thank you.

Extra activity:

- In pairs or small groups, pupils take turns to be 'teacher' and give instructions to the other pupil(s).
- Check and make sure that the pupils are saying *please* and *thank you*.

3 Write.

Aim: to join the numbers 1 – 5 in the correct order.

- Hold up your book in front of the class. Indicate Exercise 3.
- Pupils join the numbers 1→2→3→4→5.
- Pupils check each other's work.

4 Say and write.

Aim: to practise saying and writing the numbers 1 – 5.

- Hold up your book in front of the class. Indicate Exercise 4.
- Ask a pupil to come to the board.
- Hold up your numbered card. Point to the first number, 3. The class say *three*. The pupil at the board writes 3.
- Continue with the remaining numbers 2, 5, 4, 1.
- In pairs, pupils write numbers 1 – 5 in a random order. They dictate to their partner who writes the numbers in the order dictated. Make sure that the listening/writing pupils cannot see the dictating pupils' numbers.

5 Listen and tick (✓).

Aim: to practise numbers and vocabulary.

- Hold up the flashcard of *a ball*. Ask pupils *What can you see?* Point to the ball and say *ball*. Point to the boy. Ask *What can you see?* Pupils say *boy*. Continue with the remaining flashcards.

Note: It does not matter that the pupils do not know the modal verb *can* yet. Your demonstration will show them that the question *What can you see?* requires them to say an item of vocabulary.

- Hold up your book in front of the class. Indicate Exercise 5.
- Say *What can you see?* Pupils work in pairs and name what they can see.
- Say *Listen and tick*. As you say the word *tick* draw a large ✓ on the board.
- Play the CD (track 16). Pupils should work in pairs and help each other find and tick the correct pictures.

Note: *One ball, two boys, five black balls, two red bikes, four books* do not appear on the CD. Check that pupils do not tick them.

AUDIOSCRIPT TRACK 16

Mr. Waleed: two balls

two balls

two girls

two girls

three books

three books

three black balls

three black balls

two blue bikes

two blue bikes

Extra activity:

- In pairs, pupils continue this activity. Each pupil chooses five of the items and says them to his/her partner who ticks the correct picture.

Homework: Workbook pages 24 and 25

Final activity:

- Say *Well done*. Wave and say *Goodbye*. *Goodbye*.
- Pupils repeat *Goodbye*.

Language

Functions: Agreeing and disagreeing

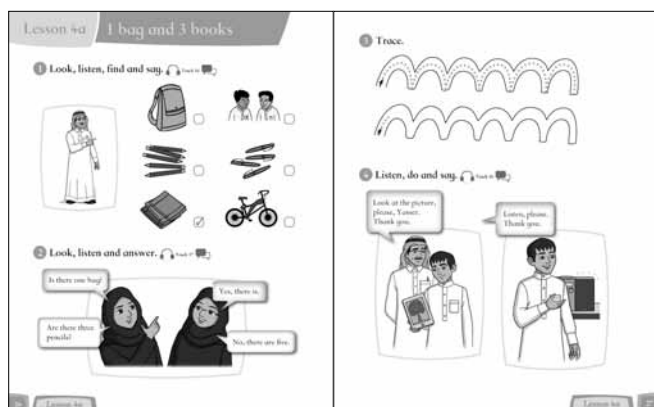
Grammar: *There's/There are ... Is there/Are there ... Look at ... Listen*

Vocabulary: 1 - 5 (rev) *pupil/pen/pencil/picture* Yes/No

Reading and writing: Tracing early letter shapes.

Bring to the lesson:

- the CD (tracks 17 – 19)
- the Pupil's Book (pages 26 and 27)
- the Workbook (pages 28 and 29)



To start:

- Greet the pupils as in previous lessons.

1 Look, listen, find and say.

Aims: to introduce new vocabulary; to practise numbers 1 – 5.

- Hold up your book in front of the class. Indicate Exercise 1.
- Point to the bag. Say *How many?* and answer *One*.
- Point to the pencils. Ask the class *How many?* (*Five*).
- Continue with the other objects.
- Say *Listen and tick*. As you say tick, draw a large ✓ on the board.
- Play the CD (track 17). Pause after each line for pupils to tick.

Note: The pupils will not know the new vocabulary pencil, pen, bag, pupil. They should be able, however, to deduce the objects by identifying the number.

Vocabulary note:

- Pupils may have difficulty differentiating the words boy and pupil. While Arabic explanations are where possible to be avoided, it may save confusion here to explain that a pupil is a child at school and may be a boy or a girl.

- Say *Listen and repeat*. Pause after each line for pupils to repeat.
- Check pupils' work.

AUDIOSCRIPT TRACK 17

Mr. Waleed: There are three books.

There are three books.

There's one bag.

There's one bag.

There are four pens.

There are four pens.

There are five pencils.

There are five pencils.

There's one bike.

There's one bike.

There are two pupils.

There are two pupils.

2 Look, listen and answer.

Aims: to ask and answer about numbers and objects.

- Hold up your book in front of the class. Indicate Exercise 2.
- Say *Listen*. Play the first two lines of the CD (track 18):
Fatimah: *Is there one bag?*
(point to the bag in Exercise 1)
Arwa: *Yes, there is.*
- Say *Listen and repeat*. Play the two lines again. Pause after each line for pupils to repeat.
- Say *Listen and answer*. Play the next line:
Fatimah: *Is there one bag?*
Pupils answer: *Yes, there is.*
- Repeat this activity with the next lines.
Fatimah: *Are there three pencils?*
Arwa: *No, there are five.*
- Say *Listen and repeat*. Play the remainder of the track. Pause after each line for pupils to repeat Fatimah's questions.
- Say *Listen and answer*. Play Fatimah's questions again. Pause after each question for pupils to answer.

Fatimah: *Is there one bike? Yes, there is.
Is there one bike?
Are there two pens? No, there are five.
Are there two pens?
Are there five pupils? No, there are two.
Are there five pupils?
Are there two books? No, there are three.
Are there two books?*

AUDIOSCRIPT TRACK 18

Fatimah: Is there one bag?

Arwa: Yes, there is.

Fatimah: Is there one bag?

Arwa: Yes, there is.

Fatimah: Are there three pencils?

Arwa: No, there are five.

Fatimah: Are there three pencils?

Arwa: No, there are five.

Fatimah: Is there one bike?

Is there one bike?

Are there two pens?

Are there two pens?

Are there five pupils?

Are there five pupils?

Are there two books?

Are there two books?

Extra activity:

- In pairs, pupils take turns to ask and answer their own questions:
A: *Are there four pencils?*
B: *Yes, there are.*
B: *Are there three pens?*
A: *No, there are two.*

3 Trace.

Aim: to practise tracing shapes that they will encounter when they start writing letters of the alphabet.

- Hold up your book in front of the class. Indicate Exercise 3.
- Pupils trace the dotted lines in the direction shown.
- They complete the second shape without the dotted lines.

4 Listen, do and say.

Aim: to practise the instructions *Look at ... / Listen ...*

- Hold up your book in front of the class. Indicate Exercise 4.
- Draw a simple picture on the board.
- Say *Look* (point to yourself).
- Play the first part of the CD (track 19). Look at your picture on the board.

- Say *Look* (point to yourself).
- Play the second part of the CD. Cup your hand to your ear as if listening to something.
- Say *Listen and do*. Play the CD. Pupils look at something and listen to something.
- Say *Listen and repeat*. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 19

Mr. Waleed: Look at the picture, please.

Look at the picture, please.

Thank you.

Listen, please.

Listen, please.

Thank you.

Extra activity:

- Pupils practise giving and obeying all the classroom instructions they have learnt in the book so far.

Homework: Workbook pages 28 and 29**Final activity:**

- Say *Well done* and *Goodbye* to pupils as in previous lessons.
- Pupils repeat *Goodbye*.

Answers:

Workbook activities

6

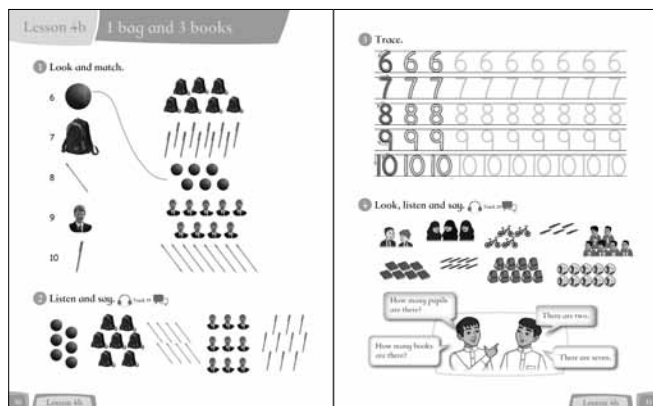
4, 2, 1, 5, 3

Language

Functions: Counting**Grammar:** *How many ... are there?* Regular plurals**Vocabulary:** 6 – 10**Pronunciation:** /p/ /b/ numbers**Reading and writing:** Forming the numbers 6 – 10.

Bring to the lesson:

- the CD (tracks 20 and 21)
- the Pupil's Book (pages 30 and 31)
- the Workbook (pages 32 and 33)
- flashcards of *Yasser, Rakan, Fatimah* and *Arwa*
- flashcards numbers 1 – 5



To start:

- Greet the pupils as in previous lessons.
- Revise the numbers 1 – 5. Hold up the flashcards of numbers in random order. Pupils say the numbers as they see them.

1 Look and match.

Aim: to introduce the shapes of the numbers 6 – 10.

- Hold up your book in front of the class. Indicate Exercise 1.
- Pupils match the pictures. The first, six balls, is done for them. Pupils may do this as a pair work activity.

2 Listen and say.

Aim: to introduce the numbers 6 – 10.

- Hold up your book in front of the class. Indicate Exercise 2.
- Say *Listen and find*. Say *six balls* and point to the six balls on the page.

- Play the CD (track 20). Pupils point to the objects as they hear them.
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.

Pronunciation notes:

- 1 Check again that pupils are using the correct sound for the plural –s. All these plurals should end in the voiced /z/.
- 2 Arabic speakers often have a problem differentiating the English sounds /b/ (as in *bag*) and /p/ (as in *pupil*). Listen carefully and, if necessary, teach the sounds separately.

AUDIOSCRIPT TRACK 20

Mr. Waleed: six balls

six balls

seven bags

seven bags

eight pencils

eight pencils

nine pupils

nine pupils

ten pens

ten pens

six seven eight nine ten

six seven eight nine ten

Extra activity:

- Draw 3 squares on the board. □□□. Say *Three*. Draw six squares. Say *Six*.
- Pupils do the same in pairs, using numbers 1 – 10.

3 Trace.

Aim: to form the numbers 6 – 10.

- Hold up your book in front of the class. Indicate Exercise 2.
- Pupils trace the numbers following the direction of the arrows.

- Check that the pupils' numbers are touching the upper and lower lines.

4 Look, listen and say.

Aims: to introduce *How many ... ?*; to practise the numbers 1 – 10.

- Hold up your book in front of the class. Indicate Exercise 4.
- Say *Listen and repeat*. Play the CD (Track 21). Pause after each line for pupils to repeat.
- Ask a pupil *How many bikes are there? (There are four.)*
- Pupils continue the exercise asking and answering about the

AUDIOSCRIPT TRACK 21

Yasser: How many pupils are there?
How many pupils are there?

Rakan: There are two.
There are two.

Yasser: How many books are there?
How many books are there?

Rakan: There are seven.
There are seven.

objects/people in the exercise.

Homework: Workbook pages 32 and 33

Final activity:

- Say *Well done* and *Goodbye* to pupils as in previous lessons.

Answers:

Workbook activities

5

7, 10, 9, 8, 6

6

$2 + 7 = 9$ $4 + 4 = 8$

$6 + 2 = 8$ $4 + 5 = 9$

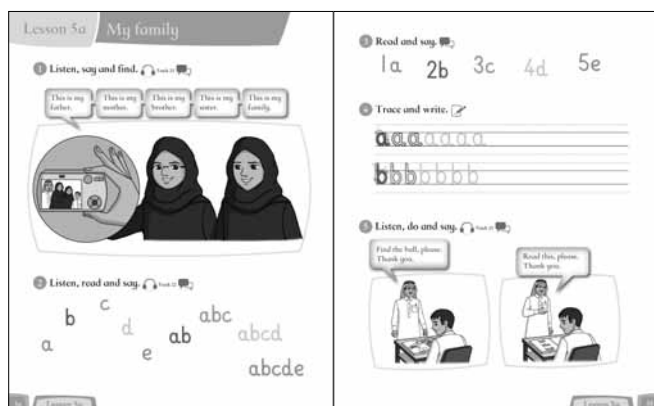
$5 + 5 = 10$ $7 + 3 = 10$

Language

Functions: Talking about family**Grammar:** *This is my ...***Vocabulary:** *mother/father/sister/brother/family find/read***Pronunciation:** letters *a – e /ð/***Reading and writing:** Reading letters *a – e*. Tracing and writing letters *a – b*.

Bring to the lesson:

- the CD (tracks 22 – 24)
- the Pupil's Book (pages 34 and 35)
- the Workbook (pages 36 and 37)
- flashcards letters *a – e*
- flashcards numbers *1 – 10*



To start:

- Greet the pupils as in previous lessons.

1 Listen, say and find.

Aim: to introduce close family members.

- Hold up your book in front of the class. Indicate Exercise 1.
- Point to Rakan. Say *Who's this?*
- Say *Listen. Look at me.*
- Play the first sentence of the CD (track 22). Point to Rakan's father.
- Say *Listen and point.* Play the CD. Pupils point to the family members as they hear them.
- Say *Listen and repeat.* Pause after each line for pupils to repeat.

Pronunciation note:

Arabic speakers often have a problem pronouncing the English sounds /ð/ (as in *father, brother*). Listen carefully and, if necessary, teach the sound separately.

AUDIOSCRIPT TRACK 22

Arwa: This is my father.

This is my father.

This is my mother.

This is my mother.

This is my brother.

This is my brother.

This is my sister.

This is my sister.

This is my family.

This is my family.

Extra activity:

- Hold up your book. Point to Rakan's mother. Say *mother*.
- Look at a pupil. Point to Rakan's sister. Pupil says *sister*.
- Pupils continue in pairs, taking turns to point to family members and say the correct word.

2 Listen, read and say.

Aim: to introduce the letters *a – e*.

