KSA Edition

Gateway Starter

Teacher's Book

Sally Etherton

Garnet EDUCATION

Published by
Garnet Publishing Ltd.
8 Southern Court
South Street
Reading RG1 4QS, UK

www.garneteducation.com

Copyright © 2017 Garnet Publishing Ltd.

The right of Sally Etherton to be identified as the author of this work has been asserted by her in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved.
No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

This edition first published 2017.

ISBN 978-1-78260-420-4

Production
Project manager: Sarah MacBurnie
Editorial team: Lucy Constable, Colleen Donagher, Kate Kemp & Sarah Whiting
Design: Mike Hinks & Simon Ellway
Illustration: Doug Nash
Audio recorded and produced by: Silver Street Studios

Printed and bound in Lebanon by International Press: interpress@int-press.com

Contents

	Scope and Sequence	4
	Introduction	14
Unit 1	My Friends	24
Unit 2	My Classroom	36
Unit 3	My Body	50
Unit 4	Play Time	62
Unit 5	I Can	76
Unit 6	Food	88
Unit 7	My Face	100
Unit 8	Clothes	112
Unit 9	My Family	124
Unit 10	Happy Eid	136
Unit 11	My Room	148
Unit 12	My Health	160
Unit 13	My Day	172
Unit 14	My Home	184
Unit 15	Animals	198
Unit 16	My Town	212
Unit 17	Moving Around	226
Unit 18	Growing	240
Unit 19	At the Store	252
Unit 20	Wild World	264
	Additional activities	276
	Photocopiable Resources	292
	Progress Charts	321
	Sounds File Listening Script	342
	Activity icons	344

Unit 1 My Friends

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Who is it?") • Listen to and follow a rhyme ("The Hello Rhyme") • Introduce themselves • Greet others • Ask for a person's name • Name people and characters • Use fine motor skills	**Pre-writing** • tracking • tracing • drawing • left-to-right directionality	**Pre-reading** • shape discrimination • left-to-right directionality	**Names** • Reem • Hassan • Kiko • Velvet • Mandy • Sam	**Greetings** • Hello. **Questions** • What's your name? • Who is it? **Identification** • My name's Sam. • It's Sam.
Citizenship: feeling scared or worried				
Student's Book: pages 3–8 **Activity Book:** pages 4–7 **Handwriting Book:** pages 4–7				

Unit 2 My Classroom

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("The Magic Pencil") • Listen to and follow instructions ("Stand Up") • Understand descriptions of location • Name classroom objects • Ask questions about location • Describe location • Say the sounds for letters: a, b, c, d • Read the letters: a, b, c, d • Write the letters: a, b, c, d	**Letters** • a, b, c, d	**Initial letter sounds** • ant • bag • cat • dog	**People** • teacher • boy • girl **Objects** • pencil • eraser • board • ruler • book • table • chair **Prepositions** • on • in • under	**Imperatives** • Stand up. • Sit down. • Turn around. • Listen. • Write. • Say. • Read. • Clap. • Jump. **Questions** • What is it? • Where is the …? **Identification** • It's a pencil. **Location** • The pencil is under the book.
Citizenship: responsibility for own work				
Student's Book: pages 9–14 **Activity Book:** pages 8–11 **Handwriting Book:** pages 8–11				

Unit 3 My Body

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Leo Long Legs") • Follow a chant ("1 Finger, 1 Thumb") • Listen to and follow instructions • Name parts of the body • Answer questions about numbers • Give descriptions • Say the sounds for letters: e, f, g, h • Read the letters: e, f, g, h • Read the numbers: 1–5 • Write the letters: e, f, g, h	**Letters** • e, f, g, h	**Initial letter sounds** • egg • fan • goat • hat **Numbers** • 1–5	**Body** • head • arm • hand • finger • thumb • body • leg • foot **Verbs** • touch • pick up • point to • hold up	**Instructions** • Touch your head. • Put your hands on your head. **Questions** • How many …? **Descriptions** • It has two legs. **Plurals** • one finger, two fingers
Citizenship: recognizing our own strengths				
Student's Book: pages 15–20	**Activity Book:** pages 12–15	**Handwriting Book:** pages 12–15		

Unit 4 Play Time

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Can I Play?") • Follow a chant ("5 red robots") • Listen to and follow instructions • Name toys • Name colors • Give descriptions • Say the sounds for letters: i, j, k, l • Read the letters: i, j, k, l • Write the letters: i, j, k, l • Write the numbers: 1–5	**Letters** • i, j, k, l **Numbers** • 1–5	**Initial letter sounds** • ink • jam • kite • leg	**Toys** • ball • doll • robot • teddy bear • car • computer **Colors** • red • blue • yellow • pink • orange • green	**Instructions** • Color the ball blue. **Questions** • What color is it? **Descriptions** • red robot • It's a blue pencil.
Citizenship: sharing				
Student's Book: pages 21–26	**Activity Book:** pages 16–19	**Handwriting Book:** pages 16–19		

Unit 5 I Can

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("The Clever Crow") • Listen to and follow a rhyme ("Can you?") • Understand descriptions of ability • Describe ability • Ask and answer questions about ability • Say the sounds for letters: m, n, o, p • Read the letters: m, n, o, p • Read the numbers: 6–10 • Form the letters: m, n, o, p	**Letters** • m, n, o, p	**Initial letter sounds** • mat • net • orange • pin **Numbers** • 6–10	**Verbs** • run • jump • chant • skip • cycle • swim • hop	**Describe ability** • I can … • I can't … • I can swim and cycle. **Questions** • Can you …? • Yes, I can. / No, I can't. • Who is it? • How many …?
Citizenship: perseverance				
Student's Book: pages 27–32	**Activity Book:** pages 20–23	**Handwriting Book:** pages 20–23		

Unit 6 Food

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Who Will Help Me?") • Listen to and follow a chant ("I like …") • Listen to and identify food • Name foods • Ask and answer questions about likes and dislikes • Say the sounds for letters: q, r, s, t • Read words • Read the letters: q, r, s, t • Write the letters: q, r, s, t • Write the numbers: 6–10	**Letters** • q, r, s, t **Numbers** • 6–10	**Initial letter sounds** • queen • rat • snake • tiger	**Food** • apple • rice • chicken • fish • ice-cream • cake • bread • peas	**Questions** • Do you like …? • What do you like? **Preferences** • I like … / I don't like …
Citizenship: helping and deserving				
Student's Book: pages 33–38	**Activity Book:** pages 24–27	**Handwriting Book:** pages 24–27		

Unit 7 My Face

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Grandma's Glasses") • Listen to and say a chant ("Head and shoulders") • Listen to understand descriptions • Name parts of the face • Give descriptions • Say the sounds for letters: u, v, w, x • Read the letters: u, v, w, x • Read words • Write the letters: u, v, w, x	**Letters** • u, v, w, x	**Initial letter sounds** • umbrella • van • window • x-ray	**Face** • hair • eyes • nose • mouth • ears **Adjectives** • big • small • long • short	**Descriptions** • I have a little nose. • I have big ears. • I have long hair. • I have short hair. **Plurals** • I have two eyes. • I have one nose. **Questions** • Who is it?

Citizenship: helping older members of the community

Student's Book: pages 39–44 **Activity Book:** pages 28–31 **Handwriting Book:** pages 28–31

Unit 8 Clothes

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("The Wind and the Sun") • Listen to and follow a rhyme ("Get dressed") • Understand descriptions • Understand instructions • Name clothes • Give descriptions • Give instructions • Say the sounds for letters: y, z • Read the letters: y, z • Read words • Write letters: y, z	**Letters** • y, z	**Initial letter sounds** • yo-yo • zebra	**Clothes** • scarf • dress • shirt • cap • pants • shoes • sandals • skirt **Verbs** • put on • take off **Pronouns** • he • she **Colors** • brown • black	**Instructions** • Put the scarf on the line. • Take the scarf off the line. • Put on your shoes. • Take off your shoes. **Descriptions** • I'm wearing … • He's wearing sandals. • She's wearing red shoes.

Citizenship: gentleness and persuasion can be better than force

Student's Book: pages 45–50 **Activity Book:** pages 32–35 **Handwriting Book:** pages 32–35

Unit 9 My Family

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Mandy's Story") • Listen to and follow a rhyme ("My family") • Listen to and understand descriptions • Name family members • Describe a member of the family • Say the sounds for letters: a–z • Read words • Write the letters: f, i, l, t, u, y • Write the letters: a, c, d, g, o • Write the numbers: 1–10	**Numbers** • 1–10 **Letters** • a, c, d, f, g, i, j, l, o, t, y	**Initial letter sounds** • a–z	**People** • sister • brother • mom • dad • grandma • grandpa **Colors** • white • gray	**Descriptions** • This is my brother. • He's wearing … • She's wearing … **Questions** • How many sisters have you got?
Citizenship: respecting and appreciating our parents				
Student's Book: pages 51–56	**Activity Book:** pages 36–39	**Handwriting Book:** pages 36–39		

Unit 10 Happy Eid

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Eid") • Listen to and follow a rhyme ("Happy Eid") • Listen to understand a sequence of events • Listen to and understand instructions • Describe a sequence of events • Read words • Write the letters: b, h, m, n, p, r • Write the letters: k, v, w • Write the letters: s, x, z • Write the numbers: 1–10	**Letters** • b, h, k, m, n, p, r, s, v, w, x, z	**Initial letter sounds** • a–z	**Days** • Saturday • Sunday • Monday • Tuesday • Wednesday • Thursday • Friday **Nouns** • balloons • presents • cards • lights	**Descriptions** • There is a ball, a robot and a car.
Citizenship: celebrations				
Student's Book: pages 57–62	**Activity Book:** pages 40–43	**Handwriting Book:** pages 40–41		

Unit 11 My Room

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Sam's Messy Room") • Listen to and say a chant ("There are 10 in the bed") • Listen to and name furniture • Ask and answer questions • Describe actions • Read words • Read the numbers: 1–15 • Write words • Spell high-frequency words	**Segment and write CVC words** **Spelling** • there • is • are • and	**CVC words with short /a/** • pan • rat • bag • tap **CVC words with short /o/** • pot • dot • dog • fox • box • hop **Numbers** • 1–15	**Furniture** • bed • lamp • cupboard • mat • table **Verbs** • sleep • play • read • pray • draw	**Descriptions** • There is / are … • I play in my room. **Questions** • Is it …? • Yes, it is. / No, it isn't.
Citizenship: responsibility to tidy up				
Student's Book: pages 63–68 **Activity Book:** pages 44–47 **Handwriting Book:** pages 42–43				

Unit 12 My Health

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Roland's Race") • Listen to and follow a rhyme ("This is the way") • Describe healthy habits • Identify and name parts of the day • Read words • Read phrases • Write words • Write phrases • Write the numbers: 1–15	**Segment and write CVC words** **Spelling** • he • she • you • they **Numbers** • 1–15 **Phrases** • in the morning • in the afternoon • at night	**CVC words with medial /e/** • bed • leg • net	**Verbs** • wash • brush • eat • exercise • sleep • drink **Adjectives** • healthy • unhealthy **Time** • morning • afternoon • night	**Descriptions** • I wash my face. • I brush my teeth at night. **Time** • in the morning • in the afternoon • at night **Questions** • Do you wash? • Yes I do./No I don't.
Citizenship: the importance of exercise				
Student's Book: pages 69–74 **Activity Book:** pages 48–51 **Handwriting Book:** pages 44–45				

Unit I3 My Day

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Ant And Grasshopper") • Listen to and say a rhyme ("Reem's day") • Listen for specific information in a description • Talk about daily activities • Read and follow instructions (make a book) • Read words and phrases • Read the numbers: 1–20 • Write the capital letters: A–M • Write sentences • Spell words	**Segment and write CVC words** **Capital letters** • A–M **Spelling** • but • like • can • can't **Sentences** • I pray.	**CVC words with medial /u/** • cup • bus **Sentences** • I play games. **Numbers** • 1–20	**Verbs** • wake up • get dressed • go • play • watch • pray **Days** • Saturday • Sunday • Monday • Tuesday • Wednesday • Thursday • Friday	**Descriptions** • I wake up. • I watch TV. • I go to school. **Time** • in the morning • in the afternoon • at night
Citizenship: the importance of work				
Student's Book: pages 75–80	**Activity Book:** pages 52–55	**Handwriting Book:** pages 46–47		

Unit I4 My Home

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("The Greedy King") • Listen to and follow a rhyme ("The house that Dad built") • Identify and name rooms in the house • Identify and name furniture • Give descriptions • Read words and sentences • Write the numbers: 16–20 • Write capital letters: N–Z • Write sentences	**Digraphs** • /ee/ **Capital letters** • N–Z **Numbers** • 16–20 **Spelling** • look • make • think • said **Sentences** • It is a sofa.	**/ee/ digraph** • bee • queen • tree • wheel • teeth • sleep **Sentences** • It is a fridge.	**Places** • bedroom • kitchen • bathroom • living room **Furniture** • sofa • stove • television • fridge • bathtub • toilet **Colors** • purple	**Questions** • What's it? • It is a sofa. **Descriptions** • My house has a living room, a kitchen, and two bedrooms. • It is a blue fridge.
Citizenship: greed				
Student's Book: pages 81–86	**Activity Book:** pages 56–59	**Handwriting Book:** pages 48–49		

Unit 15 Animals

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("The Lion and the Mouse") • Listen to and follow a chant ("Farmer Donald") • Listen to and identify animals • Listen to and understand questions about ability • Listen to and understand descriptions • Ask and answer questions about ability • Describe animals • Read words and sentences • Read questions • Read descriptions • Write sentences	**Digraph** • /ch/ **Digraph** • /oo/ **Spelling** • big • small • the • walk **Sentences** • A chicken can fly.	**/oo/ digraph** • room • school • food • moon **/ch/ digraph** • chair • kitchen • cheese • chicken • chain **Questions** • Can it fly? **Descriptions** • It is big and brown. • It can run but it can't climb.	**Animals** • frog • mouse • cow • camel • chicken • donkey **Verbs** • run • jump • fly • climb • swim • walk **Adjectives** • big/small **Conjunctions** • but	**Questions** • Can it fly? Yes/ No. **Description** • It is small and green. • It can jump. **Contrast** • A goat can run but it can't fly.