- Say *Look and listen.*
- Play the CD (track 23).
- As pupils hear the letters, hold up the appropriate flashcard(s).
- Hold up your book in front of the class. Indicate Exercise 2.
- Say *Listen and point.*
- Play the CD again. Pupils point to the letter(s) they hear.
- Say *Listen and repeat.* Pause after each letter for pupils to repeat.

AUDIOSCRIPT TRACK 23

Mr. Waleed: a a b b c c d d e e ab ab abc abc abcd abcd
abcde abcde

Extra activity:

- Hold up the flashcards *a – e* in random order, sometimes two at a time. Pupils say the letter(s) they see.

3 Read and say.

Aim: to practise reading and saying letters.

- Hold up your book in front of the class. Indicate Exercise 3.
- Point to 1a. Say *1a*.
- In pairs, pupils read and say the numbers and letters.

4 Trace and write.

Aim: to practise tracing and writing the letters *a* and *b*.

- Slowly draw the letters *a* and *b* on the board. Follow the directions given by the arrows in the exercise.
- Hold up your book in front of the class. Indicate Exercise 4.
- Pupils trace and then write the letters *a* and *b*. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book as indicated.

5 Listen, do and say.

Aim: to understand and say the classroom instructions *Find* and *Read*.

- Hold up your book in front of the class. Indicate Exercise 5.
- Say *Look and listen*.
- Play the CD (track 24). Pupils look at the pictures.
- Say *Listen and repeat*. Pause after each sentence for pupils to repeat.

AUDIOSCRIPT TRACK 24

Mr. Waleed: Find the ball, please.

Find the ball, please.

Thank you.

Read this, please.

Read this, please.

Thank you.

Answers:

Workbook activities

4

**Homework: Workbook pages 36 and 37****Final activity:**

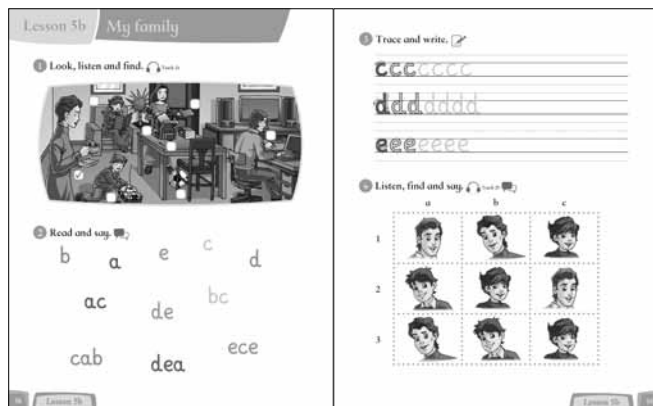
- Hold up the flashcards of random numbers (1 – 10) and letters (*a – e*) (for example 9c, 3e). Pupils say the letters/numbers they see.
- Say *Well done* and *Goodbye* to pupils as in previous lessons.

Language

Functions: Talking about family**Grammar:** *Who's this?***Vocabulary:** Revise previous vocabulary.**Reading and writing:** Tracing and writing letters c – e.

Bring to the lesson:

- the CD (tracks 25 and 26)
- the Pupil's Book (pages 38 and 39)
- the Workbook (pages 40 and 41)
- poster 1



To start:

- Greet the pupils as in previous lessons.
- Put up wall chart 1 where all the pupils can see it.

1 Look, listen and find.

Aim: to practise vocabulary from previous lessons.

- Say *Look and Listen*.
- Draw a tick on the board.
- Play the first word, mother, on the CD (track 25). Point to your tick, then pretend to draw a tick next to mother on the wall chart.
- Hold up your book in front of the class. Say Exercise 1 and point to the exercise.
- Say *Listen and tick*. Point to your tick as you say tick.
- Play the CD. Pause to give pupils time to tick the boxes as they hear the words.

AUDIOSCRIPT TRACK 25

Man: mother

mother

brother

brother

sister

sister

father

father

a ball

a ball

a book

a book

a bag

a bag

a pen

a pen

Extra activities:

1

- Play the CD again. Pause after each word for pupils to repeat.

2

- In pairs, pupils take it in turns to say the words and point to the people/objects in their books.

2 Read and say.

Aims: to practise reading and saying letters a – e.

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Point to the letter *b*. Say *b*.
- In pairs, pupils take turns to point to letters and say them.

3 Trace and write.

Aim: to practise tracing and writing the letters c – e.

- Slowly draw the letters *c*, *d* and *e* on the board. Follow the directions given by the arrows in the exercise.
- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Pupils trace and then write the letters *c*, *d* and *e*. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.

4 Listen, find and say.

Aims: to practise numbers, letters and family members.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *Listen and look*.
- Play the first line of the CD (track 26). As the voice says *1a* point to the picture in 1a. Say *father*.
- Say *Listen and repeat*. Play the first two lines of the audio. Pause after each sentence for pupils to repeat.
- Do the same for the second two lines. Pause for pupils to say *sister*.
- Play the remainder of the track. Pause after each question for pupils to answer.

AUDIOSCRIPT TRACK 26

Man: 1a. Who's this?

Family: Father.

Man: 1c. Who's this?

Family: Sister.

Man: 1b. Who's this?

Man: 2a. Who's this?

Man: 2c. Who's this?

Man: 3c. Who's this?

Answers:

1a father, 1c sister, 1b mother, 2a brother, 2c father, 3c sister

Extra activity:

- In pairs, pupils take turns. One says a number and a letter (e.g. 3b) and *Who's this?* The partner identifies the family member (*brother*).

Homework: Workbook pages 40 and 41

Final activity:

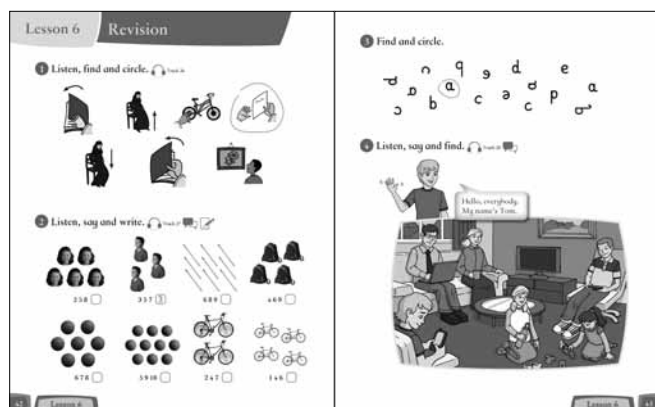
- Say *Well done* and *Goodbye* to pupils as in previous lessons.

Language

Revision of language items in the book so far.

Bring to the lesson:

- the CD (tracks 27 – 30)
- the Pupil's Book (pages 42 and 43)
- the Workbook (pages 44 and 45)



To start:

- Greet the pupils as in previous lessons.
- Choose a group of three or four pupils. Say *Stand up, please*. Say *one* and indicate a pupil who says *two*. Indicate another pupil who says *three* and so on up to *ten*.
- Arrange the pupils in groups of four or five. They repeat this activity. See how quickly they can say the numbers.

1 Listen, find and circle.

Aim: to practise saying and following classroom instructions.

- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Look at the pictures and repeat*.
- Play the CD (track 27). Pause after each sentence for pupils to repeat.
- Say *Listen and circle*. As you say the word *circle*, draw a circle on the board.
- Play the CD again. Pause after each sentence for pupils to circle the pictures.

AUDIOSCRIPT TRACK 27

Man: Read this, please.

Read this, please.

Open your book, please.

Open your book, please.

Find the bike, please.

Find the bike, please.

Stand up, please.

Stand up, please.

Look at the picture, please.

Look at the picture, please.

Sit down, please.

Sit down, please.

Close your book, please.

Close your book, please.

Extra activity:

- In pairs, pupils take turns to point to a picture and give the appropriate classroom instruction. Check and make sure they are saying *please* after each instruction.

2 Listen, say and write.

Aim: to practise numbers with known vocabulary.

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Point to the boys. Say *How many boys are there?* Pupils say *three* and you write 3 on the board.
- Say *Listen and write*. As you say the word *write*, make a writing motion with your hand.
- Play the CD (track 28). Pause after each sentence for pupils to write the numbers.
- Play the track again. In pairs, pupils check each other's work.

AUDIOSCRIPT TRACK 28

Man: How many boys are there?

How many bags are there?

How many girls are there?

How many pencils are there?

How many blue balls are there?

How many black bikes are there?

How many red balls are there?

How many red bikes are there?

Extra activity:

- Play the track again, pausing for pupils to repeat the questions.
- In pairs, pupils take turns to ask and answer about the number of objects in the pictures.

3 Find and circle.

Aim: to identify letters *a – e*.

- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- In pairs, pupils identify and circle only the shapes which are letters *a–e*.

Extra activity:

- On the board, write a few shapes that include a couple of letters (for example *b, d*).
- In pairs, pupils write shapes that include all the letters *a–e*. They then hand this to their partner to identify the letters.

4 Listen, say and find.

Aim: to revise introductions and family members.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Point to Tom. Say *Who's this? Listen*.
- Play the CD (track 29). If necessary, play the track twice. Each time asking *Who's this? (Tom)*
- Play the track again. Pause after each line for pupils to repeat.

Note: The genitive *'s* has not yet been introduced. This should not matter. The pupils will almost certainly not notice it. If you or the pupils are concerned by the appearance of *'s*, give a mini lesson.

- Draw a boy or girl on the board with hands out. Say *Fahad* or *Reema*. Now draw a book in their hands. Say *book*. Now indicate the boy/girl and the book and say *Fahad's/Reema's book*.

AUDIOSCRIPT TRACK 29

Man: This is Tom.

Tom: Hello, everybody. My name's Tom.

Man: And this is Tom's family.

- Say *Look at the picture. Find Tom*. Indicate Tom in the picture.
- Place the pupils in pairs.
- Say *Listen and find*. Play the CD (track 30).

AUDIOSCRIPT TRACK 30

Voice: Look at the picture. Find Tom.

Find Tom's father. Find Tom's mother.

Find Tom's brother. Find Tom's sisters.

- Pupils in pairs indicate the family members as they hear them.

Homework: Workbook pages 44 and 45**Final activity:**

- Say *Well done* and *Goodbye* to pupils as in previous lessons.

Answers:

Workbook activities

2

1 1 mother, 2 4 bike, 3 5 ball, 4 2 family, 5 6 sister, 6 3 picture

6

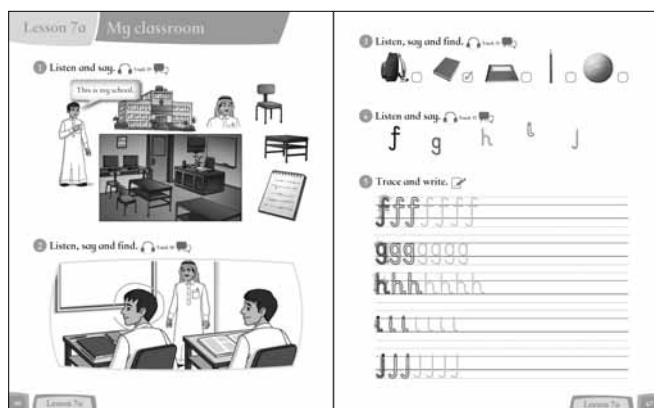
bag, ball, bike, sister, picture, book

Language

Functions: Talking about classroom**Grammar:** *Find***Vocabulary:** *classroom/teacher/desk/chair school notebook white/green***Pronunciation:** letters *f–j***Reading and writing:** letters *f–j*

Bring to the lesson:

- the CD (tracks 31 – 34)
- the Pupil's Book (pages 46 and 47)
- the Workbook (pages 48 and 49)
- poster 2
- flashcards letters *f–j*
- flashcards *white, green, blue, black, red*



To start:

- Greet the pupils as in previous lessons.

1 Listen and say.

Aim: to introduce classroom vocabulary with *This is my ...*

- Indicate the poster of a school and classroom.
- Say *Listen and repeat*. Point to the school and say *school*. Pupils repeat.
- Point to the classroom and say *classroom*. Pupils repeat.
- Do the same with *teacher, chair, desk, notebook*.
- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Listen and repeat*. Play the CD (track 31). Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 31

Yasser: This is my school.

This is my school.

This is my classroom.

This is my classroom.

This is my teacher.

This is my teacher.

This is my chair.

This is my chair.

This is my desk.

This is my desk.

This is my notebook.

This is my notebook.

2 Listen, say and find.

Aim: to practise classroom vocabulary with *Find*.

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Say *Listen and repeat*. Play the CD (track 32). Pause after each line for pupils to repeat.
- Say *Listen and find*. Hold up your book in front of the class. Play the first line again and point to Yasser. Pupils continue this activity with the next lines.

AUDIOSCRIPT TRACK 32

Man: Yasser.

Find his chair.

Find his desk.

Find his pen.

Find his teacher.

Find his pencil.

Find his notebook.

Find his book.

Find his classroom.

Extra activity:

- Pupils continue the activity, taking it in turns to say *Find ...* and to point to the person/object.

3 Listen, say and find.

Aim: to introduce and practise colours and classroom vocabulary using *find*.

- Hold up the flashcard *white*. Say *white*. Pupils repeat. Do this again. Repeat with the flashcard *green*.
- Hold up the flashcards of *red*, *blue*, *black*, *white* and *green* in any order. Pupils say the colours.
- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Say *Listen and repeat*. Play the CD (track 33). Pause after each line for pupils to repeat.
- Say *Listen and find*. Hold up your book in front of the class. Play the first line again and point to the book. Pupils continue this activity with the next lines.

AUDIOSCRIPT TRACK 33

Man: Find a red book.

Find a black bag.

Find a blue notebook.

Find a white ball.

Find a white ball.

Find a green pencil.

Find a green pencil.

Extra activity:

- Work in pairs. In turns, pupils point to any item in Exercise 3. Their partner says the word/s. Monitor the activity.

Pronunciation note:

Try to ensure pupils are differentiating the English sounds /b/ (as in *book*) and /p/ (as in *pen*).

4 Listen and say.

Aim: to introduce the letters *f–j*.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *Look and listen*. Play the first line of the CD (track 34).
- *black* Teacher repeats *black*.
- *f* Teacher repeats *f*.
- Say *Listen and repeat*.
- Play the CD again. Pupils repeat the colours and letters then the remaining lines of letters. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 34

Man: black f f

red g g

green h h

white i i

blue j j

f g

f g h

f g h i

f g h i j

5 Trace and write.

Aim: to practise tracing and writing the letters *f–j*.

- Hold up your book in front of the class. Say *Exercise 5* and point to the exercise.
- Say *f* and slowly draw letter *f* on the board. Follow the directions given by the arrows in the exercise.
- Pupils trace and then write the letter *f* in their books. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.
- Continue in the same way with the remaining letters *g–j*.
- Check their work carefully.

Homework: Workbook pages 48 and 49**Final activity:**

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

1 a, 2 b, 3 c, 4 d, 5 e, 6 f, 7 g, 8 h, 9 i, 10 j

4

1 2 3 4 5 6 7 8 9 10

Language

Functions: Talking about classroom

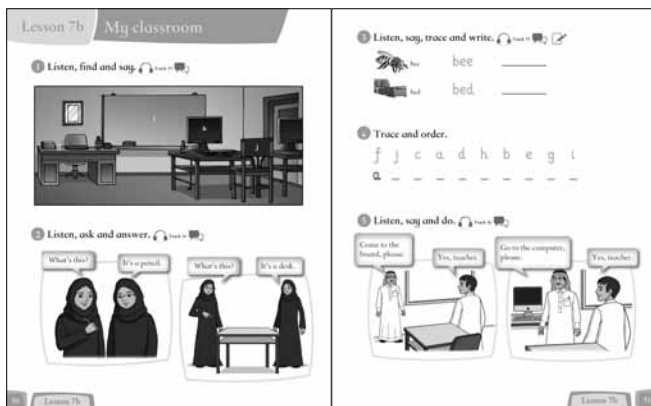
Grammar: *What's this? It's a ... Come/Go to ... Where's ... ?*

Vocabulary: computer/board/on

Reading and writing: Writing first words. Writing and ordering a – j.

Bring to the lesson:

- the CD (tracks 35 – 38)
- the Pupil's Book (pages 50 and 51)
- the Workbook (pages 52 and 53)
- flashcards a – j



To start:

- Greet the pupils as in previous lessons.

1 Listen, find and say.

Aims: to introduce *Where's ... ? It's on ...* ; to practise letters.

- Hold up the flashcard of letter a. Put it on your desk. Say *Listen. Where's a? It's on the desk.* Point to the card on the desk as you say the words.
- Say *Listen and repeat.* Say *Where's a?* Pupils repeat. Say *It's on the desk.* Pupils repeat.
- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Listen and point.* Play the first four lines of the CD (track 35: *Where's g? Where's g? It's on the desk. It's on the desk.*). Point to the desk in the picture.
- Play the complete CD track. Pupils point to the objects in their books.
- Say *Listen and repeat.* Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 35

Man: Where's g?

Where's g?

It's on the desk.

It's on the desk.

Where's j?

Where's j?

It's on the chair.

It's on the chair.

Where's i?

Where's i?

It's on the board.

It's on the board.

Where's h?

Where's h?

It's on the computer.

It's on the computer.

2 Listen, ask and answer.

Aim: to introduce *What's this? It's a ...*

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Say *Listen and repeat.* Play the CD (track 36). Pause after each line for the pupils to repeat.
- Play the first line of the CD again. Pupils answer the question.
- Do the same with the remaining lines.

AUDIOSCRIPT TRACK 36

Fatimah: What's this?

What's this?

Arwa: It's a pencil.

It's a pencil.

Fatimah: What's this?

What's this?

Arwa: It's a desk.

It's a desk.

Extra activity:

- In pairs, pupils ask and answer *What's this?* and point to items in the book or on their desks.

3 Listen, say, trace and write.

Aim: to introduce the relationship between spoken and written words.

- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Say *Look and listen*. Play the CD (track 37) and point to the bee and bed in the book as you hear the words.
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.
- Write the words *bee* and *bed* on the board to remind pupils how to form the letters.
- Pupils trace and write the letters in their books.
- Monitor their work. Make sure they go from left to right.

AUDIOSCRIPT TRACK 37

Man 1: b e e bee

b e e bee

Man 2: b e d bed

b e d bed

4 Trace and order.

Aim: to practise writing letters *a – j* in order.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Pupils trace the first line of letters.
- Say *Look*. Write the numbers *1 – 10* on the board in order. Count as you do so. Below this write the letter *a*. Say *a ... b ... c ...*
- Pupils write letters *a – j* in their books in order.

5 Listen, say and do.

Aim: to introduce and practise the classroom instructions *come* and *go*.

- Hold up your book in front of the class. Say *Exercise 5* and point to the exercise.
- Say *Listen and look*.
- Play the CD (track 38).
- Say *Listen and repeat*.

- Play the CD again. Pause after each line for the pupils to repeat.
- Choose a pupil and say *Come to the board, please ...*. The pupil comes to the board. Repeat with other pupils using *come* and *go*. Use *my desk, the computer, the board, my chair, pupils, yourself*, etc.

AUDIOSCRIPT TRACK 38

Mr. Waleed: Come to the board, please.

Come to the board, please.

Yasser: Yes, teacher.

Mr. Waleed: Go to the computer, please.

Go to the computer, please.

Yasser: Yes, teacher.

Homework: Workbook pages 52 and 53

Final activities:

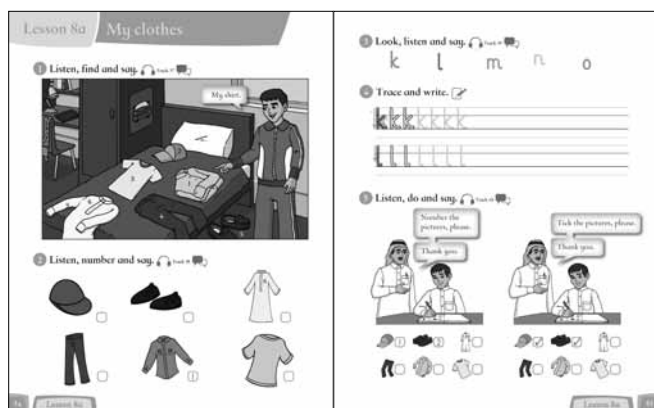
- Using the flashcards of *a – j*, put individual letters on furniture known to pupils and ask: *Where's ... ?* Pupils answer your questions.
- Say *Goodbye* to the pupils as in previous lessons.

Language

Functions: Describing clothes**Grammar:** *my ...***Vocabulary:** *shirt/shoes/thobe/trousers/cap/T-shirt clothes yellow/purple/grey***Pronunciation:** letters *k – o***Reading and writing:** letters *k – o*

Bring to the lesson:

- the CD (tracks 39 – 42)
- the Pupil's Book (pages 54 and 55)
- the Workbook (pages 56 and 57)
- poster 3
- flashcards of colours *purple, yellow, grey*
- flashcards of letters *k – o*



To start:

- Greet the pupils as in previous lessons.

1 Listen, say and find.

Aim: to introduce clothes vocabulary.

- Indicate the poster. Say *Listen and repeat*. Say *clothes*. Pupils repeat *clothes*.
- Point to the shirt. Say *shirt*. Pupils repeat. Do the same with: *cap, t-shirt, trousers, shoes, thobe*. Do this again.
- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Listen and find*. Play the first lines of the CD (track 39: **Rakan:** Hello, everybody. I'm Rakan. Look at my clothes. Look at my clothes. My shirt. My shirt.). Point to the shirt as you hear the words.
- Say *Listen and find*. Play the complete CD track. Pupils point to the clothes as they hear the words.

Note: The clothes on the bed are numbered in the order that they appear on the CD.

- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 39

Rakan: Hello, everybody. I'm Rakan.

Look at my clothes.

Look at my clothes.

My shirt. My shirt.

My cap. My cap.

My T-shirt. My T-shirt.

My trousers. My trousers.

My shoes. My shoes.

My thobe. My thobe.

Extra activity:

- In pairs, pupils take it in turns to say a number (for example 3) and the item of clothing.

2 Listen, number and say.

Aims: to introduce/practise vocabulary; to introduce *Number*.

- Hold up the flashcard *purple*. Say *Listen and repeat*. Say *purple*. Pupils repeat. Do this again. Repeat with *yellow* and *grey*.
- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Say *Listen and number*.
- Play the first line of the CD (track 40: **Man:** one green shirt green shirt)
- Point to the shirt and write 1 on the board.
- Play the complete CD track.
- Pupils number the remaining clothes.
- In pairs, they compare answers.
- Check with the class.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 40

Man: one green shirt green shirt
two black shoes black shoes
three white thobe white thobe
four purple cap purple cap
five yellow T-shirt yellow T-shirt
six grey trousers grey trousers

3 Look, listen and say.

Aim: to introduce the letters *k – o*.

- Say *Look and listen*. Pupils repeat. Do this again. Repeat with *yellow* and *grey*. Play the CD (track 41).
- As pupils hear the letters, hold up the appropriate flashcard(s).
- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Say *Listen and point*.
- Play the CD again. Pupils point to the letters as they hear them.
- Say *Listen and repeat*. Pause after each letter for pupils to repeat.

AUDIOSCRIPT TRACK 41

Man: k k k
l l l
m m m
n n n
o o o
klmno klmno

4 Trace and write.

Aim: to practise tracing and writing the letters *k – l*.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *k* and slowly draw letter *k* on the board. Follow the directions given by the arrows in the exercise.
- Do the same with *l*.
- Pupils trace and then write the letters. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.

5 Listen, do and say.

Aim: to practise *Number* and *tick*.

- Draw 3 pictures on the board.
- Say *Look and listen*.
- Play the CD (track 42). Number and tick your pictures as you hear the instructions.

AUDIOSCRIPT TRACK 42

Mr. Waleed: Number the pictures, please.
Number the pictures, please.
Thank you.
Tick the pictures, please.
Tick the pictures, please.
Thank you.

- Hold up your book in front of the class. Say *Exercise 5* and point to the exercise.
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for pupils to repeat.

Extra activity:

- In pairs, pupil 1 instructs pupil 2 to number the pictures in the book as he/she says the words in random order. Pupil 2 then instructs pupil 1 to tick the pictures.

Homework: Workbook pages 56 and 57

Final activities:

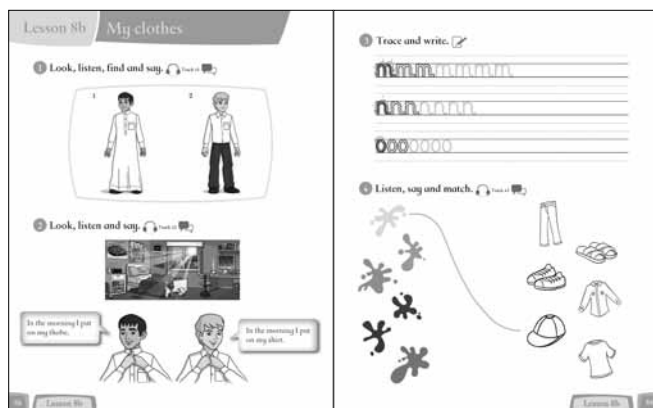
- In pairs, pupils draw clothes in their notebooks and swap with their partner. In turns, they say the clothes in random order and their partner numbers or ticks them.
- Say *Goodbye* to the pupils as in previous lessons.

Language

Functions: Describing clothes**Grammar:** Present simple: *In the morning I put on, match***Vocabulary:** sandals/brown/orange**Reading and writing:** letters *m – o*

Bring to the lesson:

- the CD (tracks 43 – 46)
- the Pupil's Book (pages 58 and 59)
- the Workbook (pages 60 and 61)
- coloured pencils
- flashcards *colours*



To start:

- Greet the pupils as in previous lessons.
- Revise colours by holding up flashcards and eliciting the words.
- Introduce *brown* and *orange* by holding up the flashcards and saying *Listen and repeat*.
- Say the colours and pause for the pupils to repeat. Do this twice.

1 Look, listen, find and say.

Aim: to practise vocabulary.

- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Look and listen*. Play the CD (track 43).
- Say *Listen and find*. Play the CD again. Pupils point to the boys in the picture and say the answers to: Boy 1 is ... Boy 2 is ...
- Say *Listen and repeat*.
- Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 43

Man: Look at the pictures. Listen to the colours and clothes.

Yasser, a white thobe. Yasser, a white thobe.

Tom, brown trousers. Tom, brown trousers.

Tom, a white shirt. Tom, a white shirt.

Tom, black shoes. Tom, black shoes.

Yasser, black shoes. Yasser, black shoes.

Boy 1 is ...

Boy 2 is ...

2 Look, listen and say.

Aim: to introduce *In the morning* and *I put on*.

- Hold up your book in front of the class. Say *Exercise 2* and point to the first picture in the exercise.
- Say *Listen and repeat*.
- Play the CD (track 44). Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 44

Man: In the morning ...

In the morning ...

- Say *Look and listen*. Play the CD (track 45).
- Say *Listen and repeat*.
- Play the CD again. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 45

Yasser: In the morning I put on my thobe.

In the morning I put on my thobe.

Tom: In the morning I put on my shirt.

In the morning I put on my shirt.

Extra activity:

- In pairs, pupils tell their partner what they put on in the morning.

3 Trace and write.

Aim: to practise tracing and writing the letters *m – o*.

- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Say *m* and slowly draw letter *m* on the board. Follow the directions given by the arrows in the exercise.
- Pupils trace and then write the letter *m* in their books. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.
- Continue in the same way with the remaining letters.

4 Listen, say and match.

Aims: to understand the instruction *match*; to revise colours and clothes.

Note: Pupils will deduce the two new colours *orange* and *brown* by matching them to the shirt and sandals.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *Listen and repeat*.
- Play the CD (track 46). Pause after each line for pupils to repeat.
- Say *Look, listen and match*. Hold up your book in front of the class. Play the first line of the CD again and trace the line from yellow to cap with your finger.
- Say *Listen and match*. Play the CD again. Pupils draw lines from the colours to the clothes.

AUDIOSCRIPT TRACK 47

Man: a yellow cap a yellow cap
 brown sandals brown sandals
 grey shoes grey shoes
 a purple T-shirt a purple T-shirt
 an orange shirt an orange shirt
 green trousers green trousers

Extra activity:

- In pairs, pupils draw clothes in their books. They then swap books and instruct their partner to colour the clothes. For example, a pupil says *blue shirt*. The partner then colours the shirt blue.

Homework: Workbook pages 60 and 61**Final activity:**

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

5

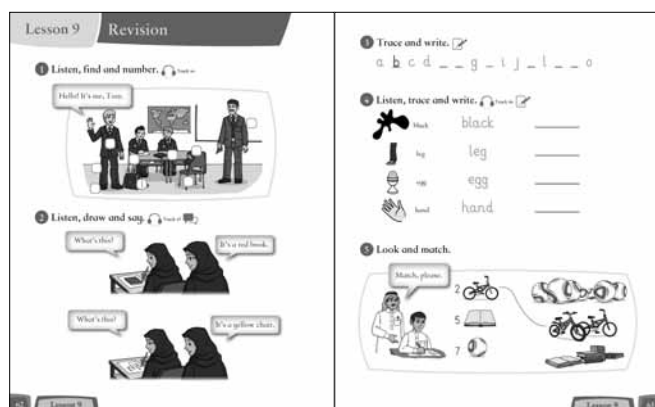
f g h i j
 k l m n o
 1 2 3 4 5
 6 7 8 9 10

Language

Revision of language items in the book so far.