Citizenship: not judging others

Student's Book: pages 87–92 **Activity Book:** pages 60–63 **Handwriting Book:** pages 50–51

Unit 16 My Town

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and follow a story ("Town Mouse and Country Mouse") • Listen to and follow a rhyme ("Cross the road") • Name places in a town • Retell a story • Read words and sentences • Write words • Write sentences (The store is opposite the school.)	**Diagraphs** • /th/ • /sh/ **Spelling** • look • make • think • said **Sentences** • The store is opposite the school.	**/th/ digraph** • thumb • three • teeth • bathroom **/sh/ digraph** • shoe • wash • brush • fish • shirt **Sentences** • This is my town. There is a mall but there isn't a park. • The hospital is opposite the school.	**Places** • hospital • mall • school • park • shoe store • supermarket **Prepositions** • opposite • next to **Directions** • left • right	**Questions** • Where is the hospital? • Opposite the school. **Descriptions** • The school is opposite the store. • This is my town. There is a supermarket and a mall, but there isn't a park. **Instructions** • Cut out the ears. • Stick the ears on the face.

Citizenship: road safety and thankfulness for what we have

Student's Book: pages 93–98 **Activity Book:** pages 64–67 **Handwriting Book:** pages 52–53

Unit I7 Moving Around

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and follow a story ("The Three Goats") • Listen to and say a chant ("The wheels on the bus") • Name vehicles • Listen to and follow directions • Give directions • Retell a story • Read words and sentences • Write sentences (directions: Turn right.)	**Diagraph** • /ck/ **Spelling** • over • under • before • after **Sentences** • Turn right. • Turn left. • 3 children go to school by car.	**/ck/ final digraph** • black • sock • check • chicken **Sentences** • Turn right. • Turn left. • 3 children go to school by car.	**Transport** • car • bike • train • bus • plane • truck **Prepositions** • over • under	**Directions** • Turn right. • Turn left. **Questions** • How do you get to school? • By car/bus/ train/on foot. **Instructions** • Cut on the dots. • Color the puppet.
Citizenship: overcoming obstacles, perseverance				
Student's Book: pages 99–104	**Activity Book:** pages 68–71	**Handwriting Book:** pages 54–55		

Unit I8 Growing

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and follow a story ("The Enormous Potato") • Listen and follow a rhyme ("Here is a seed") • Listen to and sequence a process • Ask and answer questions about location • Describe location • Describe a process • Read words • Write words	**Segment and write CVC words** **Spelling** • boy • girl • give • put **Words** • flower • stem • leaf • root **Sentences** • My plant has a stem.	**/ng/ final diagraph** • spring • king • wing • ring	**Verbs** • grow • need • want **Nouns** • seed • plant • light • sun • soil • water • flower • leaf **Sequencers** • first • next • then • after that • finally **Prepositions** • in front of • behind	**Questions** • Where is the dog? • Who is behind the farmer? **Descriptions** • behind the boy • in front of the cat **Process** • First, the seed grows a root.
Citizenship: looking after living things, helping each other				
Student's Book: pages 105–110	**Activity Book:** pages 72–75	**Handwriting Book:** pages 56–57		

Unit 19 At the Store

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("The Shopping List") • Listen to and say a chant ("Peas, please") • Listen to and understand descriptions • Give descriptions • Make requests • Read words and sentences • Write sentences	**Segment and blend initial sounds** **Spelling** • this • get • have • some **Sentences** • Please can I have some eggs? • I bought some carrots.	**Initial consonant clusters** **Sentences** • Please can I have some eggs? • I bought some carrots.	**Food** • eggs • carrots • beans • lemonade • rice • water **Nouns** • store owner • customer **Containers** • can • bottle **Quantity** • some	**Requests** • Please can I have …? • Yes. Here you are. • Sorry, I don't have any. **Questions** • What did he buy? **Descriptions** • I bought some … • She bought some …
Citizenship: remembering things				
Student's Book: pages 111–116	**Activity Book:** pages 76–79	**Handwriting Book:** pages 58–59		

Unit 20 Wild World

Aims/Children will be able to:	Writing	Reading and Phonics	Vocabulary	Language
• Listen to and understand a story ("Rabbit and Tortoise") • Listen to and follow a rhyme ("The elephant") • Listen to and identify animals • Listen to and understand descriptions • Name animals • Ask and answer questions • Describe animals • Read words • Write sentences	**Words** • parts of animals **Sentences** • It can fly. • It lives on land. • It eats fruit.	**Sentences** • It can fly. • It lives on land. • It eats fruit.	**Animals** • lion • elephant • shark • parrot • monkey • crocodile **Parts of animals** • beak • wing • tail **Nouns** • land • water • meat	**Questions** • Where does it live? • What does it eat? • What can it do? • Can it fly? • Is it gray? **Descriptions** • It lives in water. • It lives on land. • It is gray. • It can climb. • It can't swim. • It eats meat.
Citizenship: boasting				
Student's Book: pages 117–122	**Activity Book:** pages 80–83	**Handwriting Book:** pages 60, 61 and final review pages 62–64		

Introduction

This course introduces children to English. It follows an integrated approach to skills development and introduces children to literacy in English through a systematic program of handwriting, phonics, whole-word recognition, and stories.

Objectives

After completing the *Gateway Starter* course, most children will be able to:

- enjoy learning English
- follow simple instructions
- say individual letter sounds
- blend letters to read CVC (consonant–vowel–consonant) words
- segment CVC words into letter sounds for spelling
- sight-read 20 high-frequency words
- ask and respond to simple questions (e.g., where, what, who, how many)
- understand and give simple descriptions (e.g., color, size, height, location, number)
- understand and give simple directions
- read simple words (CVC, content, and high-frequency)
- write simple words (CVC and high-frequency)
- read and say the numbers *1–20*
- read short phrases and simple sentences

Components

Student's Book

This book presents the core activities and language through its large, colorful pictures, chants, rhymes, listening/reading stories, and speaking activities.

Activity Book

Children develop and practice their literacy skills in this book. It contains stickers in the center fold of the book, spelling and spelling tests pages and a course certificate at the back of the book.

Handwriting Book

This book provides children with the opportunity to practice forming the letters of the alphabet and learning to write from left to right. It concentrates on children learning how to properly form letters and numbers and develops early writing, spelling, and word-recognition skills.

Teacher's Book

This book supports you. It outlines the approach to learning in the Introduction and includes detailed lesson notes, listening scripts, notes on extension and support, a Progress Chart, and *Additional Activities* (with Photocopiable Resources and accompanying notes). The Additional Activities are organized by unit and can be found on pages 276–291. The accompanying *Photocopiable Resources* are on pages 292–320. Notes for the Handwriting Book activities are found at the end of each unit.

Teacher's Resource Pack

- Teacher's Book
- Picture cards (content words)
- Word cards (content words and high-frequency words)
- Number cards
- Alphabet cards
- Alphabet poster

Online audio

All of the listening material for *Gateway Starter* is available from the *Gateway* website: www.garneteducation.com/gatewayksa. The audio comprises the rhymes, chants, texts and stories for the course. There is also a special *Sounds File* that enables you to model your pronunciation of the sounds and words in the course. The lesson notes (Units 1–9) remind teachers to familiarize themselves with the procedure for teaching the sound and form of the letter or letters to be introduced in the next lesson. Additional supporting tracks for vocabulary are identified in the *Before the next lesson* notes of the corresponding units. The listening script of the *Sounds File* is on pages 342–343.

Starter Features

Topics

Each unit is centered on a topic. The topics create a context for learning and reflect the fact that children of this age are interested in themselves and the immediate world around them.

Characters

Children readily associate with characters as friends who can help them learn. The characters in the course can also initiate citizenship discussions, add humor, and bring a sense of security and familiarity to learning. There are six characters in the *Starter* materials.

- Hassan (boy)
- Sam (boy)
- Reem (girl)
- Mandy (girl)
- Kiko (mouse)
- Velvet (cat)

Course structure

This course has 20 units. Each unit consists of five lessons, which should be taught across a week. Each lesson contains sufficient material for 40–50 minutes. This can be supplemented with extra-practice material from the *Handwriting Book* and the *Additional Activities* that are provided at the back of this book.

Unit structure

Each unit follows a progression from receptive skills (listening and reading) to productive skills (speaking and writing).

- Lesson 1: introduction of new vocabulary
- Lesson 2: meeting the language in context
- Lesson 3: meeting the language in context and using the language
- Lesson 4: using the language
- Lesson 5: revision and consolidation

Lesson structure

Learning is most effective when children know what they are going to learn and have an opportunity to reflect on what they learned. Therefore, each lesson has a:

- Lesson Introduction (share the objectives of the lesson during Circle Time)
- Lesson Review (share what was learned during Circle Time)

The Lesson Introduction and Review should be done as part of Circle Time by gathering children together on a mat in a friendly and informal manner. During the course of the lesson, it is also important that you clearly signpost when one activity ends and another starts.

Besides the Introduction and the Review, each lesson consists of several activities. You can teach these activities in the order suggested, or you can choose the order according to the needs of your class. For example, if you want a quiet, settling-down activity, you may choose to start with handwriting.

Circle Time

Circle Time creates a friendly, secure, and cooperative learning environment that boosts children's self-confidence and encourages speaking and listening skills. During Circle Time, the class should sit together on a mat. Circle Time can be used to:

- share ideas, discuss events, and talk about problems
- celebrate success and achievement
- introduce the lesson
- review learning at the end of the lesson
- increase participation and enjoyment of stories

Listening

The online Listening tracks provide a rich variety of recorded materials such as chants, dialogues, stories, surveys, rhymes, instructions, and descriptions. Children are encouraged to show their understanding non-verbally by matching, circling, making check marks, pointing, and doing actions.

The recorded materials give children an opportunity to listen to the natural stress and rhythm of the English language. They provide an accurate model for speaking activities and give both children and you a reference for pronunciation.

It is important to remember that you also provide listening materials. Your greetings, explanations, requests, instructions, and praise are all meaningful examples of listening for children. Remember to check your intonation and pronunciation with the recorded materials (including the *Sounds File*) and with colleagues because your pupils will listen to you and copy you.

Speaking

Young children want to use language for communication, so this course provides plenty of communicative speaking activities, such as information gaps, surveys, role-plays, and speaking games. These activities give children opportunities to repeat language, practice pronunciation, and develop fluency in a meaningful context.

Confidence plays an important role in developing speaking skills. Your classroom should be a friendly and cooperative environment where children feel safe to take risks with speaking. It is important not to put young children in positions where they may feel embarrassed or too nervous to speak. You can support children by getting them to discuss answers in groups or pairs, before offering to answer in front of the whole class.

Phonics and reading

Letter sounds are introduced according to the sequence of the alphabet which mirrors the approach to learning the Arabic alphabet. Emphasis is placed on the sounds of letters (not the names) since this supports phonics and early literacy development.

Initial sounds are important cues for reading, so letter sounds are introduced by associating them with a word starting with that sound, for example, "*b* for *bag*" and "*s* for *snake*." Each word has been selected to help children do an action that they can associate with the letter sound. For example, as children say the /s/ sound, they also make a wiggling hand movement to represent a snake.

Once enough letters have been introduced, children will start to blend individual sounds together for reading (e.g., c–a–t = cat) and segment words into individual sounds for writing (e.g., cat = c–a–t). The phonics program focuses on short CVC (consonant–vowel–consonant) words with regular sound–letter correspondence.

The *Teacher's Resource Pack* materials provide all the necessary picture and word cards to support the teaching of these words.

Whole-word recognition and reading

Many words in English are not phonetically regular, and children need to learn these words as whole units, using their visual memory.

As well as "bottom-up" strategies, such as phonics and whole-word recognition, effective readers also use "top-down" strategies. Stories provide an excellent opportunity for children to use top-down reading strategies, such as:

- using illustrations to support meaning
- using context to support meaning
- using punctuation to support meaning
- using layout and punctuation to support meaning
- skipping words

High-frequency words

Research gives high-frequency words increasing importance in early literacy. They are often phonetically irregular and so do not fit into a phonic scheme, and they are difficult to represent visually since they tend to be grammatical words rather than nouns (e.g., *the, have, who, what, said*). During the course, children meet these words in stories, but also benefit from their explicit teaching. In the second half of the year, the *Gateway Starter* course teaches children to read and write many common high-frequency words.