Bring to the lesson:

- the CD (tracks 47 – 50)
- the Pupil's Book (pages 62 and 63)
- the Workbook (pages 64 and 65)
- coloured pencils



To start:

- Greet the pupils as in previous lessons.

1 Listen, find and number.

Aims: to revise *Find* and *Number*, to practise vocabulary.

- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Listen and look*. Play the CD (track 47).
- Say *Listen and number*.
- Play the CD again. Pupils number the pictures as they hear the words.

AUDIOSCRIPT TRACK 47

Tom: Hello! It's me, Tom.

Find and number, please:

One, my bag. One, my bag.

Two, my chair. Two, my chair.

Three, my desk. Three, my desk.

Four, my teacher. Four, my teacher.

Five, my notebook. Five, my notebook.

Six, my shirt. Six, my shirt.

Seven, my trousers. Seven, my trousers.

Eight, my cap. Eight, my cap.

Nine, my shoes. Nine, my shoes.

Extra activity:

- In pairs, pupils take it in turns to say a number (for example 7) and the correct word (*trousers*).
- OR:
- The first pupil says a word (*notebook*) and the partner says the number (5).

2 Listen, draw and say.

Aim: to revise *What's this? It's a ...*

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Say *Listen*. Play the CD (track 48).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 48

Fatimah: What's this?

Arwa: It's a red book.

Arwa: What's this?

Fatimah: It's a yellow chair.

Extra activity:

- In pairs, pupils draw and colour pictures then ask and answer *What's this? It's a ...*
- Monitor their work.

3 Trace and write.

Aim: to revise writing and ordering the letters *a – o*.

- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Pupils trace and complete the letters. Draw the letters *a – o* on the board to check their work. Say the letters as you write them.

Extra activity:

- Put pupils in circles of 4 or 5. They should practise saying the letters from a – o.

4 Listen, trace and write.

Aims: to link spoken and written words; to practise writing words.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *Look and listen*. Play the CD (track 49).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each line for pupils to repeat the letters and words.
- Say *Look*. Write the word *black* slowly on the board.
- Pupils trace and copy the words in their books. Make sure they write from left to right.

AUDIOSCRIPT TRACK 49

Man: b l a c k black

Woman: l e g leg

Man: e g g egg

Woman: h a n d hand

5 Look, listen and match.

Aims: to practise *match*; to practise numbers and vocabulary.

- Hold up your book in front of the class. Say *Exercise 5* and point to the exercise.
- Say *Listen*. Play the CD (track 50).
- Pupils match the numbers and pictures.

AUDIOSCRIPT TRACK 50

Mr. Waleed: Match, please.

Match, please.

Homework: Workbook pages 64 and 65**Final activities:**

- In pairs, pupils ask and answer *What's this?* pointing to any of the items on the page.
- Pupils instruct each other to *Find my ...* using their possessions and clothes.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

1 b, 2 a, 3 b, 4a, 5 b, 6 b, 7 a, 8 a

4

a b c d e f g h i j k l m n o

1 2 3 4 5 6 7 8 9 10

5

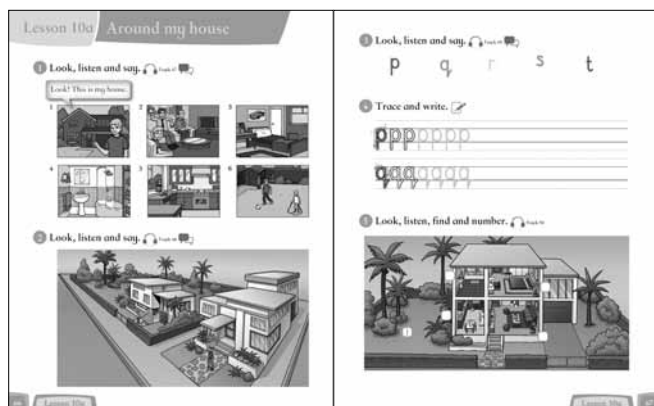
1 bike, 2 ball, 3 bag, 4 leg, 5 bee, 6 hand, 7 book

Language

Functions: Describing house**Grammar:** Revise *This is my ... This is a ...***Vocabulary:** living room/bathroom/kitchen garden/house/bedroom big/small**Pronunciation:** letters /k/ /g/**Reading and writing:** letters p – t

Bring to the lesson:

- the CD (tracks 51 – 54)
- the Pupil's Book (pages 66 and 67)
- the Workbook (pages 68 and 69)
- the poster of a house and garden.



To start:

- Greet the pupils as in previous lessons.
- Put up Poster 3 where all pupils can clearly see it.

1 Look, listen and say.

Aim: to introduce vocabulary of house and garden with *This is my ...*

- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Look and listen*. Play the CD (Track 51).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

Pronunciation note:

Arabic speakers often have a problem differentiating the English sounds /k/ (as in *kitchen*) and /g/ (as in *garden*). Listen carefully and, if necessary, teach the sounds separately.

AUDIOSCRIPT TRACK 51

Tom: Look! This is my house. This is my house.
 This is my living room. This is my living room.
 This is my bedroom. This is my bedroom.
 This is my bathroom. This is my bathroom.
 This is my kitchen. This is my kitchen.
 This is my garden. This is my garden.

Extra activity:

- Indicate the poster. Point to the living room. Say *This is the living room*. Continue the activity, eliciting sentences from the pupils.

Note: Use *the* rather than *my* in this activity.

2 Look, listen and say.

Aim: to introduce big and small.

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Say *Look and listen*.
- Play the CD (Track 52).
- Hold up the book. After each line point to the big house, small house, small garden, big garden.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat. Prompt the pupils to fill in the missing adjectives.

AUDIOSCRIPT TRACK 52

Tom: This is a big house. This is a big house.
Man: This is a small house. This is a small house.
Man: This is a small garden. This is a ... garden.
Man: This is a big garden. This is a ... garden.

Extra activity:

- Draw a big and small ball on the board. Point to each in turn and say *This is a ...* Pupils say *big ball/small ball*. They should then draw some pictures in their books of big and small objects that they know. They swap books with their partners and take turns to point to the pictures and say *This is a big ... /This is a small ...*

3 Look, listen and say.

Aim: to introduce the letters *p – t*.

- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Say *Look and listen*. Play the CD (track 53).
- Say *Listen and repeat*. Play the CD again. Pause after each letter or group of letters for the pupils to repeat.

AUDIOSCRIPT TRACK 53

Man: p p p
 q q q
 r r r
 s s s
 t t t
 pqrst pqrst

Extra activity:

- Hold up your book in front of the class and point to the letters. Say *Purple p*. Pupils repeat. Say *purple ...* and pause for pupils to say *p*. Continue the activity with the other colours and letters. Pupils can then do this in pairs, either starting with the colour or with the letter.

4 Trace and write.

Aim: to practise writing the letters *p–q*.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *p* and slowly draw letter *p* on the board. Follow the directions given by the arrows in the exercise.
- Do the same with *q*.
- Pupils trace and then write the letters in their books. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.

5 Look, listen, find and number.

Aim: to practise house vocabulary with *Find and number ...*

- Hold up your book in front of the class. Say *Exercise 5* and point to the exercise
- Say *Look and listen*. Play the CD (track 54).
- Say *Find and number*. Play the CD again. Pupils number the items as they hear them.
- Pupils compare answers.
- Check with the class.

AUDIOSCRIPT TRACK 54

Man: Find and number.

one the garden one the garden
 two the living room two the living room
 three the kitchen three the kitchen
 four the bedroom four the bedroom
 five the bathroom five the bathroom

Extra activity:

- Pupils can draw a simple plan of their own houses/flats and tell their partner about it. The plan can be a view from above or a cutaway (as in the pupil's book). *This is my living room. This is my ... etc.*

Homework: Workbook pages 68 and 69**Final activity:**

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

3Across

1 book
 2 desk
 3 bag
 4 leg
 5 pencil

Down

1 hand
 2 bike
 3 egg
 4 ball
 5 bee

4

12 bags
 26 balls
 37 books
 44 legs
 52 hands
 63 pencils
 71 bike
 810 eggs

Language

Functions: Describing position.

Grammar: *Where's the ...* prepositions of place (1)

Vocabulary: *next to/opposite/between*

Pronunciation: questions (↓)

Reading and writing: letters *r – t*

Bring to the lesson:

- the CD (tracks 55 – 57)
- the Pupil's Book (pages 70 and 71)
- the Workbook (pages 72 and 73)
- flashcards of colours
- flashcards of letters *p – t*



To start:

- Greet the pupils as in previous lessons.

1 Look, listen and say.

Aim: to introduce the prepositions: *next to, opposite, between*.

- Hold up your book in front of the class. Say *Exercise 1* and point to the exercise.
- Say *Look and listen*. Play the CD (track 55).
- Hold up the book. Point to the green, blue, red and brown houses as you hear them.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat. Check that they copy the intonation patterns in the questions.

AUDIOSCRIPT TRACK 55

Miss Norah: Where's the green house? Where's the green house?

Fatimah: It's next to the blue house. It's next to the blue house.

Miss Norah: Where's the red house?

Fatimah: It's next to the blue house.

Miss Norah: Where's the blue house?

Fatimah: It's between the green house and the red house.

It's between the green house and the red house.

Miss Norah: Where's the brown house?

Fatimah: It's opposite the blue house.

It's opposite the blue house.

Extra activity:

- Hold up the flashcards of *red* and *brown* next to each other. Ask *Where's red?* Pupils answer *It's next to brown*. Hold up red, green and brown with green between the other two colours. Ask *Where's green?* Pupils answer. Do the same with two colours facing each other for opposite. Continue the activity with other colour combinations.

2 Trace and write.

Aim: to practise writing the letters *r – t*.

- Hold up your book in front of the class. Say *Exercise 2* and point to the exercise.
- Say *r* and slowly draw letter *r* on the board. Follow the directions given by the arrows in the exercise.
- Do the same with *s* and *t*.
- Pupils trace and then write the letters in their books. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.

Extra activity:

- Hold up the flashcards *p – t* in random order. Pupils say the letter they see.

3 Listen, find and say.

Aim: to practise prepositions and vocabulary.

- Hold up your book in front of the class. Say *Exercise 3* and point to the exercise.
- Say *Look and listen*. Play the CD (track 56).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 56

Mr. Waleed: Where's the bathroom?

Yasser: It's between the big bedroom and the small bedroom.

- In pairs, pupils continue asking and answering questions about the picture using the prepositions they have learned in the lesson. e.g. *Where's the kitchen? It's opposite the big bedroom.*

4 Listen, trace and write.

Aim: to introduce vocabulary and write words using known letters.

- Hold up your book in front of the class. Say *Exercise 4* and point to the exercise.
- Say *Look and listen*. Play the CD (track 57).
- Say *Listen and repeat*. Play the CD again. Pause after each word for the pupils to repeat.
- Say *Look*. Write the word *red* on the board to remind pupils of the left-right direction. Do the same with the other words.
- Pupils trace and write the words in their books. Ensure they go from left to right and help with any difficulties.

AUDIOSCRIPT TRACK 57

Man 1: r e d red

Man 2: g i r l girl

Man 1: d o o r door

Man 2: t r e e tree

Man 1: m o s q u e mosque

Homework: Workbook pages 72 and 73

Final activity:

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

3

- 1 ball
- 2 bag
- 3 egg
- 4 bed
- 5 board
- 6 desk
- 7 bee
- 8 hand
- 9 book
- 10 leg

4

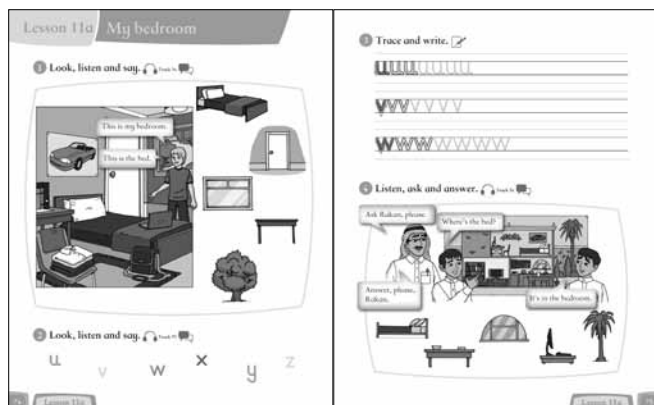
a b c d e f g h i j k l m n o p q r s t

Language

Functions: Describing furniture**Grammar:** *This is the ... It's in ...***Vocabulary:** *bed/table/door/window/tree/in/ask/answer***Pronunciation:** letters /t/ /d/**Reading and writing:** letters u–z

Bring to the lesson:

- the CD (tracks 58 – 60)
- the Pupil's Book (pages 74 and 75)
- the Workbook (pages 76 and 77)
- flashcards of all the letters
- flashcards of furniture *bed, table, door, window*



To start:

- Greet the pupils as in previous lessons.
- Say *Listen and repeat*. Hold up the flashcard of *bed*. Say *bed*. Pause for pupils to repeat. Say *bed* again. Pupils repeat. Do the same with *table, door* and *window*.

1 Look, listen and say.

Aim: to practise furniture vocabulary and introduce *tree*.

- Say *Exercise 1* and indicate the exercise.
- Say *Look and listen*. Play the first two lines of the CD (track 58).
- Hold up the book. Point to the bed as you hear the word.
- Play the complete CD. Pupils point at the objects as they hear them.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.
- Ask the pupils *Where's the tree?* Play the last line again if necessary to help them with the answer (*It's in the garden*).

AUDIOSCRIPT TRACK 58

Tom: This is my bedroom.

This is the bed. This is the bed.

This is the door. This is the door.

This is the window. This is the window.

This is the table. This is the table.

And look!

There's a tree in the garden. There's a tree in the garden.

Extra activity:

- In pairs, pupils take turns to point to the furniture and other items in the picture and practise saying *This is the ...*
- Monitor the activity.

2 Look, listen and say.

Aim: to introduce the letters u – z.