Letter formation, pre-writing and writing activities

The Roman and Arabic scripts have different graphemes and directionality. *Gateway Starter* materials are carefully designed to support children who are learning the Roman alphabet for the first time.

Before forming letters, children do pre-writing activities that prepare them for the Roman alphabet. Tracking, tracing, coloring, and drawing activities help children develop fine motor-skill control and give you time to ensure that children are sitting correctly, holding their pencils correctly, and positioning their books correctly, i.e. are "ready to write".

Many of the pre-writing activities practice left–right directionality and the patterns that underpin the Roman alphabet. The letters in the alphabet can be organized into five hand-movement groups:

- down or up and down (f, i, j, l, t, u, y)
- counterclockwise circles (a, c, d, e, g, o, q)
- ascending curves (b, h, k*, m, n, p, r)
- zigzags (v, w)
- other (s, x, z)

Note:** *k* can be included in the "zigzag" group (compare *k* and ***k). In *Gateway Starter,* it is grouped with "ascending curves", because the handwriting font/typeface that the children learn to write uses this particular form of the letter. *Gateway Starter* uses this typeface because it encourages children to end each letter with a "flick" stroke, which is important when they come to join up their writing later on.

The accurate formation of letters is important if children are to progress on to fast, fluent print and cursive writing. Therefore, the *Activity Book* has a large picture of each letter that shows starting and finishing points marked with clear directional arrows.

Each letter is presented with a "key word" (and picture) that starts with the sound of the letter. This emphasis on the initial letter sound supports phonics and early literacy development. As mentioned, each key word has been selected to help children perform an action which they can associate with the letter and the letter sound.

Note: You can get the children to help you make up different actions for each letter picture. They will enjoy this, and it helps them to fix the association between the letter and the letter sound.

Letter formation requires fine motor-skill movements and good hand-eye coordination, and these skills demand a high level of concentration from young children. The materials support teachers and children by introducing letters gradually and ensuring that letter-formation activities are short exercises built into a varied lesson.

Letters are introduced and taught in a set procedure. The procedure supports different learning styles and will quickly become familiar and easy for both you and the children:

- Show the card of the letter *a* and say the sound of the letter, "a."
- Say, "*a* for *ant*" and show the flashcard for *ant*.
- Get children to walk their fingers up their arm, like an ant crawling, while saying, "a, a, a, a."
- Model by drawing the letter in the air while describing the movement, "around, up and down." Get the class to do the same.
- Get children to trace the large letter in the *Activity Book* with a finger and then a pencil.

Let children complete the letters in the *Activity Book*.

Initially, letter formation is more important than position and height differentials. Once children have mastered formation, increasing attention should be given to the position of the letters and the ascenders and descenders.

Because children are focusing at word level, the writing of capitals isn't covered until later units. This prevents children from getting confused with the formation of another group of letter shapes.

Handwriting Book

The *Handwriting Book* is carefully designed to support learners who are learning the alphabet for the first time. The activities in the book give learners focused support on letter formation and left–right directionality.

The *Handwriting Book* can be used as part of the *Gateway Starter* course materials or separately to provide children with further handwriting practice. Introductory notes in this book provide teachers with the information they need to establish the general procedure for teaching letters and to discuss the importance of pre-writing or "getting ready to write" strategies.

Incorporating the *Handwriting Book* into your lessons

Units 1–9 have four *Handwriting Book* pages per unit of extra pre-writing and alphabet formation activities. The latter take children through all the letters of the alphabet, from *a–z*. The allocation of *Handwriting Book* material across the course is given in the teacher's notes as a suggestion only. Extra letter formation practice using the *Handwriting Book* always follows the full introduction and practice of each letter through the *Student's Book* and *Activity Book*.

You may decide to use the *Handwriting Book* material differently, at a slower or faster pace, depending on the needs of children in your class. For example, where lesson notes suggest that children practice writing two letters in one session, you may feel it better to divide this across two sessions, with one letter per session. Alternatively, you may feel that where a lesson suggests practicing one letter, it is more useful for your class (or some of your class) to cover two.

Units 10–20 have two *Handwriting Book* pages per unit. Once again, the allocation of material across the lessons of each unit is given as a suggestion only.

If handwriting tasks are set for homework, it is important that you check children's work in the next lesson in order to make sure that they are forming the letters correctly. For more detail on checking letter formation regularly, please see the section on "Handwriting practice" on page 20.

Getting ready to write

It is very important that you ensure children are "**ready to write**" before they actually start writing. This helps children with the technical aspect of writing and also gives status and importance to the challenging skill of writing.

Before starting any pre-writing and writing activities, check that your pupils:

- **Sit correctly**
  They should sit on their chairs with both feet on the floor and arms and hands on the writing surface.
- **Hold the pencil correctly**
  The correct position is between the thumb and first finger and with the second finger acting as support. The grip should be comfortable and relaxed. The free hand should control and stabilize the paper.
- **Position the book correctly**
  Approximately 30–40 degrees to the right, or left, of the child according to their preferred writing hand.

Note: Left-handers should be encouraged to hold the pencil farther away from the point since this allows them to see what they have written. A higher chair can also help them see what they have written. Left-handers will need space on their left side so avoid positioning them close to a right-hander or a wall.

Handwriting practice

Most children will need extra practice at forming some letters. However, practice helps only if the child is forming the letters correctly. If they are not, the practice will reinforce the incorrect formation and they will struggle to become fluent writers.

It is very important that you observe children while they are writing so that you can correct inaccurate hand movements. Once a child can form a letter correctly, they can then practice independently to develop fluent and automatic hand movements. In addition to the *Handwriting Book*, there are also handwriting support and practice materials included in:

- alphabet practice at the back of the *Student's Book*.
- *Additional Activities* with accompanying *Photocopiable Resources* at the back of this book.

Once children can form letters correctly and confidently, they can do further writing practice in their exercise books.

Spelling

In the second part of the course, children learn to spell common words using the "Look, Say, Cover, Write" strategy. Children learn four words each week. Lesson 5, the last lesson of the week, ends with a spelling test.

The spelling and spelling test pages are at the back of the *Activity Book*.

Stories and rhymes

Each unit has a short story and most have an action rhyme. These help contextualize learning, support reading and listening activities, as well as acting as a springboard for citizenship activities. The stories include features such as repetition and cumulative storylines. All stories and rhymes have colorful illustrations that support meaning. The recordings bring the stories to life and act as a model to support the teacher.

Citizenship

Each unit provides an opportunity to look at an aspect of citizenship. This may be provided through a rhyme or chant, a story, or a picture. Children and teachers are given opportunities to discuss areas such as politeness, rules and responsibilities, keeping healthy, respecting others, and road safety.

Vocabulary

Children learn key content words that are suggested by the topic. They also learn grammatical words such as prepositions, pronouns, and question words. Children need to meet words several times in different contexts in order to establish their meaning and to remember them. The materials support this by recycling vocabulary across the different units.

Language

This course presents language as formulaic chunks that children use to communicate their daily needs and to express likes, dislikes, and feelings. Throughout the course, the language is functional and the grammar is implicit, i.e., there is no focus on abstract grammatical rules and patterns.

Activities

The materials use a variety of child-centered and communicative activities to make sure that learning is fun and meaningful. Each lesson includes a variety of interaction patterns and supports individual, pair, and group work.

Activities include:

- action chants and rhymes
- information gaps
- total physical response (TPR)
- arts and crafts
- board games
- matching games
- stories
- surveys
- role-plays
- guessing games
- moving games
- information transfer

Learning styles

The activities in this course are designed to appeal to learners with different learning styles. For example:

- Kinesthetic learners prefer to learn by moving and doing, so the course includes activities such as total physical response (TPR), arts and crafts, action chants, role-plays, flashcard games, and pointing and miming games.
- Auditory learners respond to aural and oral activities, so the course includes activities such as listening to recorded chants, stories, and dialogs; pairwork and group work; phonics; retelling; and TPR.
- Visual learners prefer to learn through images, so the course includes colorful pictures in the *Student's Book*, flashcard games, posters, illustrated stories, and memory games.

Gender

The *Gateway Starter* course promotes positive gender images and challenges stereotypes. The characters are dynamic and lively and engage in the world around them.

Mixed ability

Children naturally develop and learn at different rates. This book provides ideas for **extending** and **supporting** learning in the detailed lesson notes and in the *Additional Activities* at the back of the book. You can also support differentiated learning in the following ways:

- Encourage collaboration. This allows high achievers to explain things to and support lower achievers.
- Include "thinking time." Give children time to consider their answer, or discuss their answer, before saying it to the class.
- Use "no-hands-up." Get children to discuss and share answers in their groups. Choose a child to give the answer rather than always picking the high-ability and confident children who have their hands up.
- Get children to choose. For example, tell children to "choose three questions" out of a possible five. This ensures that all children succeed in achieving the task. Children who finish can go on to complete all the questions.
- Add an open-ended challenge. Challenge children who finish early to do an open-ended task, for example, "How many *s* words can you find in your book?"

Positive attitudes

When children feel successful, they develop a positive attitude to learning. It is important that you recognize the unique qualities and abilities of each child in your class and praise them accordingly. There are many ways to praise children and engender positive self-esteem. For example, you can praise children for:

- effort
- showing consideration for others
- finishing work
- showing a positive attitude
- clearing up
- using English in the classroom
- listening to others

Assessment

Gateway Starter materials provide you with *Progress Charts*, allowing you to track your pupils' progress throughout the year. The *Progress Charts* are at the back of the book following the *Photocopiable Resources*. They provide space for you to write the name of each child in your class.

Each *Progress Chart* contains the main learning objectives for that unit. You should complete the chart according to your observations of children during their normal lessons and activities. Young children naturally learn and develop at different rates, so you should regularly return to the progress charts and update them in order that they reflect each child's current achievements. A blank *Progress Chart* is provided on page 341, which you can complete according to the specific needs of your class.

UNIT 1												
Can follow a story. (Sits still and follows.)												
Can ask for names. (*Who is it? What's your name?*)												
Can read names. (Character names)												
Can control a pencil. (Tracing, tracking, coloring)												

Self-assessment

At the end of each unit in the *Activity Book*, there is an "**I can**" statement of achievement. Read each statement with the children and remind them of the relevant activities in the unit. Give children some time to think about the statement and their work and then ask them to color the dots:

- red if they need more help
- orange if they think they did it OK
- green if it was easy

Make sure that you look at the children's responses. If they colored the circle red, talk to the child about what they can do to improve. For example, it may be that the child can listen to the instructions more carefully, do an additional activity, or ask parents for help.

Classroom management

Young children enjoy learning and want to please their teacher. Most misbehavior can be avoided by creating an atmosphere of mutual trust, security, and collaboration. Some key points are:

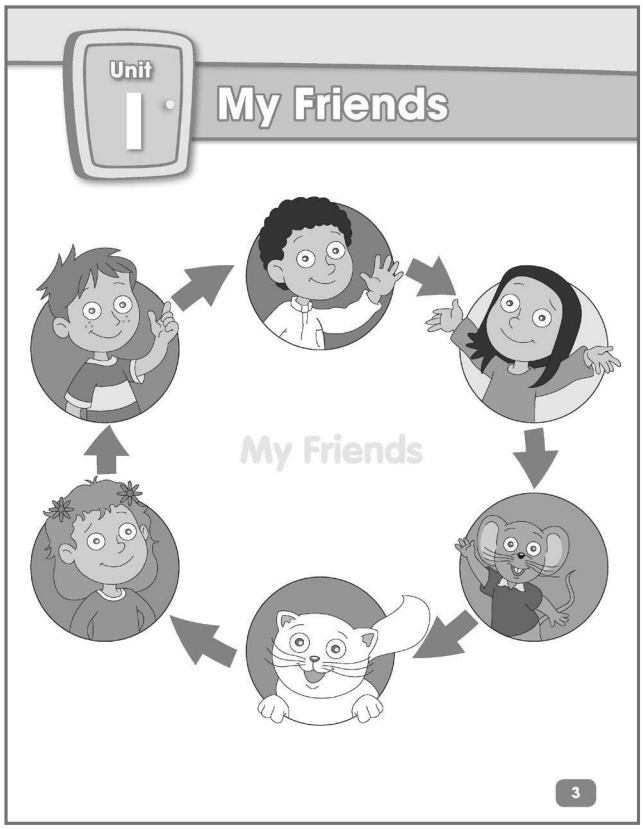
- negotiate shared rules for the classroom at the start of the year and make a poster with drawings (where necessary for clarity) and put on the wall where it can be easily seen and referred to
- establish routines for entering the class
- establish routines for leaving the class
- discuss and use a strategy for stopping the class (e.g., "1, 2, 3, eyes on me!")
- give children responsibilities (e.g., collecting resources, line leaders)
- praise children for behavior and effort as well as ability and achievement
- use mime and gesture to support instructions
- make sure children know what they have to do
- signpost clearly when one activity has finished and you are moving on to another

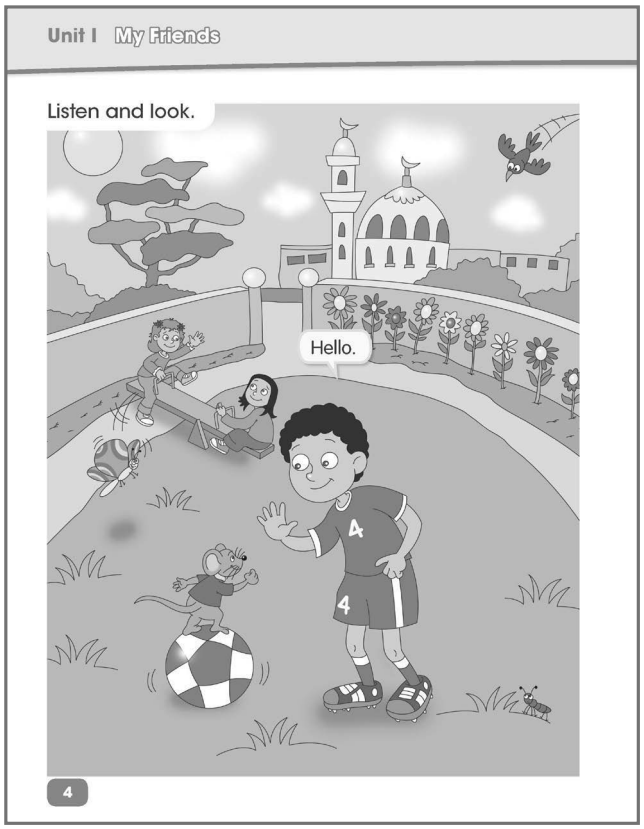
You and your professional development

The *Gateway Starter* course is designed to support your own teaching and professional development. It incorporates current approaches to learning, such as clear learning objectives, framing learning, phonics, interactive self-access activities, and communicative activities.

By reading this Introduction and sharing it with colleagues, you will gain a good understanding of the approach to learning that underpins the materials. While teaching the materials, you may come across activities and techniques that are new to you. The detailed lesson notes are designed to support you at such times and to help you develop your teaching skills. It is also important that you reflect on the learning that happened in your class and share and discuss learning with your colleagues.

Unit 1 My Friends





Objectives
- To listen to and follow greetings
- To identify the characters

Materials
- *Student's Book* pages 3 and 4
- Audio tracks 1 and 2
- *Handwriting Book* page 4 (see notes on page 34)
- Picture cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)
- *Sounds file*: Audio track 87

I. Circle Time

Tell children they are going to start learning English and discuss some of the following points with them:
- Find out what English words children already know.
- Get children to tell you where and when they see or hear English.

  Get children to guess what activities they will do in their English lessons.

Introduce the lesson. Use appropriate language to tell children what they will do in the lesson. While you do this, illustrate the activities on the board, with icons or drawings. For example, in this lesson, children will:
- listen to English and meet the characters,
- say a rhyme,
- play a game with picture cards.

The three icon sketches below will give you an idea of quick and simple drawings that you can do on the board when you want to indicate a change from one activity to another. You can draw these in advance of the lesson and then point to the relevant icon sketch when you are ready to change activity.

Please see page 344 for examples of other icon sketches you can use.

Say | Listen | Find

2. Listen.

Hold up page 3 of the *Student's Book* and let children find the same page. Point to the characters and tell children that they will be learning English with some friends.

Get children to put their finger on the picture of Hassan at the top of the page. Play Track 1. Children listen and point to the characters.

Track 1: My name
Hello. My name's Hassan.
Hello. My name's Reem.
Hello. My name's Kiko.
Hello. My name's Velvet.
Hello. My name's Mandy.
Hello. My name's Sam.

Play Track 1 again. This time, pause after each character and get children to repeat as they point to the picture. Encourage them to copy the intonation and voices.

Ask children if they have any brothers or sisters. Point to the pictures on page 4 of the *Student's Book* and explain that Hassan and Reem are brother and sister.

3. Identify.

Hold up the picture cards of the characters one by one and name them with the children.

Stick the picture cards around the classroom, naming them as you do so. Say the name of a character and get children to find and point to the picture card. Do this until all of the characters have been named once or twice.

Give each picture card to a group. Give children some time to check the name of the character with their group. Slowly call out the six characters in a sequence (e.g., "Kiko, Velvet, Sam, Hassan, Mandy, Reem"). The groups must stand up when they hear their name. Redistribute the picture cards and repeat the activity several times.

4. Say a rhyme.

Get children to look at page 4 of the *Student's Book*. Ask children if they go to the park with their family. Explain that Hassan is visiting the park with his sister and her friend. In the park, Hassan meets a new friend, Kiko. Let them name some things they can see in the picture (in their own language).

Note: It is not necessary for children to learn the English names for the things they see in the picture. Let them describe what they see in their own language and use any English words that they volunteer.

Play Track 2 and get children to listen.

Track 2: The Hello Rhyme

Verse 1
Hello. Hello.
How are you?
Hello. Hello.
I'm fine, thank you.

Verse 2
Hello. Hello.
What's your name?
Hello. Hello.
My name's Kiko.

Verse 3
Hello. Hello.
How are you?
Hello. Hello.
I'm fine, thank you.

Verse 4
Hello. Hello.
What's your name?
Hello. Hello.
My name's Hassan.
My name's Reem.

Play the rhyme a second time and let children join in when they feel ready. Encourage children to take the parts of Hassan and Reem and call out their names in the last line of the rhyme.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

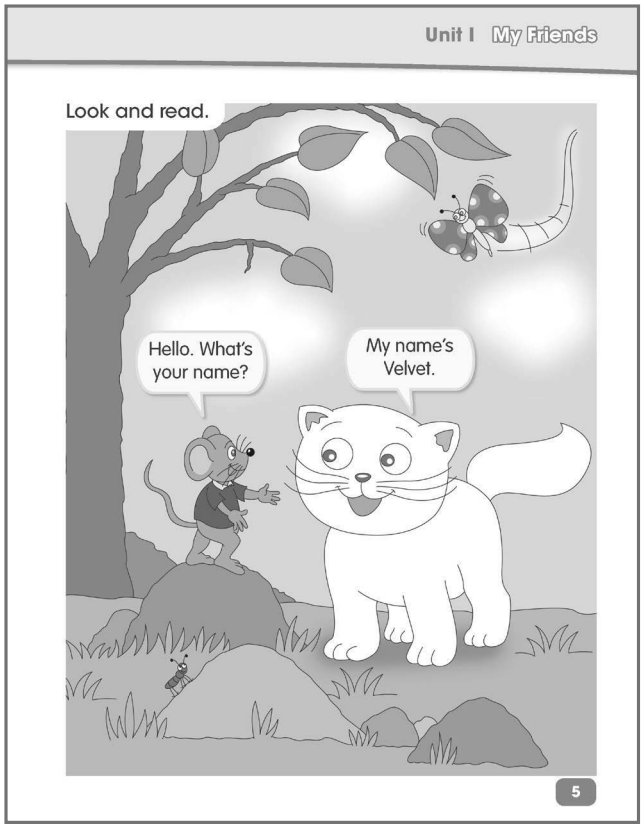
- Get children to draw and color a character of their own to join the six characters in the course. This supports imagination, creativity, and fine motor skills.

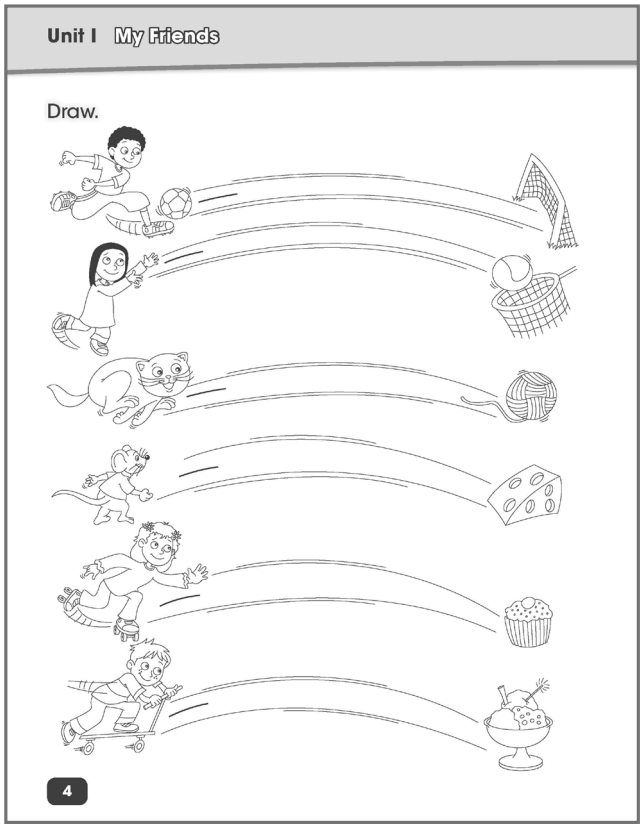
Support

- Give children extra practice listening to names and identifying the characters. For example, call out the names in a random order and get children to point to the correct picture on page 3 of the *Student's Book*.
- Name children in the class using the language "My name's [David]." Get the class to listen and point to that child.

Before the next lesson

- Write children's names in English on page 3 of their *Activity Books*.
- You can make part three of the next lesson more fun if you make a toy microphone for each group. This can be made very quickly by sticking a plastic ball on top of a cardboard tube.





Objectives
- To identify characters
- To ask for a person's name
- To read character names
- To control fine motor skills

Materials
- *Student's Book* page 5
- *Activity Book* page 4
- *Handwriting Book* page 5 (see notes on page 34)
- Audio track 3
- Picture cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)
- Word cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)

I. Circle Time

Say, "Hello" to the children and get them to reply with, "Hello."

Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:
- play a game with picture cards and word cards,
- read names,
- do some pre-writing (tracking).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Ask and answer.

Get children to look at page 5 of the Student's Book. Encourage them to guess what is happening (Kiko is meeting Velvet). Play Track 3 and let children listen.

Track 3: Kiko meets Velvet.
Kiko: *Hello. What's your name?*
Velvet: *My name's Velvet.*

Divide the class in half. Tell one half they are Kiko and one half they are Velvet. Play Track 3 a second time, pausing to let the halves of the class repeat the dialogue. Change roles and do the same again.

Model the language by going up to a child and saying, "Hello. What's your name?" Help the child answer, "My name's [David]."

Do this with several children.

Get children to take turns asking for names in their groups.

If you have some toy microphones, give one to a child in each group. The child with the microphone starts by asking another child, "What's your name?" The microphone should be passed to whoever is speaking.

For example:

Child 1: What's your name?

Child 2: My name's James. What's your name?

Child 3: My name's Tom. What's your name?

Child 4: My name's Sally. What's your name?

3. Read.

Play "Who is it?" Hold up the picture cards, name them with the children, and stick them on the board. Get children to close their eyes. Turn one picture card over. Get children to open their eyes, point to the turned-over card, and ask, "Who is it?" Let children call out the missing character. Do this several times, each time with a different character.

Hold up a word card, say the name, and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards.

Play "Take it off." Remove a picture card. Point to its remaining word card and get children to say the word. Remove all of the picture cards in the same way, so that only the word cards remain. Point to a word card and help the class to say it (you can help them by whispering the initial sound). When they say it, remove it from the board. Do this with all of the word cards.

4. Draw.

Tell children that they are going to do some writing. They should clear their desks and sit with two feet on the floor. Check that everyone is sitting correctly and has a pencil.

Show children page 4 of the *Activity Book* and get them to name the characters on the left of the page. Show children how to draw a line from left to right along the "track," from the character to the object. Challenge children to:

- keep the pencil line in the middle of the track,
- keep their pencil on the paper.