- Say *Look and listen*. Play the CD (track 59). As you hear the letters, hold up the flashcards u – z.
- Say *Exercise 2* and indicate the exercise.
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 59

Man: u u u

v v v

w w w

x x x

y y y

z z z

uvwxyz uvwxyz

3 Trace and write.

Aim: to practise writing the letters *u* – *w*.

- Say *Exercise 3* and indicate the exercise.
- Say *u* and slowly write the letter *u* on the board. Follow the directions given by the arrows in the exercise.
- Pupils trace and then write the letter *u* in their books. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.
- Continue in the same way with the remaining letters *v* – *w*.
- Check their work carefully.

Extra activities:

- Hold up random letters and elicit from the class.
- Put pupils into circles of 5 or 6. They should try to say the letters of the alphabet in order. At this stage this will be difficult so write the whole alphabet in large letters on the board for pupils to refer to if necessary.
a b c d e f g h i j k l m n o p q r s t u v w x y z
- Monitor and help with pronunciation.

4 Listen, ask and answer.

Aims: to understand the instructions *ask* and *answer*; to practise *in* and furniture vocabulary.

- Say *Exercise 4* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 60).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each sentence for the pupils to repeat.
- In pairs, pupils ask and answer about the other objects at the bottom of the picture.

AUDIOSCRIPT TRACK 60

Mr. Waleed: Ask Rakan, please. Ask Rakan, please.

Yasser: Where's the bed?

Mr. Waleed: Answer, please, Rakan. Answer, please, Rakan.

Rakan: It's in the bedroom.

Extra activity:

- Say *Look*. Put a pen in a bag. Choose a pupil and say *Ask, please*. The pupil asks *Where's the pen?* Choose a different pupil and say *Answer, please*. The pupil answers *It's in the bag*. In pairs, pupils continue prompting each other to ask and answer questions about other items in the book.
- Monitor the activity.

Homework: Workbook pages 76 and 77

Final activity:

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

3

5 five pupils, 2 two pictures

7

1 one pupil, 2 three chairs, 3 five trees, 4 four houses, 5 two pencils

Language

Functions: Describing furniture

Grammar: *Is ... ? Yes, it is./No, it isn't.*

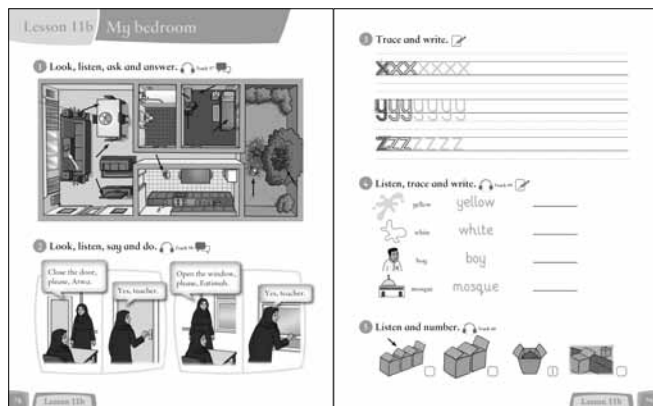
Vocabulary: *open, close (v)*

Pronunciation: Question intonation (↓). The alphabet.

Reading and writing: Letters x – z

Bring to the lesson:

- the CD (tracks 61 – 64)
- the Pupil's Book (pages 78 and 79)
- the Workbook (pages 80 and 81)



To start:

- Greet the pupils as in previous lessons.

1 Look, listen, ask and answer.

Aim: to introduce and practise *Yes, it is. No, it isn't.*

- Say *Exercise 1* and indicate the exercise.
- Hold up the book. Say *Find the bed* and point to the bed. Ask about other objects (for example *tree, table, bag*). Pupils point to the objects in their books.
- Say *Look and listen*. Play the CD (track 61).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each sentence for the pupils to repeat. Ensure they copy the intonation of the questions and answers.
- Practise asking and answering questions about the arrowed items with the class. (for example *Is the bag in the kitchen? Yes, it is. Is the ball in the living room? No, it isn't. It's in the garden.*)
- Pupils then continue the activity in pairs.

AUDIOSCRIPT TRACK 61

Woman: Is the bed in the bedroom?

Arwa: Yes, it is. Yes, it is.

Woman: Is the table in the garden?

Arwa: No, it isn't. No, it isn't.

It's in the living room. It's in the living room.

No, it isn't. It's in the living room.

2 Look, listen, say and do.

Aim: to practise *open* and *close*.

- Say *Exercise 2* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 62).
- Say *Listen and repeat*. Pause at the end of each line for the pupils to repeat.
- Open the classroom door. Choose a pupil and say *Close the door, please*. Choose another pupil and say *Open the door, please*. Continue practising *open* and *close* with book and (if practical in your classroom) window.

AUDIOSCRIPT TRACK 62

Miss Norah: Close the door, please, Arwa.

Close the door, please, Arwa.

Arwa: Yes, teacher.

Miss Norah: Open the window, please, Fatimah.

Open the window, please, Fatimah.

Fatimah: Yes, teacher.

3 Trace and write.

Aim: to practise writing the letters x – z.

- Say *Exercise 3* and indicate the exercise.
- Say x and slowly write the letter x on the board. Follow the directions given by the arrows in the exercise.
- Do the same with y and z.
- Pupils trace and then write the letters in their books. Check that they are following the directions of the arrows and that their letters are touching the lines drawn in the book.

4 Listen, trace and write.

Aim: to practise reading and writing words.

- Say *Exercise 4* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 63).

AUDIOSCRIPT TRACK 63

Man 1: yellow yellow

Man 2: white white

Man 1: boy boy

Man 2: mosque mosque

- Write the word *yellow* on the board to remind pupils to write from left to right. Pupils continue tracing and writing the words in their books. Make sure they write from left to right.

Extra activity:

- In pairs, pupils take it turns to spell one of the words (for example *B-O-Y*). Their partner points to the word.

5 Listen and number.

Aim: to practise prepositions.

- Say *Exercise 5* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 64).
- Say *Listen and number*. Play the CD again. Pupils number the pictures as they hear the words. Repeat the track as necessary.
- Check the pupils' work.

AUDIOSCRIPT TRACK 64

Man: Listen and number.

One in in

Two opposite opposite

Three next to next to

Four between between

Homework: Workbook pages 80 and 81

Final activities:

- Pupils write the alphabet a – z in their books. They should refer to earlier lessons to help with the order and formation of letters.
- Check by writing the alphabet on the board (see TB 11a ex. 3).
- Practise reading from a – z with the class.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

6

1 one, 2 two, 3 three, 4 four, 5 five

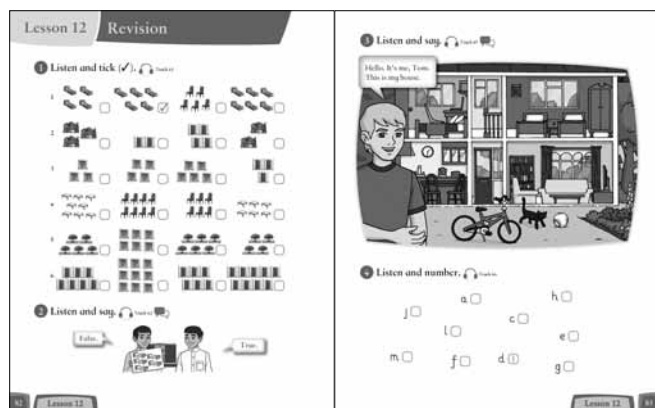
Language

Revision of language items in the book so far.

True/False

Bring to the lesson:

- the CD (tracks 65 – 68)
- the Pupil's Book (pages 82 and 83)
- the Workbook (pages 84 and 85)
- a number of small objects for example 5 pens/books
- flashcards of furniture *bed, table, chair, desk, door, window*
- flashcards of numbers *1 – 10* letters *a – z*



To start:

- Greet the pupils as in previous lessons.

1 Listen and tick (✓).

Aim: to practise numbers and vocabulary.

- Say *Exercise 1* and indicate the exercise.
- Draw on the board: 2 books, 3 pens, 3 books, with a box by each. Say *3 books* and tick the box.
- Say *Listen and tick*. Play the CD (track 65). Pause to give pupils time to count the objects. Pupils tick the correct pictures.
- Pupils compare their answers with a partner.
- Play the CD again.
- Check their work.

AUDIOSCRIPT TRACK 65

Man: Five beds Five beds

Two houses Two houses

Three windows Three windows

Eight chairs Eight chairs

Six trees Six trees

Nine doors Nine doors

2 Listen and say.

Aims: to introduce *True* and *False*; to practise vocabulary.

- Say *Exercise 2* and indicate the exercise. Say *Listen*. Play the CD (track 66).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 66

Man: There are seven beds.

Yasser: False. False.

Man: There are five beds.

Yasser: True. True.

Extra activity:

- Say *Look and listen*. Put 2 pens (or other objects) on your desk. Say *There are three pens* and elicit *false* from the pupils. Continue with the practice using different numbers of pens and eliciting *true* or *false*.

3 Listen and say.

Aim: to practise vocabulary and *true/false*.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen and say 'true or false'*.
- Play the CD (track 67). Pause after the appropriate lines for pupils to say *true* or *false*. Play the CD again and repeat the game.
- In pairs, pupils continue playing the game.

AUDIOSCRIPT TRACK 67

Tom: Hello. It's me, Tom.

This is my house.

Look at the picture. Listen to me. Say true or false.

There's a table in the small bedroom. There's a table in the small bedroom.

It's true!

There's a table in the big bedroom. There's a table in the big bedroom.

It's false!

There are two trees in the garden. There are two trees in the garden.

It's false!

There are books in the living room. There are books in the living room.

It's true!

Now you play.

4 Listen and number.

Aims: to practise reading letters; to practise writing numbers 1 – 10.

- Say *Listen and repeat*. Play the CD (track 68). Pupils repeat.
- Say *Exercise 4* and indicate the exercise.
- Say *Listen and number*. Play the CD again. Pupils number the letters.
- Write the answers on the board for pupils to check.

AUDIOSCRIPT TRACK 68

Man: one d d

two a a

three h h

four g g

five f f

six m m

seven j j

eight l l

nine c c

ten e e

Answers:

d 1 a 2 h 3 g 4 f 5 m 6 j 7 l 8 c 9 e 10

Homework: Workbook pages 84 and 85

Final activities:

- Hold up the flashcards of furniture. Elicit the vocabulary. Do the same with random letters and numbers.
- Say *Listen and write*. Say *s* and write it on the board. Do the same with *o*. Continue dictating random letters to the class. Pupils write them in their books. Pupils could continue this in pairs with letters or numbers.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

1

boy

trousers

shoes

thobe

cap

t-shirt

girl

headscarf

sandals

2

window

door

big ball

small ball

3

Pupils should write:

door

pupil

window

board

teacher

chair

4

on, in, between, next to, opposite

Language

Functions: Talking about possessions.

Grammar: possessive adjectives *our/my*

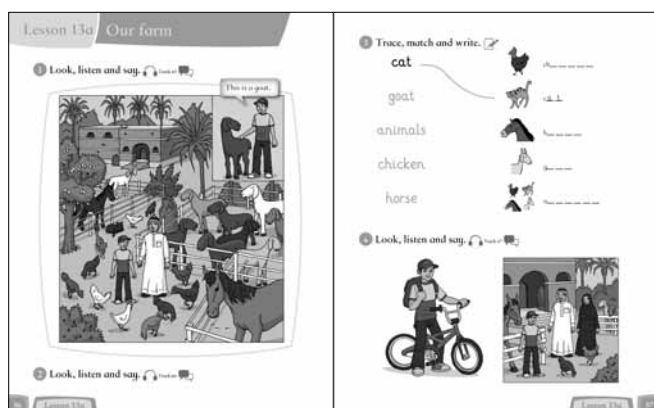
Vocabulary: *cat/goat/chicken/horse*

Pronunciation: /tʃ/

Reading and writing: animal vocabulary

Bring to the lesson:

- the CD (tracks 69 – 72)
- the Pupil's Book (pages 86 and 87)
- the Workbook (pages 88 and 89)
- flashcards of animals: *cat, goat, chicken, horse*



To start:

- Greet the pupils as in previous lessons.
- Say *Listen and repeat*. Hold up the flashcard of a *cat*. Say *cat*. Pupils repeat the word. Do the same with *goat, chicken* and *horse*.

1 Look, listen and say.

Aim: to introduce vocabulary and possessives *my/our*.

- Say *Exercise 1* and indicate the exercise.
- Hold up your book and point to Yasser's father. Play the CD (track 69).
- Say *Who's this? Look and Listen*.
- Say *Listen and repeat*. Play the CD again. Pause after each sentence for the pupils to repeat.

AUDIOSCRIPT TRACK 69

Yasser: Hello, everybody. This is my father.

Yasser's father: Hello, everybody.

Yasser: This is our farm. This is our farm.

And these are our animals.

2 Look, listen and say.

Aim: to introduce animal vocabulary.

- Say *Exercise 2* and indicate the exercise.
- Say *Look at the picture and point*. Play the CD (track 70). Pupils point to the animals as they hear the words.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

Pronunciation note:

Arabic speakers often have a problem pronouncing the English sound /tʃ/ (as in *chicken*). Listen carefully and, if necessary, teach the sound separately.

AUDIOSCRIPT TRACK 70

Yasser: This is a goat. This is a goat.

This is a chicken. This is a chicken.

This is a horse. This is a horse.

This is a cat. This is a cat.

Extra activity:

- In pairs, pupils can take turns pointing to the animals and any other items they know (for example *house, tree*). The partner identifies the animal/object *This is a ...*

3 Trace, match and write.

Aim: to practise reading and writing animal words.

- Say *Look and write*. Hold up the flashcard of a *cat*. Say *cat* and write the word *cat* on the board. Do the same with the other animal words.
- Say *Look and read*. Point to the word *cat* on the board. Pupils read aloud. Do the same with the other words, helping where necessary.
- Say *Exercise 3* and indicate the exercise.
- Say *Trace, match and write*. Pupils trace the words, join them to the corresponding pictures and then copy the words.
- In pairs, pupils check each other's work.

4 Look, listen and say.

Aim: to practise vocabulary and possessives *my/our*.

- Say *Exercise 4* and indicate the exercise.
- Say *Listen*. Play the CD (track 71).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each sentence for pupils to repeat.

AUDIOSCRIPT TRACK 71

Yasser: This is my bike. This is my bike.

This is my bag. This is my bag.

This is my bike and this is my bag.

- Say *Look and listen*. Hold up your bag (or any object that pupils know). Say *This is my bag*. Then indicate the classroom. Say *This is our classroom*. *This is our classroom and this is our school*.
- Say *Listen*. Play the CD (track 72).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each line for pupils to repeat.

AUDIOSCRIPT TRACK 72

Yasser: This is our farm. This is our farm.

This is our house. This is our house.

This is our farm and this is our house.

Homework: Workbook pages 88 and 89

Final activities:

- In pairs, pupils say one of the animal words and their partner writes it in their books. When they are confident, they can try to do this without referring to the printed words and then check each other's work.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

The differences are:

chickens
cats
bike
goats
boy
horse

3

house

bathroom
kitchen
living room
bedroom

school

teacher
board
desk
notebook

family

mother
sister
father

animals

horse
chicken
cat
goat

4

Across

1 cap
2 bag
3 sandals
4 thobe
5 garden

Down

1 classroom
2 ball
3 shoes
4 egg

Language

Functions: Describing position.

Grammar: Revise *Where's ...* prepositions of place (2) *Touch ... , please.*

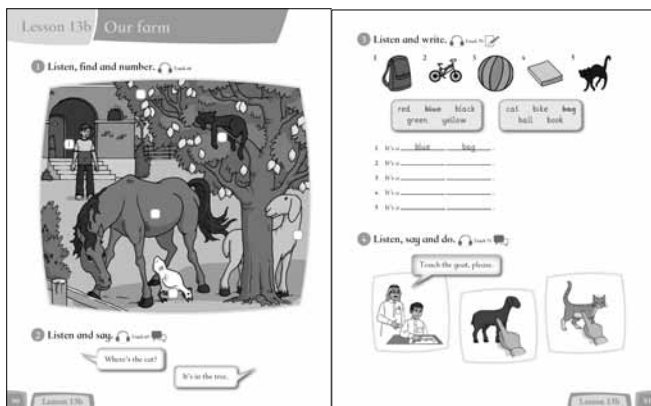
Vocabulary: tree under/behind/in front of/in/next to

Pronunciation: Intonation in questions.

Reading and writing: Completing sentences.

Bring to the lesson:

- the CD (tracks 74 – 76)
- the Pupil's Book (pages 90 and 91)
- the Workbook (pages 92 and 93)



To start:

- Greet the pupils as in previous lessons.

1 Listen, find and number.

Aim: to practise vocabulary and numbers.

- Say *Exercise 1* and indicate the exercise.
- Say *Look at the picture and listen*. Play the CD (track 73).
- Say *Listen, find and number*. Play the CD again. Pupils number the items as they hear them.
- Check their work.

AUDIOSCRIPT TRACK 73

Man: Find one, Yasser.

Find two, the tree.

Find three, the horse.

Find four, the chicken.

Find five, the cat.

Find six, the goat.

2 Listen and say.

Aims: to practise *in* and *next to*: to introduce *in front of*, *under*, *behind*.

- Say *Exercise 2* and indicate the exercise.
- Say *Listen*. Play the CD (Track 74).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each line for pupils to repeat. Make sure they use the correct intonation in the questions.

AUDIOSCRIPT TRACK 74

Man 1: Where's the cat?

Man 2: It's in the tree.

Man 1: Where's the horse?

Man 2: It's next to the tree.

Man 1: Where's Yasser?

Man 2: He's in front of the house. He's in front of the house.

Man 1: Where's the chicken?

Man 2: It's under the horse. It's under the horse.

Man 1: Where's the goat?

Man 2: It's behind the tree. It's behind the tree.

- Ask the last questions again to provide more practice. *Where's Yasser? Where's the chicken? Where's the goat?*

Extra activity:

- In pairs, pupils ask and answer questions about the picture. Monitor the activity.

3 Listen and write.

Aim: to practise reading and writing words.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen*. Play the CD (track 75).
- Say *Listen and write*. Play the first line of the CD again. Point to the example in the book.

- Play the rest of the track. Pause after each sentence for the pupils to write.
- In pairs, pupils check each other's work.
- Play the complete track again for the pupils to check their sentences.
- Elicit the answers from the class and write them on the board to check.

AUDIOSCRIPT TRACK 75

Man: One It's a blue bag.
Two It's a red bike.
Three It's a green ball.
Four It's a yellow book.
Five It's a black cat.

Answers:

1 blue bag, 2 red bike, 3 green ball, 4 yellow book, 5 black cat

Extra activity:

- In pairs, pupils take it in turns to say a number and their partner reads the corresponding sentence in their books.

4 Listen, say and do.

Aim: to introduce and practise the instruction *Touch ... , please.*

- Say *Exercise 4* and indicate the exercise.
- Say *Listen*. Play the CD (track 76).
- Say *Listen and repeat*. Play the CD again. Pause at the end of each line for pupils to repeat.

AUDIOSCRIPT TRACK 76

Mr. Waleed: Touch the goat, please.
Touch the goat, please.
Touch the cat, please.
Touch the cat, please.

- Say *Listen and do*. Hold up your book and say *Touch the goat, please*. Touch the picture of the goat and check that the pupils are touching the goats in their books. Do the same with the picture of the cat.

Extra activity:

- In pairs, pupils should instruct each other to touch items in the classroom. Make sure they say please.

Homework: Workbook pages 92 and 93

Final activities:

- In pairs, pupils ask and answer *Where's the ... ?* using their own items such as pens and books which they should place in different positions.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10

3

2 two
4 four
1 one
9 nine
5 five
8 eight
3 three
6 six
7 seven
10 ten

4

1 in, 2 on, 3 next to, 4 in front of, 5 under, 6 behind

5

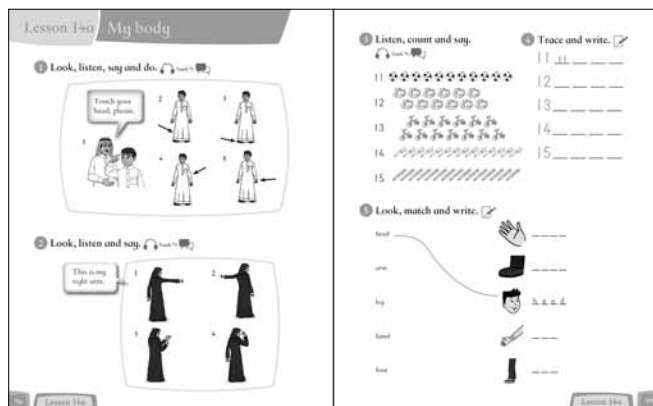
bedroom
kitchen
living room
bathroom
house
garden
table
chair
door

Language

Functions: Describing parts of body.**Grammar:** possessive adjectives (2)**Vocabulary:** *body/head/arm/hand/leg/foot your left/right* 11 – 15**Pronunciation:** Numbers**Reading and writing:** Numbers 11 – 15, parts of the body

Bring to the lesson:

- the CD (tracks 77 – 79)
- the Pupil's Book (pages 94 and 95)
- the Workbook (pages 96 and 97)
- poster 4



To start:

- Greet the pupils as in previous lessons.
- Put up the poster where the pupils can clearly see it.
- Point to the poster. Say *Listen and repeat*. Point to a head in the poster. Say *head*. Pupils repeat *head*. Do the same with *leg*, *foot*, *arm* and *hand*.

1 Look, listen, say and do.

Aims: to introduce *your*; to practise vocabulary with *Touch your ...*

- Say *Exercise 1* and indicate the exercise.
- Say *Look, listen and repeat*. Play the CD (track 77). Pause after each line for pupils to repeat. At the same time pupils should look at the pictures of Rakan 1 – 5.
- Say *Look*. Play the CD lines 1 and 2 again. At the same time touch your head.
- Say *Listen and touch*. Play the CD again. Pupils touch the parts of their body they hear.

AUDIOSCRIPT TRACK 77

Mr. Waleed: Head Head

Touch your head, please.

Leg Leg

Touch your leg, please.

Foot Foot

Touch your foot, please.

Arm Arm

Touch your arm, please.

Hand Hand

Touch your hand, please.

Extra activity:

- In pairs, pupils give each other instructions to touch their *head/leg/foot/arm/hand*. They should say *Touch your ... , please*. Make sure they use *your*.

2 Look, listen and say.

Aim: to introduce and practise *left* and *right*.

- Say *Exercise 2* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 78) while pupils look at the pictures of Arwa (1 – 4).
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 78

Arwa: This is my right arm. This is my right arm.

This is my left arm. This is my left arm.

This is my left hand. This is my left hand.

This is my head. This is my head.

Extra activity:

- Say *Look and listen*. Indicate your right arm and say *This is my right arm*. Indicate your left arm and say *This is my left arm*. Do the same with your hands. Pupils should continue the practice in pairs, using *arms, legs, hands* and *feet*.

3 Listen, count and say.

Aim: to introduce and count from 11 – 15.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen*. Play the CD (track 79).
- Say *Listen and repeat*. Play the CD again. Pause after each number or group of numbers for pupils to repeat.
- Say *Look and count*. Point to the picture of 15 pens. Start to count from 1 – 11. Indicate that the pupils should count with you.

AUDIOSCRIPT TRACK 79

Man: eleven eleven
 twelve twelve
 thirteen thirteen
 fourteen fourteen
 fifteen fifteen
 eleven, twelve, thirteen, fourteen, fifteen

Extra activity:

- Say *Point and count*. Pupils practise counting the objects in *Exercise 3*. Make sure they move their fingers from left to right across the page.

4 Trace and write.

Aim: to write the numbers 11 – 15.

- Say *Trace and write*. Indicate the exercise. Pupils trace and write the numbers in their books. They can look back to Lesson 2b if they need help with the number formation.

5 Look, match and write.

Aim: to read and write vocabulary.

- Say *Exercise 5* and indicate the exercise.
- Say *Look, match and write*. Pupils join the words to the pictures using the first letter as clues. They should then copy the words.
- In pairs, pupils check each other's work.

Homework: Workbook pages 96 and 97

Final activity:

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

3

left arm, right arm, left leg, right leg

4

15 pens ✓, 13 chickens ✗, 13 caps ✗, 12 T-shirts ✗, 11 chickens ✓

6

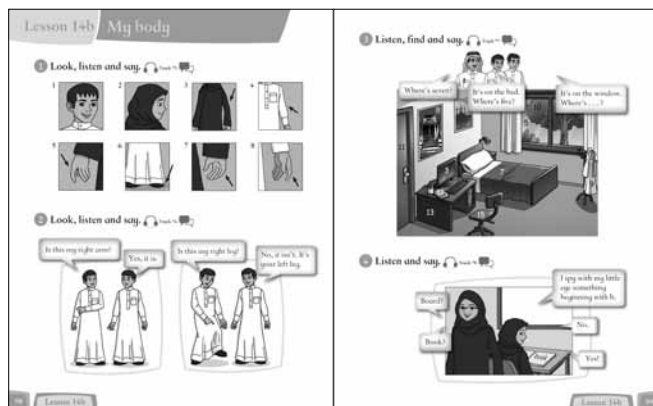
big bag, big mosque, small bag, small mosque

Language

Functions: Agreeing/disagreeing**Grammar:** *Yes, it is. No, it's his/her/your ...***Vocabulary:** *his/her***Pronunciation:** word stress**Reading and writing:**

Bring to the lesson:

- the CD (tracks 80 – 83)
- the Pupil's Book (pages 98 and 99)
- the Workbook (pages 100 and 101)
- flashcards 1 – 20 (see Extra activity exercise 3)



To start:

- Greet the pupils as in previous lessons.

1 Look, listen and say.

Aims: to introduce *Is this his/her ... ? Yes, it is./No, it isn't. It's ...* ; to practise word stress when contrasting two items.

- Say *Exercise 1* and indicate the exercise.
- Say *Listen*. Play the CD (track 80).
- Say *Listen and repeat*. Play the first part of the CD again (Line 1 **Man:** One Is this his head? Is this his head? to Line 8 **Rakan:** No, it isn't. It's his left arm. It's his left arm.). Pause after each line for pupils to repeat. Make sure pupils stress the words right and left following *No, it's ...*
- Say *Listen and answer*. Play the final part of the CD (**Woman:** Five Is this her left hand? Is this her left hand? (Yes, it is.) **Man:** Six Is this his right foot? Is this his right foot? (No, it isn't. It's his left foot.)

Woman: Seven Is this her left hand? Is this her left hand? (No, it isn't. It's her right hand.)

Man: Eight Is this his left hand? Is this his left hand? (Yes, it is.). Pause after each line for pupils to answer. Make sure they stress the words right and left when they answer *No, it's ...*

AUDIOSCRIPT TRACK 80

Man: One Is this his head? Is this his head?

Rakan: Yes, it is.

Woman: Two Is this her head? Is this her head?

Arwa: Yes, it is.

Woman: Three Is this her left arm? Is this her left arm?

Arwa: No, it isn't. It's her right arm. It's her right arm.

Man: Four Is this his right arm? Is this his right arm?

Rakan: No, it isn't. It's his left arm. It's his left arm.

Woman: Five Is this her left hand? Is this her left hand?

Man: Six Is this his right foot? Is this his right foot?

Woman: Seven Is this her left hand? Is this her left hand?

Man: Eight Is this his left hand? Is this his left hand?

2 Look, listen and say.

Aims: to practise *Is this ... ? Yes, it is./No, it isn't*; to practise *my/your*; to practise word stress.

- Say *Exercise 2* and indicate the exercise.
- Say *Listen*. Play the CD (track 81).
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.

AUDIOSCRIPT TRACK 81

Yasser: Is this my right arm?

Rakan: Yes, it is.

Rakan: Is this my right leg?

Yasser: No, it isn't. It's your left leg. It's your left leg.

Extra activity:

- In pairs, pupils ask and answer *Is this my left/right ... ?* Make sure the pupils stress the words left and right when they say *No, it's your ...*

3 Listen, find and say.

Aims: to revise *Where's ... ?*; to practise numbers and *on*.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen*. Play the CD (track 82).
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.
- In pairs, pupils continue to take turns asking and answering about the numbers.

AUDIOSCRIPT TRACK 82

Mr. Waleed: Where's seven? Where's seven?

Yasser: It's on the bed. It's on the bed.

Yasser: Where's five? Where's five?

Rakan: It's on the window. It's on the window.

Extra activity:

- Ask pupils to close their eyes. Quickly, using sticky plastic or sticky tape, stick some of the number cards around the class on objects that pupils know (for example *book, computer, bag, window, door, chair, board*). Say *Open your eyes. Where's (e.g.) 5?* Continue with the other numbers.

4 Listen and say.

Aims: to practise the sounds of letters; to practise vocabulary.