While children are working, move around and check sitting position, paper position, and pencil grip.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

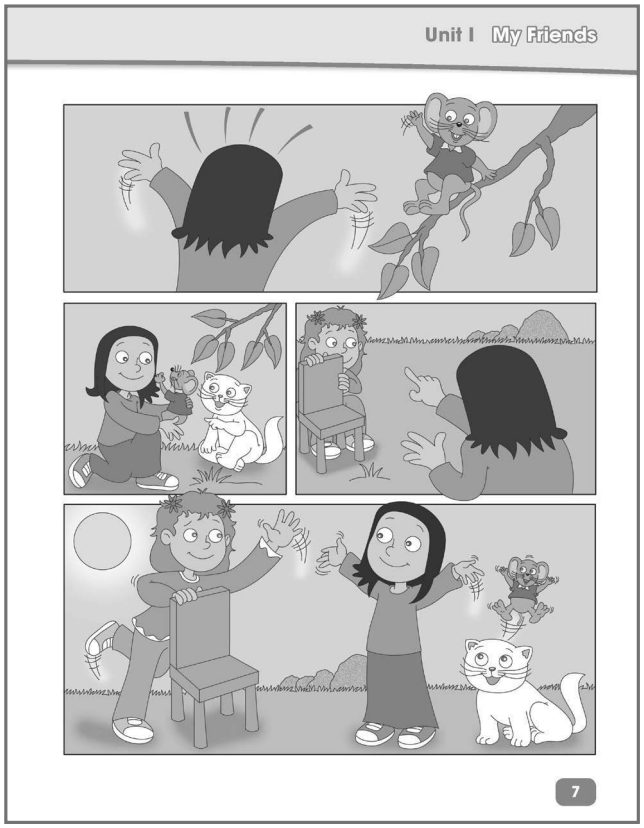
Additional

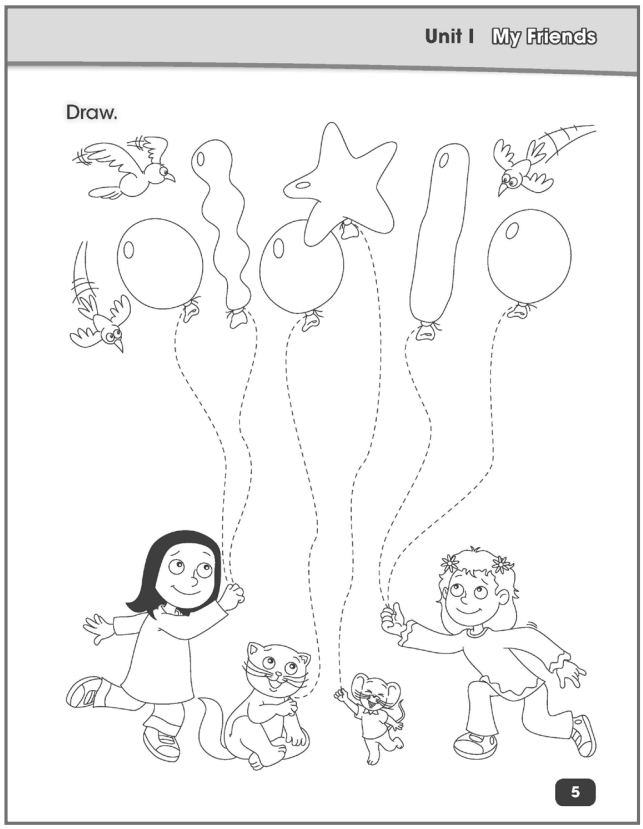
Extend

- Get children to color the pictures on page 4 of the *Activity Book*. This will help develop fine motor skills.

Support

- If some children work very slowly in your class, let them choose only four characters on page 4 of the *Activity Book*.





Objectives

- To read names
- To listen and follow a story
- To do some writing (tracing)

Materials

- Student's Book pages 6 and 7
- *Activity Book* page 5
- *Handwriting Book* page 6 (see notes on page 34)
- Audio track 4
- Picture cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)
- Word cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)

I. Circle Time

Say, "Hello" to the children and get them to reply with, "Hello."

Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game with picture cards and word cards,
- listen to a story,
- do some writing (tracing).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Quickly put the picture cards on the board. As you do so, encourage the children to name the characters. Hold up a word card and say, "Who is it?" When children answer, put it below the matching picture card. Continue until all of the word cards and picture cards are on the board.

Hand out the picture cards and word cards to children in the class. Give them some time to identify their card with their group. Say the name of a character and get the children with the corresponding cards to stand up and hold them up. Get the class to say, "Yes." if the cards match and, "No." if they don't. Continue until all of the characters have been named.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 6 and 7 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening.

Get children to look at the first picture. Explain that Reem is looking for her friends in the garden. Get children to tell you what they can see in the picture.

Note: Again, it is not necessary for children to learn the English names for the things they see in the picture. Let them describe what they see in their own language and use any English words that they volunteer.

Play Track 4 and encourage children to point and look at the pictures.

Track 4: Who is it?
[Picture 1]: *Hmm. Where is everyone?*
[Picture 2]: *Look! Who is it?*
[Picture 3]: *Ohh!*
[Picture 4]: *Hello, Velvet!*
[Picture 5]: *Look! Who is it?*
[Picture 6]: *Ohh!*
[Picture 7]: *Hello, Kiko!*
[Picture 8]: *Look! Who is it?*
[Picture 9]: *Ohh! Hello, Mandy!*
[Picture 9]: *Hello, everyone!*

Ask children if they enjoyed the story and get them to tell you their favorite parts.

Use this opportunity to look at one of the pictures of Reem looking surprised. Find out when children have been surprised by something or have felt scared. For example, they may have felt scared about starting school.

4. Draw.

Tell children that they are going to do some writing. They should clear their desks and sit with two feet on the floor.

Show children page 5 of the *Activity Book*. Show children how to draw a line from the balloon down to the character. Challenge children to:
- keep the pencil line on the dots,
- keep their pencil on the paper.

While children are working, move around and check sitting position, paper position, and pencil grip.

5. Circle Time

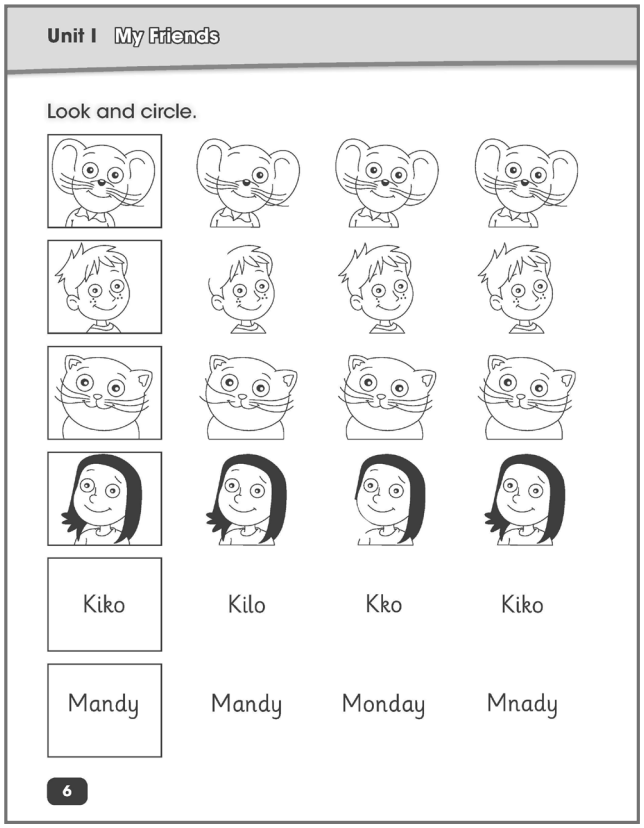
Review the lesson. Use icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend
- Get children to color the pictures on page 5 of the *Activity Book*. This will support fine motor-skills development.

Support
- If some children work very slowly in your class, let them choose only two characters and their balloons on page 5 of the *Activity Book*.

Before the next lesson
- Photocopy and cut out enough finger puppets (*Photocopiable Resources* pages 292–293). You will need one puppet for each child. Copy more if you want them to choose a character for themselves.
- Make a finger puppet to show children in the next lesson (see page 8 of the *Student's Book*).



Objectives

- To discriminate visually between images
- To listen and follow instructions
- To ask and answer questions
- To use fine motor skills

Materials

- *Student's Book* page 8
- *Activity Book* page 6
- *Handwriting Book* page 7 (see notes on page 35)
- Audio track 5
- *Funny face finger puppets* (one per child) (*Photocopiable Resources* pages 292–293)

I. Circle Time

Say, "Hello" to the children and get them to reply with, "Hello."

Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- color pictures,
- make a puppet,
- do some speaking.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Look and circle.

Show children page 6 of the *Activity Book*. Explain that they must circle the picture that is the same as the one in the box. Tell children that they have to look very carefully at the pictures.

When they have finished, help children check their answers. Hold up, or project, page 6 of the *Activity Book*. Get children to help you circle the pictures and words that are the same.

3. Make and play.

Hold up your puppet and tell the class that they are going to make a puppet.

Show children the pictures at the top of page 8 of the *Student's Book*. Get them to look at the first picture and guess what they have to do (*color* the picture). Do the same with the remaining two pictures (*stick* and *put*).

When you are confident that children know what to do, distribute the materials and let children make a puppet. You will have to help them stick the paper.

When children have finished, get them to name their puppet. Children can choose any name they like for their puppets.

Ask children to look at the bottom of page 8 of the *Student's Book*. Explain that Sam and Hassan are introducing their puppets to each other. Play Track 5 and let children listen.

Track 5: What's your name?
Sam: *Hello. What's your name?*
Hassan: *My name's Maher.*

Divide the class in half. Tell one half to take the role of Sam and one half to take the role of Hassan. Play Track 5 again. Pause to let each half of the class repeat their character's words. Change over roles and do the same.

Demonstrate introducing your puppet to a confident child's puppet, using the target language on page 8 of the *Student's Book*.

Get children to stand up and move around the class, introducing their puppet to others in the class.

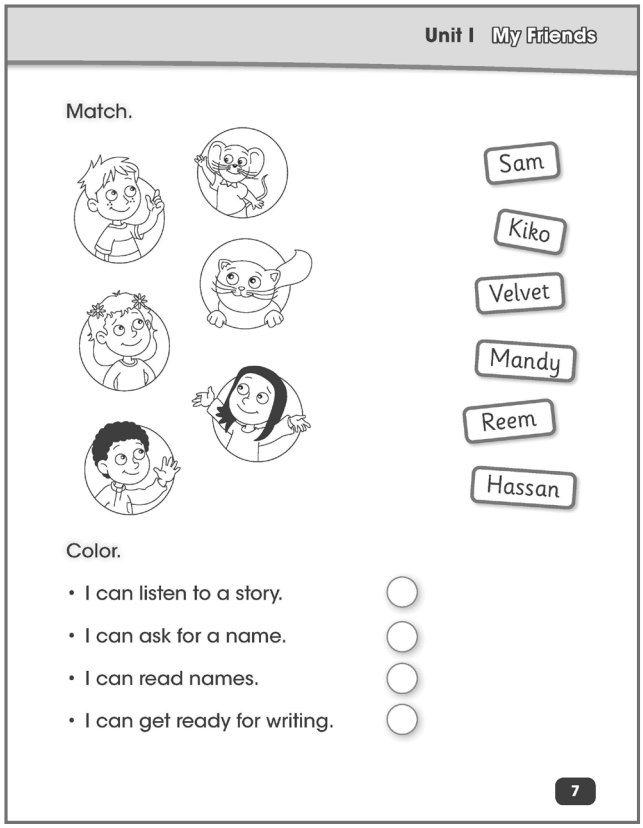
4. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

- Let children draw a face of their own on a strip of paper and make it into a finger puppet.



Objectives

- To listen to and follow instructions
- To ask and answer questions
- To use visual discrimination skills
- To use fine motor skills

Materials

- *Student's Book* pages 6 and 7
- *Activity Book* page 7
- Audio tracks 2 and 4
- Picture cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)
- Word cards (*Reem, Hassan, Mandy, Sam, Kiko, Velvet*)

I. Circle Time

Say, "Hello" to the children and get them to reply with, "Hello."

Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson children will:

- say a rhyme,
- act out a story.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Play Track 2 ("The Hello Rhyme") from Lesson 1 and get children to join in where they can.

3. Listen.

Show children pages 6 and 7 of the *Student's Book*. Play Track 4 and let children follow the story in their books.

Play Track 4 again. This time, pause the story and get the class to repeat the story.

Alternatively, tell children to imagine they are Reem and to act out the story.

For example:

[Picture 1]: Look puzzled.

[Picture 2]: Point.

[Picture 3]: Jump and look surprised.

[Picture 4]: Mime stroking Velvet.

[Picture 5]: Point.

[Picture 6]: Jump and look surprised.

[Picture 7]: Kneel down and mime holding Kiko.

[Picture 8]: Point.

[Picture 9]: Jump and look surprised. Smile and wave.

4. Read.

Distribute the picture cards and word cards to children in the class. Name a character and get children to stick the corresponding picture card and word card on the board. Continue until all of the cards are on the board.

Remove the picture cards and play "Who is it?" with the word cards. Get children to close their eyes. Turn one word card over. Get children to open their eyes, point to the turned-over card, and ask, "Who is it?" Let children call out the missing character. Do this several times, each time with a different character.

Show children the activity at the top of page 7 of the *Activity Book*. Tell them to draw a line from each character to that character's name. While the children are working, move around and offer support and assistance when necessary.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 7 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can listen to a story (e.g., *Student's Book* pages 6 and 7).
- I can ask for a name (e.g., *Student's Book* pages 5 and 8).
- I can read names (e.g., picture/word card activities and *Activity Book* page 7).
- I can get ready for writing (e.g., sit correctly, position book, and hold pencil).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Before the next lesson

- For the next Lesson (Unit 2, Lesson 1), you will need a bag (opaque, preferably made of cloth that you can reuse time and again), a pencil, a ruler, an eraser, and a book.
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the form of the letter *a* and the sound /a/.
- The new words for Unit 2 are recorded as part of the *Sounds File* (Track 88).

Lesson 1

Use page 4. All four activities for Unit 1 practice pre-writing skills and shape recognition.

Handwriting Book activities can either be done in class or set for homework. However, at the beginning of the course, you might find it better to cover the handwriting activities in class so that you can monitor children and make sure that they get the important basics correct from the start.

Note: If you are setting for homework, it is important that children prepare to write before they start (see "Getting ready to write" in the Introduction on page 20 of this book).

Practice the following; make it a fun activity by miming the correct positions and getting the children to follow your actions. Count **1** = "sit correctly," **2** = "hold your pencil correctly," and **3** = "put your book correctly" with each mime so that they begin to recognize the three-step process.