Note: *I spy* is a common game played by young people in Britain. It does not matter, at this stage, that pupils don't fully understand the rather complicated rhyme *I spy with my little eye something beginning with ...*, but it makes the game more fun. Alternatively (but not so much fun!) pupils just say the letter of the alphabet.

- Say *Exercise 4* and indicate the exercise.
- Say *Listen*. Play the CD (track 83).
- Say *Listen and repeat*. Play the CD again. Pause after each line for pupils to repeat.
- Play the game with the class in the same way. Choose something which you can see and say the rhyme. Point to your eye as you say the rhyme. The pupil who guesses continues the game.

AUDIOSCRIPT TRACK 83

Yasser: I spy with my little eye something beginning with b.

I spy with my little eye something beginning with b.

Arwa: Board?

Fatimah: No.

Arwa: Book?

Fatimah: Yes!

Extra activity:

- Pupils continue the game in pairs or small groups.

Homework: Workbook pages 100 and 101**Final activity:**

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

1

$$11 + 2 = 13 \quad 10 + 1 = 11$$

$$8 + 3 = 11 \quad 14 + 1 = 15$$

$$10 + 4 = 14 \quad 13 + 1 = 14$$

$$6 + 6 = 12 \quad 5 + 6 = 11$$

$$10 + 5 = 15 \quad 6 + 7 = 13$$

2

boy = 1, bag = 3, door = 9, pupil = 8, teacher = 11, cat = 4, mosque = 6, girl = 10, ball = 2, pen = 7, window = 5

3

girl, headscarf, bag, 6 chickens

4

1 2 3 4 5 6 7 8 9 10 11 12

1 2 3 4 5 6 7 8 9 10 11 12

5

right arm ✓, left leg ✗, right leg ✗, head ✓, left arm ✓

6

11 eleven

12 twelve

13 thirteen

14 fourteen

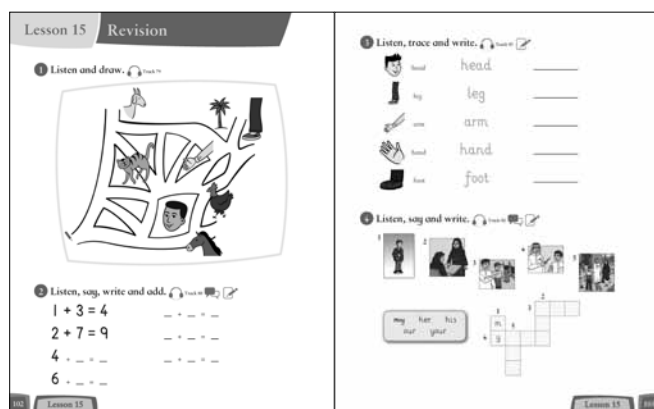
15 fifteen

Language

Revision of language items in the book so far.

Bring to the lesson:

- the CD (tracks 84 – 88)
- the Pupil's Book (pages 102 and 103)
- the Workbook (pages 104 and 105)



To start:

- Greet the pupils as in previous lessons.

1 Listen and draw.

Aim: to practise vocabulary and follow spoken instructions.

- Say *Exercise 1* and indicate the exercise.
- Hold up your book and point to the start of the maze. Say *Listen and look*.
- Play the first two lines of the CD (track 84). Trace from the pencil to the chicken with your finger.
- Play the complete CD track. Pupils should follow the instructions with their fingers.
- Say *Listen and draw*. Play the CD again. Pause to allow pupils, in pairs, to follow the instructions.

Note: There is no definitive correct or incorrect route. There are various paths that the pupils may choose as long as they follow the objects in the correct order.

AUDIOSCRIPT TRACK 84

Man: Start at the pencil. Start at the pencil.
Go to the chicken. Go to the chicken.

Go to the head. Go to the head.
Go to the leg. Go to the leg.
Go to the horse. Go to the horse.
Go to the cat. Go to the cat.
Go to the arm. Go to the arm.
Go to the goat. Go to the goat.
Finish at the tree. Finish at the tree.

2 Listen, say, write and add.

Aim: to practise saying and writing numbers.

- Write $1 + 2 = 3$ on the board. As you write the numbers and symbols say *one ... and ... two ... is ... three*.
- Say *Exercise 2* and indicate the exercise.
- Say *Listen and repeat*. Play the first two lines of the CD (track 85). Pause after each line for pupils to repeat.
- Say *Listen and repeat*. Play the remaining lines. Pause after each line for pupils to repeat.
- Say *Listen and write*. Play the CD again. Pause to allow pupils to write the numbers in their books.
- Pupils then complete the sums in their books and compare answers with their partners.
- Check by eliciting the answers from the class.

AUDIOSCRIPT TRACK 85

Man: one and three is four one and three is four
two and seven is nine two and seven is nine
four and eight is ... four and eight is ...
six and nine is ... six and nine is ...
seven and four is ... seven and four is ...
eight and six is ... eight and six is ...
five and eight is ... five and eight is ...

Answers:

$1 + 3 = 4$, $2 + 7 = 9$, $4 + 8 = 12$,
 $6 + 9 = 15$, $7 + 4 = 11$
 $8 + 6 = 14$, $5 + 8 = 13$

3 Listen, trace and write.

Aim: to practise reading and writing body vocabulary.

- Say *Exercise 3* and indicate the exercise.
- Hold up your book. Point to the head and say *head*.
- Point to the body parts in random order. Pupils say the words.
- Say *Listen*. Play the CD (track 86).
- Say *Read, trace and write*. Pupils read, trace and write the words in their books.

AUDIOSCRIPT TRACK 86

Man 1: h e a d head

Man 2: l e g leg

Man 1: a r m arm

Man 2: h a n d hand

Man 1: f o o t foot

4 Listen, say and write.

Aim: to practise possessive adjectives and vocabulary.

- Say *Exercise 4* and indicate the exercise.
- Say *Listen and point*. Play the CD (track 87). Point to the first picture in the book. Pupils continue to point to the pictures as they listen.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.
- In pairs, pupils look at the pictures and complete the crossword.
- Check by eliciting the answers from the class.

AUDIOSCRIPT TRACK 87

Woman: my her his our your

Man: One This is my book. This is my book.

Arwa: Two This is her desk. This is her desk.

Rakan: Three This is his horse. This is his horse.

Mr. Waleed: Four This is your pen. This is your pen.

Yasser: Five This is our farm. This is our farm.

Answers:

1 my, 2 her, 3 his, 4 your, 5 our

Homework: Workbook pages 104 and 105

Final activities:

- Pupils write and dictate simple sums to each other then complete the answers. They check each other's work.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

in, opposite, between, on, next to

3

1 cat, 2 goat, 3 chicken, 4 horse, 5 farm, 6 animal

4

your pen, her desk, our farm, my book, his horse

Language

Functions: Talking about features.

Grammar: *Don't ...*

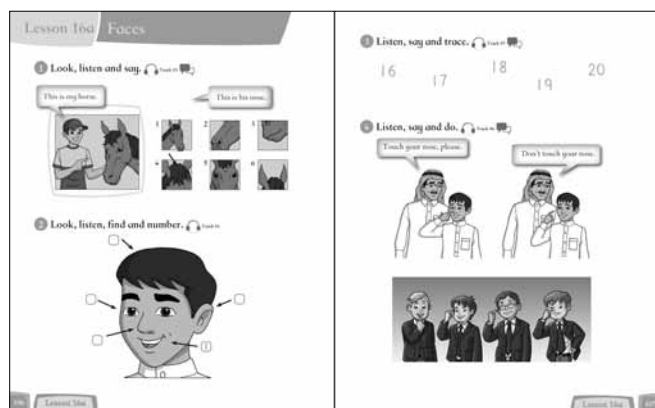
Vocabulary: *hair/eyes/nose/ears/mouth* 16 – 20

Pronunciation: 16 – 20

Reading and writing: numbers 16 – 20

Bring to the lesson:

- the CD (tracks 88 – 92)
- the Pupil's Book (pages 106 and 107)
- the Workbook (pages 108 and 109)
- flashcards 1 – 20



To start:

- Greet the pupils as in previous lessons.

1 Look, listen and say.

Aim: to introduce vocabulary of the face.

- Say *Exercise 1* and indicate the exercise.
- Say *Who can you see?* (*Yasser and his horse.*) *What colour is the horse (brown).*
- Say *Look and listen.* Play the CD (track 88).
- Say *Listen and repeat.* Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 88

Yasser: This is my horse. He's brown.

Look! This is his face. This is his face.

This is his nose. This is his nose.

This is his mouth. This is his mouth.

This is his hair. This is his hair.

These are his eyes. These are his eyes.

These are his ears. These are his ears.

2 Look, listen, find and number.

Aim: to practise the vocabulary in the previous exercise.

- Say *Exercise 2* and indicate the exercise.
- Say *Who can you see?* (*Rakan*)
- Say *Listen.* Play the CD (track 89).
- Say *Find and number.* Play the CD again. Pupils number the picture as they hear the parts of the face.
- Check their work by eliciting the answers.

Answers:

1 mouth, 2 ear, 3 nose, 4 hair, 5 eyes

AUDIOSCRIPT TRACK 89

Man: Look at Rakan's face.

Find one his mouth his mouth

two his ear his ear

three his nose his nose

four his hair his hair

five his eyes his eyes

3 Listen, say and trace.

Aim: to introduce the numbers 16 – 20; to write the numbers.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen.* Play the CD (track 90).
- Say *Listen and repeat.* Play the CD again. Pause after each number or group of numbers for the pupils to repeat.
- Pupils trace the numbers in their books. They can look back at lesson 4b if they need help with the number formation.

AUDIOSCRIPT TRACK 90

Man: sixteen sixteen
 seventeen seventeen
 eighteen eighteen
 nineteen nineteen
 twenty twenty
 sixteen, seventeen, eighteen, nineteen, twenty

Extra activities:

- Hold up the flashcards of numbers between 1 and 20. Elicit the words.
- In pairs, pupils write a list of 10 numbers between 1 and 20. Pupil 1 reads his/her numbers and pupil 2 ticks any of his/her numbers which are the same. Check together. Repeat, with Pupil 2 reading the numbers.

4 Listen, say and do.

Aim: to introduce *Don't ...*

- Say *Exercise 4* and indicate the exercise.
- Say *Listen*. Play the CD (track 91).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 91

Mr. Waleed: Touch your nose, please.
 Don't touch your nose.
 Don't touch your nose.

- Say *Listen and look*.
- Play the CD (track 92). Touch or don't touch your mouth, eyes, leg, etc. as you hear the instructions.
- Say *Listen and do*. Play the CD again. The pupils should follow the instructions.

AUDIOSCRIPT TRACK 92

Man: Touch your mouth, please. Touch your mouth, please.
 Touch your eyes, please. Touch your eyes, please.
 Don't touch your leg. Don't touch your leg.
 Touch your ears, please. Touch your ears, please.
 Don't touch your arm. Don't touch your arm.
 Touch your nose, please. Touch your nose, please.
 Don't touch your nose.
 Thank you.

Extra activity:

- Play a game with the class using *Touch your ... please and don't touch your ...* Use parts of the body and other objects that the pupils know (*book, bag, desk*, etc.). Say the instructions quickly this time!

Homework: Workbook pages 108 and 109

Final activity:

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

hand, arm, foot, leg

3

1 his, 2 his, 3 her, 4 his, 5 her, 6 his

5

Across:

1 under

2 in front of

3 in

Down:

1 on

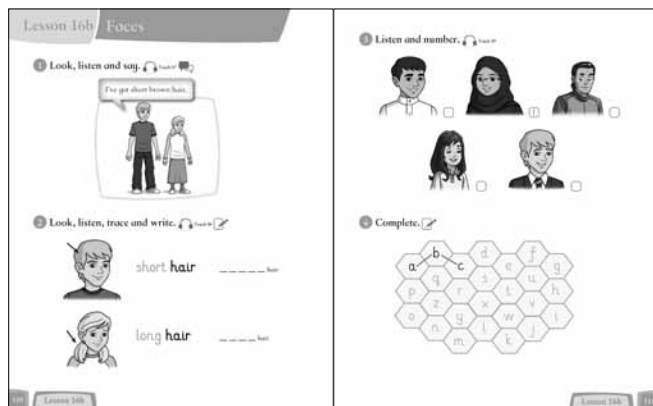
2 behind

Language

Functions: Talking about features**Grammar:** *I've/She's/He's got ...***Vocabulary:** *long/short/blond***Reading and writing:** *long, short, letters of the alphabet*

Bring to the lesson:

- the CD (tracks 93 – 95)
- the Pupil's Book (pages 110 and 111)
- the Workbook (pages 112 and 113)
- poster 4



To start:

- Greet the pupils as in previous lessons.
- Put up poster 4. Revise parts of the body by pointing to for example *leg, hand, face, nose*.

1 Look, listen and say.

Aims: to introduce *I've got/she's got ...*; to introduce *long, short, blond*.

- Say *Exercise 1* and indicate the exercise.
- Say *Listen*. Play the CD (track 93).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 93

Tom: Hello! This is my sister, Alice.

Look at her hair.

She's got blond hair.

I've got brown hair.

I've got short hair. I've got short hair.

She's got long hair. She's got long hair.

I've got short brown hair.

She's got long blond hair.

2 Look, listen, trace and write.

Aim: to practise writing long and short.

- Say *Exercise 2* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 94).
- Say *Trace and write*. Pupils trace and write the words.

AUDIOSCRIPT TRACK 94

Tom: short hair short hair**Alice:** long hair long hair

3 Listen and number.

Aims: to introduce *he's got*; to practise adjectives and vocabulary.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen*. Play the CD (track 95).
- Say *Listen and number*. Play the CD again. Pause after each line for the pupils to number the pictures. Repeat, if necessary.
- Hold up your book and check with the class.

AUDIOSCRIPT TRACK 95

Man 1: One She's got brown eyes. She's got brown eyes.**Man 2:** Two He's got short black hair. He's got short black hair.**Man 2:** Three He's got brown hair and brown eyes. He's got brown hair and brown eyes.**Man 1:** Four She's got long brown hair. She's got long brown hair.**Man 2:** Five He's got short hair and blue eyes. He's got short hair and blue eyes.

Answers:

21345

Extra activity:

- In pairs, pupils say a number. Their partner then describes the person in the picture.

4 Complete.

Aim: to practise ordering the letters of the alphabet.

- Write only the letters $a \rightarrow b \rightarrow c \dots \rightarrow z$ on the board.
- Say *Exercise 4* and indicate the exercise.
- In pairs, the pupils should join the letters in the maze in the correct order of the alphabet, starting with a.
- Monitor the activity.

Homework: Workbook pages 112 and 113

Final activities:

- Indicate the poster. Point to someone in the poster. Talk about his/her eyes and hair. Say *He's got/She's got ...*. Choose pupils to point to and talk about other people in the poster in the same way.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

1

short hair long hair
big goat small goat
long pencil short pencil
big ball small ball

3

17 seventeen, 19 nineteen, 20 twenty, 16 sixteen, 18 eighteen

5

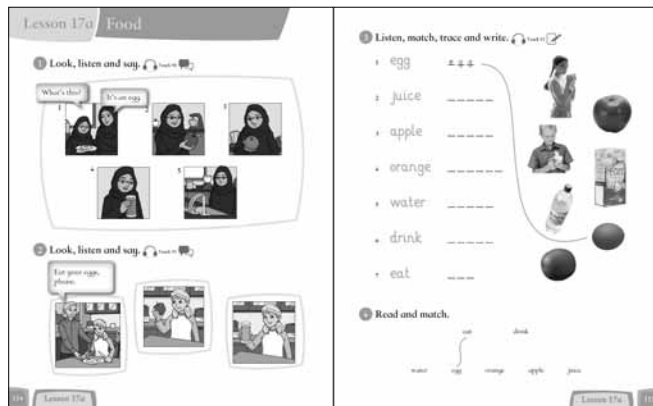
1 board, 2 bike, 3 chair, 4 pupil,
5 notebook, 6 classroom, 7 desk,
8 door, 9 window, 10 teacher

Language

Functions: Obeying instructions**Grammar:** Instructions**Vocabulary:** *apple, orange, egg, juice, water, rice, eat, drink***Pronunciation:** /k/ + /ŋ/**Reading and writing:** Food and drink words

Bring to the lesson:

- the CD (tracks 96 – 98)
- the Pupil's Book (pages 114 and 115)
- the Workbook (pages 116 and 117)
- flashcards of *apple, orange, egg, juice, water, rice*



To start:

- Greet the pupils as in previous lessons.

1 Look, listen and say.

Aims: to introduce and practise food and drink vocabulary.

- Say *Exercise 1* and indicate the exercise.
- Hold up your book. Say *egg* and point to the egg.
- Say *Look and listen*. Play the CD (track 96). Pupils point to the food/drink items as they hear them, in the order 1 – 5.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

Note: At this stage do not confuse the pupils with countable and uncountable nouns. They should accept the fact that juice/water do not take the indefinite article.

AUDIOSCRIPT TRACK 96

Arwa: What's this, teacher? What's this?**Miss Norah:** It's an egg. It's an egg.**Arwa:** And what's this?**Miss Norah:** It's an apple. It's an apple.**Arwa:** And what's this?**Miss Norah:** It's an orange. It's an orange.**Arwa:** And what's this?**Miss Norah:** It's juice. It's juice.**Arwa:** And what's this?**Miss Norah:** It's water. It's water.

Extra activity:

- Hold up the flashcards of food and drink. Ask *What's this?* Elicit the answers from the class.

2 Look, listen and say.

Aim: to introduce *eat* and *drink*.

- Say *Exercise 2* and indicate the exercise.
- Ask *Who can you see?* (*Anne and her mother*)
- Say *Look and listen*. Play the CD (track 97).
- When you hear the word *eat*, mime eating. When you hear the word *drink*, mime drinking.
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

Pronunciation note:

Some pupils may have problems with the sounds /ŋ/ + /k/ (as in *drink*). If necessary, stop and practise the two sounds separately and then together.

AUDIOSCRIPT TRACK 97

Mother: Eat your eggs, please.

Eat your eggs, please.

Alice: Yes, Mum.

Mother: Eat your apple, please.

Eat your apple, please.

Alice: Yes, Mum.

Mother: Drink your juice, please.

Drink your juice, please.

Alice: Yes, Mum.

Note: *Mum* is the colloquial term for *Mother*. Point to Alice's mother and say *Mother, Mum*.

Extra activity:

- Hold up the flashcards of food and drink. Pupils should say *eat* or *drink* as appropriate.

3 Listen, match, trace and write.

Aim: to read and write vocabulary.

- Say *Exercise 3* and indicate the exercise.
- Say *Listen and read*. Indicate the food and drink words on the left. Play the CD (track 98).
- Say *Listen and match*. Hold up your book and indicate that the pupils should match the words and pictures. Play the CD again. Pupils join the words to the pictures as they listen.
- Say *Trace and write*. Pupils trace and write the words.

AUDIOSCRIPT TRACK 98

Man: one egg egg

two juice juice

three apple apple

four orange orange

five water water

six drink drink

seven eat eat

4 Read and match.

Aims: to read printed words independently of clues; to practise *eat* and *drink*.

- Say *Exercise 4* and indicate the exercise.
- Say *Read and match*. Pupils join eat to food and drink to drinks.
- Check their work.

Homework: Workbook pages 116 and 117**Final activities:**

- In pairs, pupil 1 spells out a word to his/her partner. Pupil 2 writes the letters and says the word. For example, pupil 1 says *W-A-T-E-R*. Pupil 2 writes the letters and says *It's water*. They take it in turns to spell out and write other words in the same way. They can include words from earlier lessons if they wish.
- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

5

1 a = 16

2 f = 17

3 c = 14

4 z = 9

Language

Functions: Expressing likes/dislikes.

Grammar: *Do you like ... ? I like .../don't like ... Yes, I do/No, I don't.*

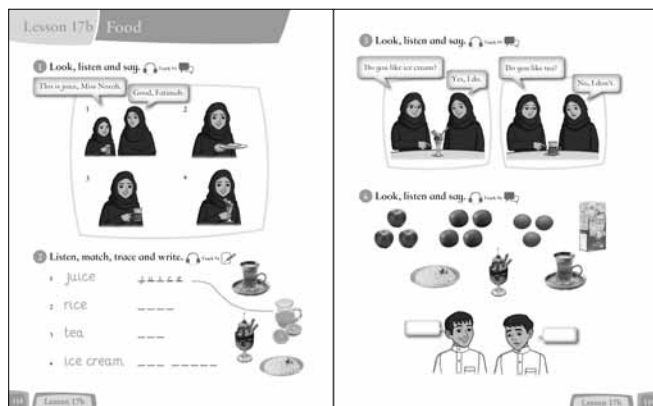
Vocabulary: *rice/ice cream/tea*

Pronunciation: Intonation. Word stress

Reading and writing: Food and drink words

Bring to the lesson:

- the CD (tracks 99 – 102)
- the Pupil's Book (pages 118 and 119)
- the Workbook (pages 120 and 121)
- flashcards of *apple, orange, egg, juice, water, rice, tea, ice cream*



To start:

- Greet the pupils as in previous lessons.
- Using the flashcards, practise the food/drink items from the previous lesson.

1 Look, listen and say.

Aim: to introduce more food and drink words.

- Say *Exercise 1* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 99).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.
- At the end reinforce the word *Good* as an item of praise by saying *Good. Well done.*

AUDIOSCRIPT TRACK 99

Fatimah: This is juice, Miss Norah.

Miss Norah: Good, Fatimah.

Fatimah: And what's this, please?

Miss Norah: It's rice.

Fatimah: It's rice.

Miss Norah: Good.

Fatimah: And what's this?

Miss Norah: It's tea.

Fatimah: It's tea.

Miss Norah: Good.

Fatimah: And what's this?

Miss Norah: It's ice cream.

Fatimah: It's ice cream.

Miss Norah: Good, Fatimah. Well done!

2 Listen, match, trace and write.

Aim: to read and write vocabulary.

- Hold up the flashcard of *tea*. Say *tea* and write the word *tea* on the board. Do the same with *ice cream* and *rice*. Point to the words in turn and say *Read, please*. The pupils should read the words aloud.
- Say *Exercise 2* and indicate the exercise.
- Say *Listen and match*. Play the CD (track 100). Pupils join the words to pictures as they hear them.
- Check their work.
- Say *Trace and write*. Pupils trace and write the words.

AUDIOSCRIPT TRACK 100

Man: one juice juice

two rice rice

three tea tea

four ice cream ice cream

3 Look, listen and say.

Aim: to introduce *Do you like ... ? Yes, I do./No, I don't.*

- Say *Exercise 3* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 101).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat. Make sure the pupils copy the intonation in the questions. Make sure they stress *do/don't* in the answers.

AUDIOSCRIPT TRACK 101

Arwa: Do you like ice cream, Fatimah?

Do you like ice cream?

Fatimah: Yes, I do. Yes, I do.

Arwa: Do you like tea, Fatimah?

Do you like tea?

Fatimah: No, I don't. No, I don't.

Extra activity:

- In pairs, pupils ask and answer *Do you like ... ?* They can use the pictures from 17a and 17b as prompts.

4 Look, listen and say.

Aim: to introduce *I like/I don't like.*

- Say *Exercise 4* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 102).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

AUDIOSCRIPT TRACK 102

Yasser: I like oranges.

I like oranges.

Rakan: I don't like eggs.

I don't like eggs.

Yasser: I like juice.

I like juice.

Rakan: I don't like tea.

I don't like tea.

Extra activity:

- In pairs, pupils tell each other the food and drink they like and don't like.

Homework: Workbook pages 120 and 121

Final activity:

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

2

1 I like rice. 2 I don't like eggs. 3 I don't like juice. 4 I like tea.

3

1 tea

2 juice

3 rice

4 eggs

5 ice cream

5

1 pencil, 2 tea, 3 mother, 4 ice cream,

5 cat, 6 rice, 7 juice

6

1 ☹️ + ✓

2 ☺️ + ✓

3 ☺️ + ✓

4 ☹️ + ✓

5 ☹️ + ✓

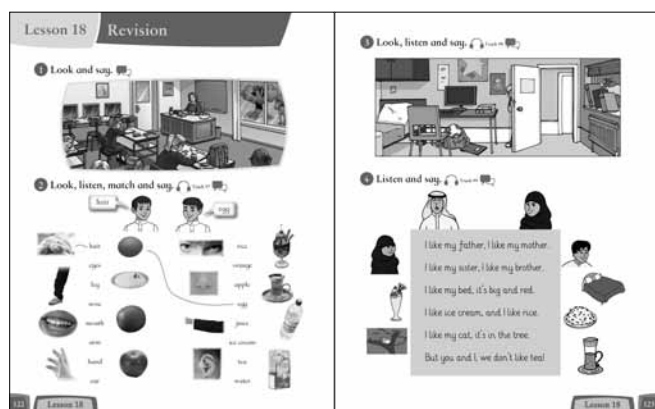
6 ☺️ + ✓

Language

Revision of language items in the book so far.

Bring to the lesson:

- the CD (tracks 103 – 105)
- the Pupil's Book (pages 122 and 123)
- the Workbook (pages 124 and 125)



To start:

- Greet the pupils as in previous lessons.

1 Look and say.

Aim: to practise vocabulary from earlier units in the book.

- Say *Exercise 1* and indicate the exercise.
- Put the class into groups of about 4 pupils. Hold up your book and indicate the picture. Say *Look and say*. Pupils should say as many of the items in the picture as they can remember.
- Feedback: elicit about 3 words from each group in turn and write them on the board.

Extra activity:

- Choose a pupil and instruct him/her to touch an item in the classroom. He/she then chooses another pupil to touch another item and so on.
- Pupils continue this in small groups.

2 Look, listen, match and say.

Aim: to revise vocabulary.

- Say *Exercise 2* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 103).

- Say *Match and say*. In pairs, pupils continue in the same way with each partner saying one of the words depicted by the pairs of pictures and then joining the picture to the appropriate word.

AUDIOSCRIPT TRACK 103

Yasser: hair

Rakan: egg

Rakan: juice

Yasser: ear

3 Look, listen and say.

Aim: to practise prepositions and vocabulary.

- Say *Exercise 3* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 104).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.
- Pupils then ask and answer questions about the picture in pairs.

AUDIOSCRIPT TRACK 104

Woman: Where's the bag? Where's the bag?

Arwa: It's under the table.

Man 1: Where's the notebook? Where's the notebook?

Man 2: Where's the chair? Where's the chair?

Man 1: Where's Tom? Where's Tom?

Man 2: Where's the ball? Where's the ball?

Man 1: Where's the window? Where's the window?

Man 2: Where's the purple book? Where's the purple book?

4 Listen and say.

Aims: to practise vocabulary; to read an extended piece of English.

- Say *Exercise 4* and indicate the exercise.
- Say *Look and listen*. Play the CD (track 105).
- Say *Listen and repeat*. Play the CD again. Pause after each line for the pupils to repeat.

- Say *Read, please*. Play the CD again. Pupils should try to read aloud with the CD. (They won't be fluent at this stage, as this is a first attempt at a piece of extended reading).

Extra activity:

- In pairs, pupils can try to remember the poem. Pupil 1 reads the first halves of the lines for example *I like my sister*, and pupil 2 has to finish the lines from memory. They should then swap. Pupils can help each other.

AUDIOSCRIPT TRACK 105

Boy: I like my father, I like my mother.

Girl: I like my sister, I like my brother.

Boy: I like my bed, it's big and red.

Girl: I like ice cream, and I like rice.

Boy: I like my cat, it's in the tree.

Boy and girl: But you and I, we don't like tea!

Homework: Workbook pages 124 and 125

Final activity:

- Say *Goodbye* to the pupils as in previous lessons.

Answers:

Workbook activities

1

1 between, 2 on, 3 next to, 4 in, 5 behind, 6 in front of, 7 under, 8 opposite

3

I like my father, I like my mother.

I like my brother, I like my sister.

I like my bed, it's big and red.

I like ice cream, and I like rice.

I like my cat, it's in the tree.

But you and I, we don't like tea!

4

1 sandals, 2 shirt, 3 headscarf, 4 trousers,

5 thobe, 6 shoes, 7 T-shirt

Flashcards and Posters

Flashcards

Letters: a–z/A–Z

Numbers: 1–20

People:

Yasser
Fatimah
Rakan
Arwa
Tom
Alice
Mr Waleed
Miss Norah

Objects:

book
bag
ball
bike
bed
table
door
window
chair
desk

Animals:

cat
goat
chicken
horse

Food:

apple
orange (fruit)
egg
juice (not orange)
water
rice
tea
ice cream

Colours:

red
blue
black
white
green
purple
yellow
grey
brown
orange

Posters

- 1 The family
- 2 The school
- 3 House and garden
- 4 Get Ready characters

Imprint