Before starting any prewriting and writing activities, check that your pupils:

- **Sit correctly**
  They should sit on their chairs with both feet on the floor and arms and hands on the writing surface.
- **Hold the pencil correctly**
  The correct position is between the thumb and first finger, with the second finger acting as support. The grip should be comfortable and relaxed. The free hand should control and stabilize the paper.
- **Position the book correctly**
  Approximately 30–40 degrees to the right, or left, of the child according to their preferred writing hand.

In this activity, children should start at the black dot and move their pencils across the page following the wavy lines and keeping their pencils on the page until they reach the white dot. Children can color the pictures for homework. Coloring also practices fine motor skills.

Lesson 2

Use page 5. The second activity for Unit 1 practices pre-writing skills. It can be set for homework, but at this early stage it might be better to do the activity in class so that you can monitor.

In L1, talk about what children can see in the picture (Velvet, the cat, is sitting on a chair and has dropped four balls of wool). Once again, children should start at the black dot and move their pencils down the page following the wavy lines and keeping their pencils on the page until they reach the white dot. Children can color the picture for homework. Coloring also practices fine motor skills.

Again, practice the following; mime the correct positions and get the children to follow your actions. Count **1** = "sit correctly," **2** = "hold your pencil correctly," and **3** = "put your book correctly" with each mime so that they begin to recognize the three-step process.

Lesson 3

Use page 6. This activity practices shape recognition. It can be set for homework, but at this early stage it might be better to do the activity in class so that you can monitor.

Talk about what characters the children can see in the picture and let children say their names (Velvet, Kiko, Reem and Mandy; also a flower and a butterfly – it is not necessary for children to learn these words). Ask children to point to the characters as you say their names. In pairs, let children draw a line with their index fingers from each character to each character's outline. Ask them to make wavy lines that go around, not over, the pictures. Monitor and help where necessary.

Ask children to get ready to write. See if they can remember the three steps as you say 1, 2 and 3.
- Sit correctly
- Hold the pencil correctly
- Position the book correctly

When they are ready to write, tell them to draw a wavy line from each character to its matching outline. Encourage them to keep their pencils on the paper for the whole line. Monitor and help where necessary. Children can color the picture for homework.

Lesson 4

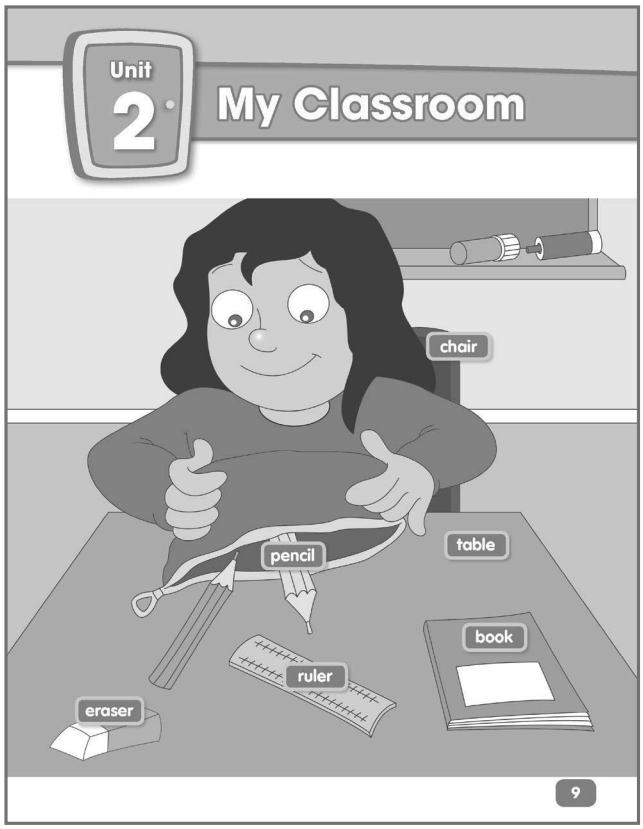
Use page 7. This activity practices shape recognition and free drawing. It can be set for homework, but at this early stage it might be better to do the activity in class so that you can monitor.

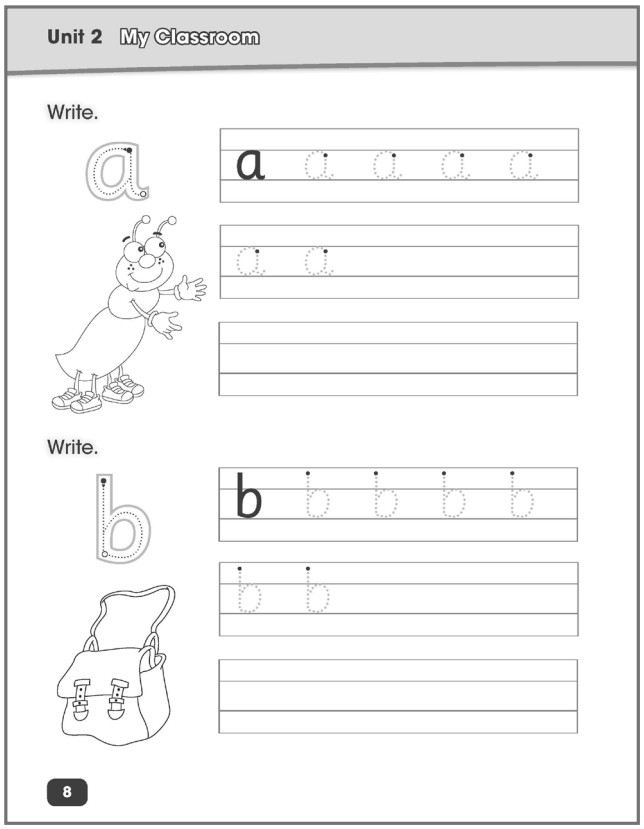
Get children to name the character (Kiko). Let children draw the other half of the picture with their index fingers. Ask children to get ready to draw. See if they can remember the three steps as you say 1, 2, and 3.
- Sit correctly
- Hold the pencil correctly
- Position the book correctly

When they are ready, tell them to draw the other half of Kiko. Encourage them to look carefully at the different shapes. Monitor and help where necessary. When children have finished their drawings, ask some questions about Kiko (you will need to do this in Arabic), for example, "How many legs/eyes/ears?"

Children can color the picture for homework.

Unit 2 My Classroom





Objectives

- To listen to and identify classroom objects
- To say the sound /a/
- To write the letter *a*

Materials

- *Student's Book* page 9
- *Activity Book* page 8
- *Handwriting Book* page 8 (see notes on page 48)
- Audio track 6
- Alphabet card *a*
- Alphabet poster
- Bag and objects (see "Before the next lesson," Unit 1, Lesson 5)

I. Circle Time

Hold up, or project, page 9 of the *Student's Book* and tell children they are going to start a unit called "My Classroom." Discuss some of the following points with them:

- Talk about what things are in their classroom.
- Talk about how the classroom helps them learn.
- Talk about what they like and don't like about their classroom.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- play a game ("What is it?"),
- listen ("Classroom objects"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play "What is it?"

Secretly put one of the items you have prepared before the lesson (*pencil, ruler, eraser, book*) in the bag you are going to use for this game. Hold up the bag and tell children that it contains something which they often have on their tables.

Put your hand in the bag and mime feeling the object (e.g., for an eraser, a rubbing movement backwards and forwards) as you ask, "What is it?" Encourage the class to guess the object in their own language.

When children guess the object, pull it out and name it in English, for example, "Yes, it's a book." Put the object where the children can see it and get the class to name it two or three times in English.

Repeat the game until all four objects are displayed. Point randomly to the objects and help the class name them in English.

3. Listen and identify classroom objects.

Get children to look at page 9 of the *Student's Book*. Ask, "Who is it?" When children respond with "Reem," get them to guess what she is doing. Explain that Reem is getting ready to write and she is looking for a sharp pencil.

Play Track 6 and get children to listen and point to each object. Pause between each sentence and check that children are pointing to the correct picture.

Track 6: Classroom objects
It's a chair.
It's a ruler.
It's a book.
It's an eraser.
It's a pencil.
It's a table.

Play Track 6 again. Get children to point to the pictures and repeat after each sentence.

4. Write.

Check that children are ready to write. Teach the letter *a* by following the procedure below:

- Show the alphabet card of the letter *a* and say the sound of the letter, "/a/."
- Say, "/a/ for *ant*" and show the picture card for *ant*.
- Get children to walk their fingers up their arm, like an ant crawling, while saying the sound of the letter, "/a/, /a/, /a/, /a/."
- Model drawing the letter in the air while describing the movement, "around, up, and down." Get the class to stand up and do the same.
- Show children the large letter at the top of page 8 of the *Activity Book*. Explain that the black dot tells them where to start the letter and the white dot shows them where to finish.
- Get them to trace over the letter with a finger and then a pencil. Pay attention to start points and finish points.
- Let children complete the letters for *a* in the *Activity Book*.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and get a confident child to point to the letter a and the picture of the ant, ask the rest of the class to say the sound /a/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

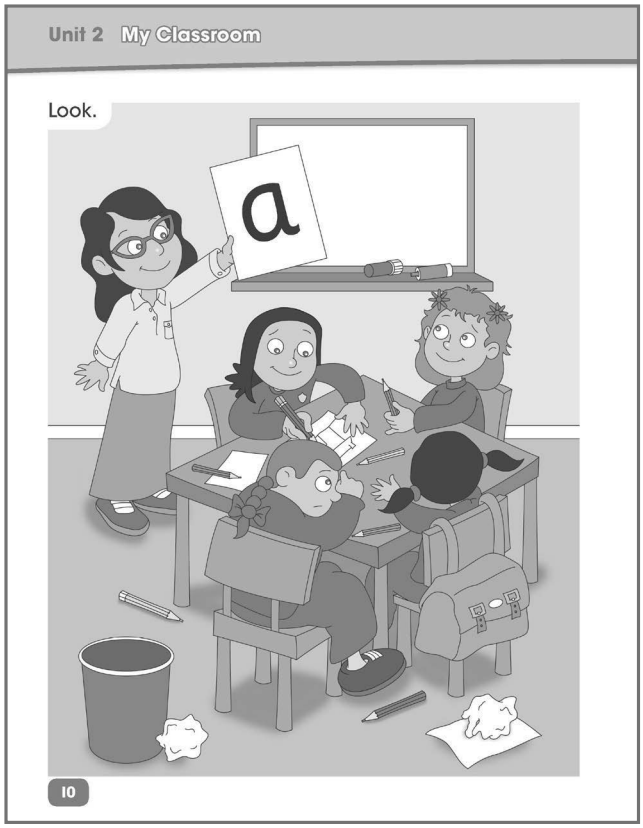
- Get pairs to play "What is it?" using page 9 of the *Student's Book*. One child points to a classroom object and asks, "What is it?" When their partner names the object, they change roles.
- Let children color the picture of the ant in the *Activity Book*.

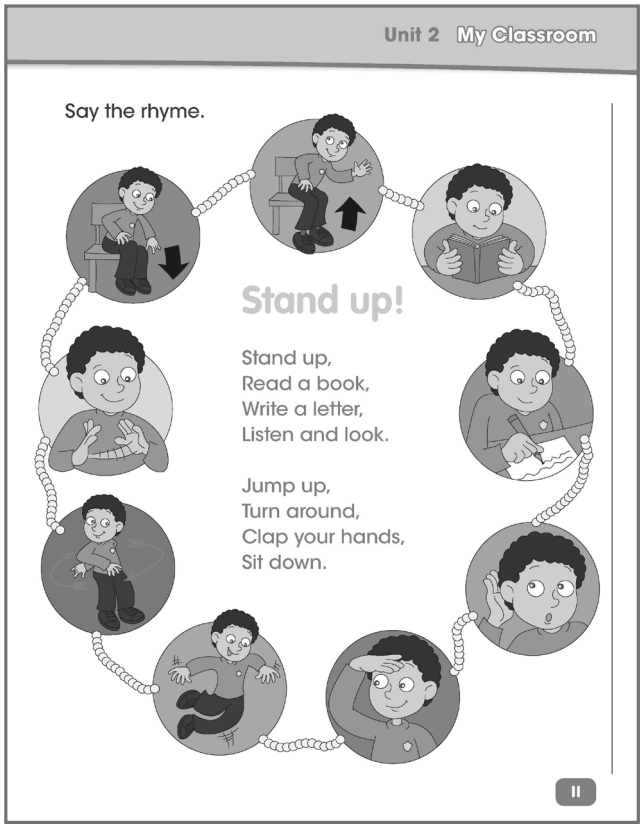
Support

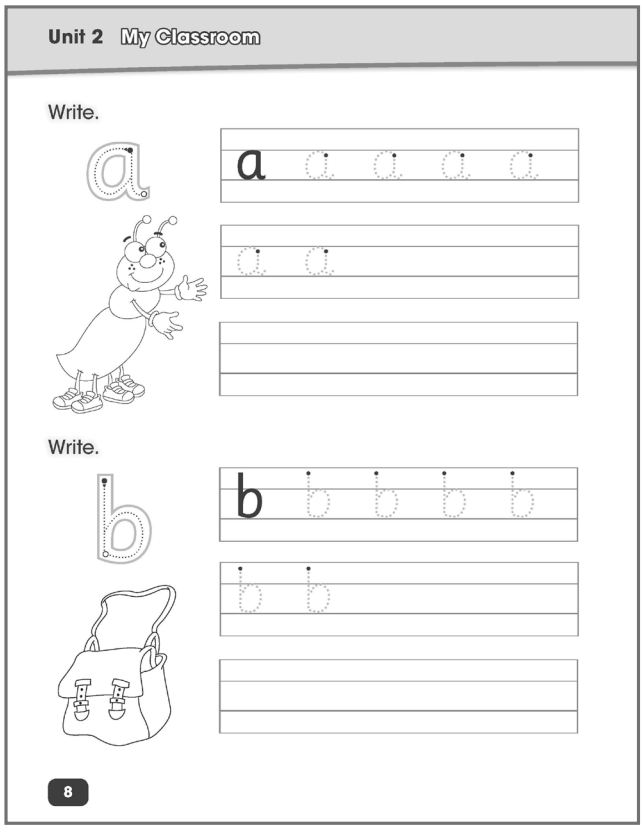
- Using picture cards put up on the board, play "What's missing?" with the four classroom objects. Get children to close their eyes, then you remove an object and see if they can guess which one is missing.
- When doing page 8 of the *Activity Book*, organize children into pairs so each child has a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (i.e., checks the start and finish points and watches that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the form of the letter *b* and the sound /b/.







Objectives

- To listen to and follow instructions
- To name classroom objects
- To say the sound /b/
- To write the letter *b*

Materials

- *Student's Book* pages 10 and 11
- *Activity Book* page 8
- *Handwriting Book* page 9 (see notes on page 48)
- Audio track 7
- Alphabet card *b*
- Alphabet poster
- Picture cards (*table, chair, pencil, ruler, eraser, book*)
- Word cards (*table, chair, pencil, ruler, eraser, book*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson children will:

- talk (about responsibilities),
- say a rhyme,
- play a game (with picture and word cards).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Look.

Get the class to look at the picture on page 10 of the *Student's Book*. Use the picture to talk about rules and responsibilities. For example:

- Look at the teacher when he or she is talking.
- Listen to the teacher when he or she is talking.
- Sit on the chair properly.
- Put bags away in the proper place.
- Keep the table neat and tidy.
- Put trash in the bin.
- Don't waste paper.

Spend some time talking about why we have rules and responsibilities in the classroom and explain that each child has a responsibility to help themselves and others to learn.

3. Say a rhyme.

Get children to look at the pictures on page 11 of the *Student's Book*. Point to a picture and ask, "Who is it?" When children respond with, "Hassan," explain that he is doing the actions to a rhyme.

Get children to look at the first picture (Hassan standing up). Get them to guess what Ben is doing and then get the class to do the same action. Do the same for each picture.

Play Track 7. While children listen, demonstrate the actions, or point to the relevant actions in the book.

Track 7: Stand up!

Stand up,
Read a book,
Write a letter,
Listen and look.
Jump up,
Turn around,
Clap your hands,
Sit down.

Play Track 7 again. Encourage children to listen and join in with the actions.

4. Read words (classroom objects).

Play "What is it?" Name the picture cards with the children and stick them on the board. Get children to close their eyes. Turn one card over and get children to open their eyes. Point to the turned-over card and ask, "What is it?" Let children call out the missing object. Do this several times, with different picture cards.

Hold up a word card, say the name and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards.

Point to the picture cards and read the words with the class.

Take the picture cards and word cards off the board and distribute them to groups around the class. Say a classroom object and get the groups with that word card or picture card to stand up, holding the card. Get the rest of the class to check that the two cards match. Do this several times with each classroom object.

5. Write.

Check that children are ready to write. Teach the letter *b* by following the procedure below:

- Show the alphabet flashcard of the letter *b* and say the sound of the letter, "/b/."
- Say, "/b/ for *bag*" and show the picture card for *bag*.
- Get children to mime carrying a heavy bag in each hand while saying the sound of the letter, "/b/, /b/, /b/, /b/."
- Model drawing the letter in the air while describing the movement, "down, up and around." Get the class to stand up and do the same.
- Show children the large letter *b* on page 8 of the *Activity Book*. Explain that the black dot tells them where to start the letter and the white dot shows them where to finish.
- Get them to trace over the letter with a finger and then a pencil. Pay attention to start points and finish points.
- Let children complete the letters for *b* in the *Activity Book*.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and get a confident child to point to the letter *b* and the picture of the bag, ask the rest of the class to say the sound /b/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

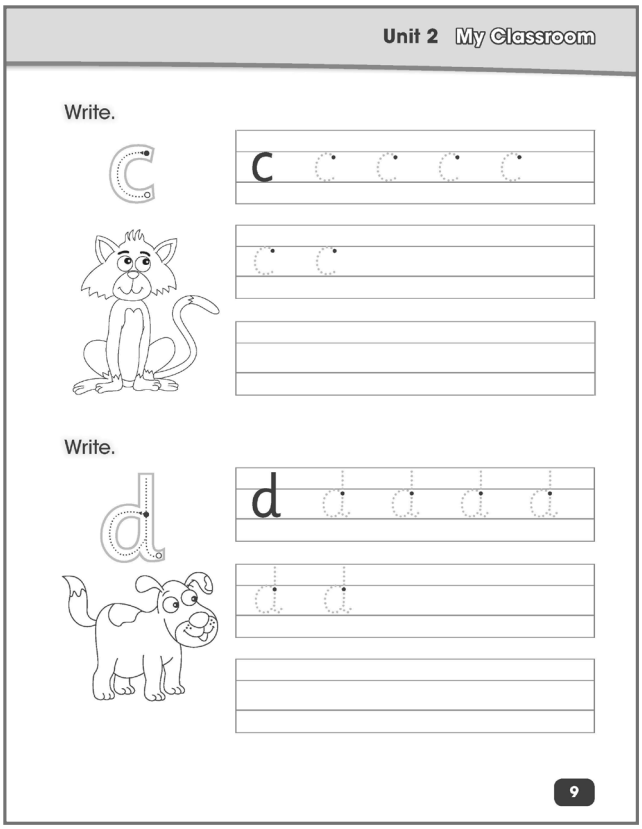
- Let children color the picture of the bag on page 8 of the *Activity Book*.
- Put the flashcards around the walls of the classroom. Say, "It's a pencil." and get children to point to the picture card of a pencil. Do this several times for each picture card. Do the same with the word cards.

Support

- Organize children into pairs. Get them to look at the action pictures on page 11 of the *Student's Book*. Children take turns to point to a picture while their partner does the action.
- Organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (i.e., checks the start and finish points and watches that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *c*.
- Photocopy and cut out enough *Classroom objects* cards – words and pictures – for each pair of students (*Photocopiable Resources* page 298).
  Note: You can laminate the cards to make a permanent resource.



Objectives

- To listen to and follow a story
- To listen to and follow instructions
- To understand descriptions of location (*in, on, under*)
- To read words (classroom objects)
- To say the sound /c/
- To write the letter *c*

Materials

- *Student's Book* pages 12 and 13
- *Activity Book* page 9
- *Handwriting Book* page 10 (see notes on page 48)
- Audio track 8
- Alphabet card *c*
- Alphabet poster
- *Classroom objects* cards (*Photocopiable Resources* page 298)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game ("Hold up!"),
- listen (TPR),
- listen to a story,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (classroom objects).

Give a set of six *Classroom object* cards (*Photocopiable Resources* page 298) to each pair of children. **Note:** You will need to make up sets of picture cards and word cards before the lesson. Play "Hold up!" Name a classroom object and let pairs hold up the relevant picture. Continue until all pictures have been held up several times.

Give out the six word cards to each pair and play "Hold up!" with the word cards.

Ask pairs to match the pictures and the words on their table. Move around and check that they are matching them correctly.

Collect the cards. **Note:** You can laminate the cards to make a permanent resource.

3. TPR with prepositions

Use a book and a pencil to demonstrate prepositions. Put the pencil in the book and say "in." Do the same, with appropriate actions, to teach *on* and *under*.

Make sure each child has a pencil and a book. Say, "Put the pencil in the book." Help them follow the instructions. Do the same for *on* and *under*.

Check that groups have a pencil, book, ruler, and eraser in front of them. Give a group an instruction using a preposition and the classroom objects, for example, "Put the ruler under the chair." Use mime to support your instructions when necessary. Let the class decide if the group does the action correctly. Continue, giving different groups different instructions.

4. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 12 and 13 of the *Student's Book*. Point to a picture of Sam and ask, "Who is it?" Give them some time to look at the pictures and guess what is happening.

Play Track 8 and encourage children to point and look at the pictures.

Track 8: The Magic Pencil
[Picture 1]: *Sam wants his picture on the wall.*
[Picture 2]: *Sam finds a pencil on a chair.*
[Picture 3]: *It's a magic pencil.*
[Picture 4]: *The magic pencil draws a picture.*
[Picture 5]: *Sam gives the picture to his teacher.*
[Picture 6]: *But he puts the picture under a book.*
[Picture 7]: *The magic pencil draws another picture.*
[Picture 8]: *Sam gives the picture to his teacher.*
[Picture 9]: *But he puts the picture in a cupboard.*
[Picture 10]: *Sam draws a picture.*
[Picture 11]: *Sam gives the picture to his teacher.*
[Picture 12]: *The teacher puts Sam's picture on the wall.*

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get them to tell you where the teacher put Sam's picture (under a book, in a cupboard, on the wall).

Use this opportunity to talk about children taking responsibility for their own work and feeling a sense of achievement and pride in their work. Explain that friends, parents, and siblings can help them but should not do the work for them.

5. Write.

Check that children are ready to write. Teach the letter *c* by following the same procedure outlined in Lessons 1 and 2 and in the Introduction. Make the following adaptations to steps 3, 4, and 5:

- Get children to mime pulling an imaginary cat's whiskers while saying the sound of the letter, "/c/, /c/, /c/, /c/."
- Model drawing the letter in the air while describing the movement, "around." Get the class to stand up and do the same.
- Use *Activity Book* page 9.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and get a confident child to point to the letter *c* and the picture of the cat, ask the rest of the class to say the sound /c/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

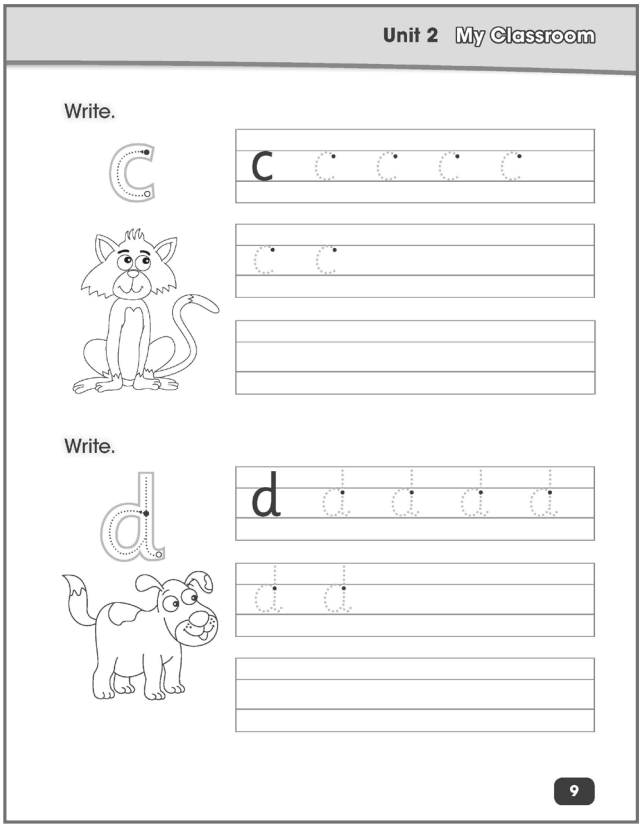
- Give pairs a set of six cut-up *Classroom objects* cards (*Photocopiable Resources* page 298). One child names the six objects in a sequence and their partner listens and places the word cards on the table in the same order. Get children to change roles.
- Let children color the picture of the cat on page 9 the *Activity Book*.

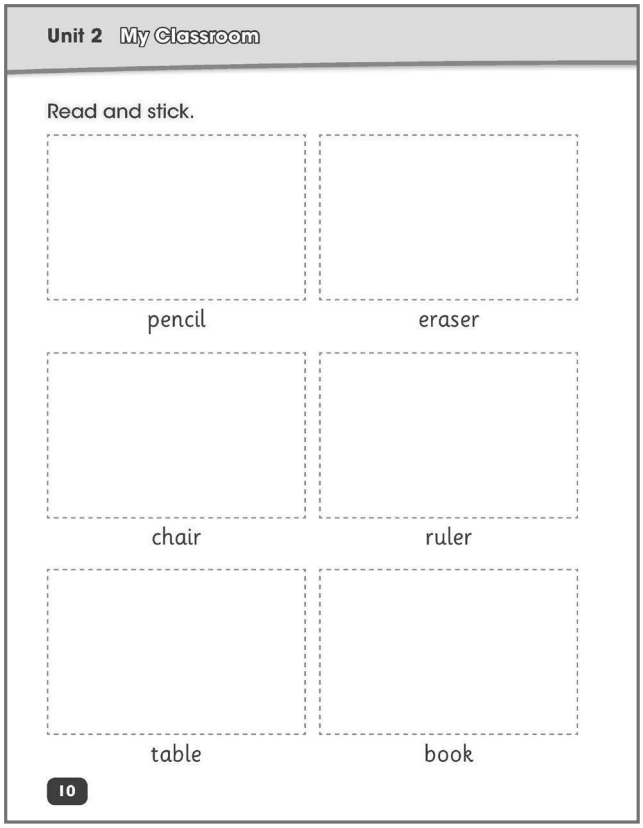
Support

- Organize children into groups. Say a preposition and then nominate a group to demonstrate it. Let the class watch and decide if they act out the preposition correctly or not.
- Organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (i.e., checks the start and finish points and watches that the pencil stays on the paper). Children should change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *d*.





Objectives

- To listen to and follow instructions
- To understand descriptions of location (*in, on, under*)
- To read words (classroom objects)
- To say the sound /d/
- To write the letter *d*

Materials

- *Activity Book* pages 9 and 10
- *Handwriting Book* page 11 (see notes on page 48)
- Audio track 7
- Alphabet card *d*
- Alphabet poster
- Picture cards (*table, chair, pencil, ruler, eraser, book*)
- Word cards (*table, chair, pencil, ruler, eraser, book*)
- *Activity Book* stickers (classroom objects)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a rhyme,
- play a game ("What is it?"),
- listen (TPR),
- read words,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Play Track 7 ("Stand Up!") from Lesson 2 and get children to join in with the actions and words where they can.

3. TPR with classroom objects

Make sure each child has a pencil, a book, a ruler, and an eraser. Give children some TPR instructions using classroom objects and the target prepositions: *in, on, under*. For example, "Put the eraser on the chair. Put the ruler in the book. Put the pencil under the chair."

Let confident children volunteer to take the role of the teacher and give instructions to the class.

4. Read words (classroom objects).

Give out the picture cards and word cards to children around the class. Name a classroom object and get children to stick the corresponding picture card and word card on the board. Get the class to check that the cards match. Continue until all of the cards are on the board.

Remove the picture cards and play a game of "What is it?" with the word cards. Get children to close their eyes. Turn one word card over. Get children to open their eyes. Point to the turned-over card and ask, "What is it?" Let children call out the missing object. Do this several times, each time with a different object.

Show children page 10 of the *Activity Book*. Give them some time to read the words quietly with a partner. Say a classroom object and get children to point to the word on page 10. Do this with all of the words.

Organize children into pairs. One child names a classroom object and their partner listens and points to the word on page 10. Get them to change roles.

Show children where to find the stickers of classroom objects in the center fold of the *Activity Book*. Tell them to stick them in the correct place on page 10.

5. Write.

Check that children are ready to write. Teach the letter *d* by following the procedure outlined in Lessons 1 and 2 and in the Introduction. Make the following adaptations to steps 3, 4, and 5:

- Get children to mime a wagging dog's tail while saying the sound of the letter, "/d/, /d/, /d/, /d/."
- Model drawing the letter in the air while describing the movement, "around, up, and down." Get the class to stand up and do the same.
- Use *Activity Book* page 9.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter

Show the children the alphabet poster and get a confident child to point to the letter *d* and the picture of the dog, ask the rest of the class to say the sound /d/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

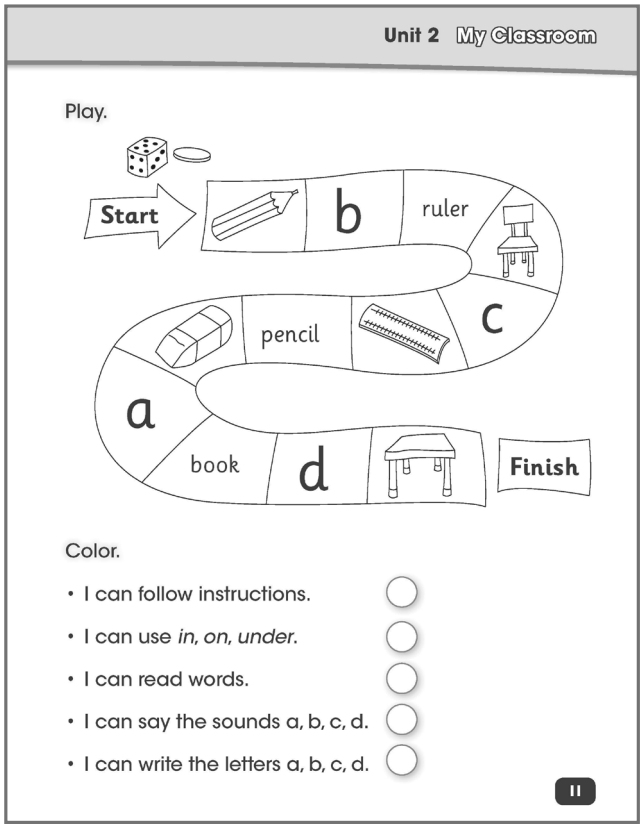
- Before sticking the classroom objects in their *Activity Books*, get confident children to take the role of teacher and give the class instructions using classroom objects and the target prepositions.
- Let children color the picture of the dog on page 9 of the *Activity Book*.

Support

- Organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (i.e., checks the start and finish points and watches that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Each child will need a counter or a piece of colored paper to place on a picture on page 11 of the *Activity Book*.
- Each pair of children will need a die.



Objectives

- To ask questions about location
- To describe location
- To listen to and understand a story

Materials

- *Student's Book* page 14 (and pages 12 and 13)
- *Activity Book* page 11
- Audio tracks 8 and 9
- Counters
- Dice

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson children will:

- play a guessing game,
- listen to a story,
- play a board game.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Talk about location.

Get children to look at the pictures on page 14 of the *Student's Book*. Explain that Reem has lost her pencil.

Play Track 9 and get children to point to the pictures. While children are listening and pointing, move around and check they are following the descriptions.

Track 9: Where's the pencil?
Reem: *Where's the pencil?*
Velvet: *The pencil is under the table.*
Reem: *Where's the pencil?*
Velvet: *The pencil is in the book.*
Reem: *Where's the pencil?*
Velvet: *The pencil is under the chair.*
Reem: *Where's the pencil?*
Velvet: *The pencil is on the book.*
Reem: *Where's the pencil?*
Velvet: *The pencil is on the eraser.*

Tell the class to imagine they are Reem. Play Track 9 a second time and encourage the class to join in with Reem's questions.

Organize children into pairs and get them to play "Three guesses."

- Player A hides page 14 of the *Student's Book* by lifting up the remaining pages to make a "wall."

- Player A secretly puts a counter, or piece of paper, on one of the five pictures on page 14 and asks, "Where's the pencil?"
- Player B has three chances to find the picture with the counter using the language "The pencil is on the book." or "On the book."
- If Player B does not describe the correct picture after three attempts, Player A wins a point.
- If Player B does describe the picture, he or she gets a point. Get children to change roles.

3. Listen.

Show children pages 12 and 13 of the *Student's Book*. Play Track 8 and let children follow the story in their books.

Organize children into pairs. Tell one child to be the teacher and one child to be Sam. Play the story again and let pairs act out the story.

4. Play.

Project or draw the top of page 11 of the *Activity Book* on to the board and show children how to play the game.

Each child takes turns to roll the dice and move along the board. Children can count in their own language. When they land on a picture, they must name the classroom object in English. When they land on a letter, they must say the sound and when they land on a word, they must read it. If a child cannot do an action, they miss a turn. Tell children to referee each other. The first child to reach the "Finish" is the winner.

Organize children into pairs and give out the counters and dice. Give children some time to play the game.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 11 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can follow instructions (e.g., *Student's Book* page 11 and TPR).
- I can use *in*, *on*, *under* (e.g., *Student's Book* page 14).
- I can read words (e.g., picture/word card activities and *Activity Book* page 10).
- I can say the sounds /a/, /b/, /c/, /d/ (e.g., *Activity Book* pages 8, 9, and 11).
- I can write the letters a, b, c, d (e.g., *Activity Book* pages 8 and 9).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get pairs to play "Feel the letter." One child draws a letter (*a, b, c,* or *d*) on the back of another child with their finger. The other child must guess the letter and say its sound. Children change roles.
- Get pairs to play "Say the letter." One child points to one of the four large letters on pages 8 and 9 of the *Activity Book*. Their partner must say the sound of the letter.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *e*.
- The new words for Unit 3 are recorded as part of the *Sounds File* (Tracks 85, 89).

Lesson 1

Use page 8. This activity practices shape and direction. It can be set for homework, but at this early stage it might be better to do the activity in class so that you can monitor.

Talk about what the children can see in the picture and let children say their names (four smiley snakes). Ask them what they have to do and where to start (from the black dot). In pairs, let children draw a line with their index fingers from the black dot to the white dot. Remind them to keep their fingers on the line until they get to the end. Monitor and help where necessary.

Ask children to get ready to write. See if they can remember the three steps as you say 1, 2 and 3.
- Sit correctly
- Hold the pencil correctly
- Position the book correctly

When they are ready to write, tell them to draw the wavy lines. Encourage them to keep their pencils on the paper for the whole line. Monitor and help where necessary. Children can color the pictures for homework.

Lesson 2

Use page 9. This activity practices shape, direction and drawing a circle. It can be set for homework, but at this early stage it might be better to do the activity in class so that you can monitor.

Talk about what the children can see in the picture and see if children can name the animals they see (rabbit, dog, crocodile, cat, goat, snake). Do not worry about teaching these words here. Ask them what they have to do and where to start (from the black dot and back to the black dot). Get them to look at the arrow and ask what it shows (the direction they need to follow). In pairs, let children take turns drawing a circle with their index fingers for all the pictures. Remind them to keep their fingers on the line until they get to the end. Monitor and help where necessary.

Ask children to get ready to write. See if they can remember the three steps as you say 1, 2 and 3.
- Sit correctly
- Hold the pencil correctly
- Position the book correctly

When they are ready to write, tell them to trace the circles. Encourage them to keep their pencils on the paper for the whole line. Monitor and help where necessary. Children can color the pictures for homework.

Lesson 3

Use page 10. This activity gives extra practice in writing the letters *a* and *b*. Remind children that the black dots show them where to start and the white dots where to finish.

The activities can either be done in class or set for homework. If you feel your class are confident enough to do the activity at home, remind children about the "Getting ready to write" checklist and elicit from them what they need to do before they start any writing activity:
- Sit correctly
- Hold the pencil correctly
- Position the book correctly

You will need to check children's homework and deal with any problems. It is important to pick up any problems at an early stage before children form habits about the way they shape their letters. You will find lots more letter-writing practice activities in the *Photocopiable Resources* section.

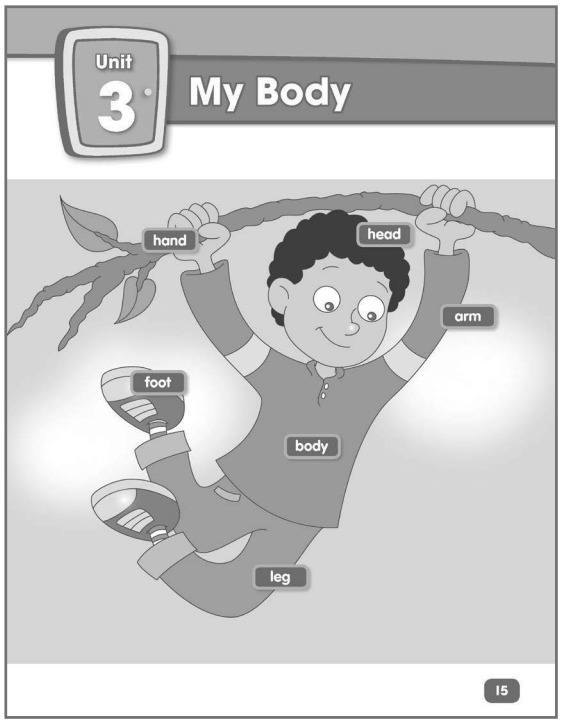
Lesson 4

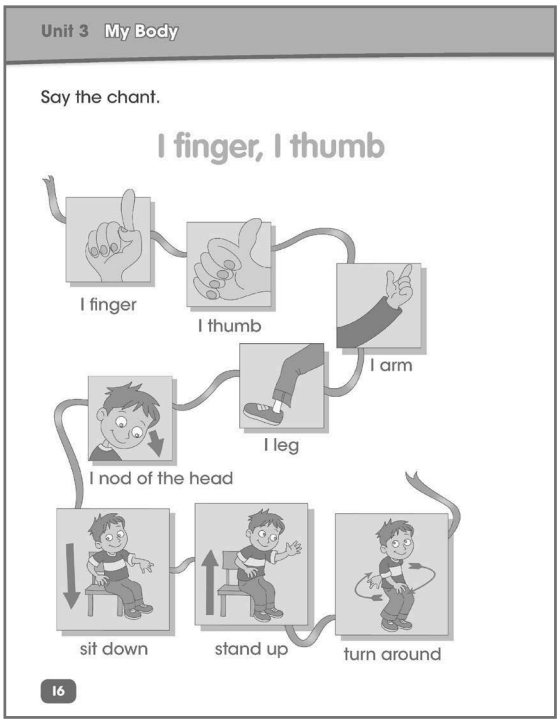
Use page 11. This activity gives extra practice in writing the letters *c* and *d*. Remind children that the black dots show them where to start and the white dots where to finish.

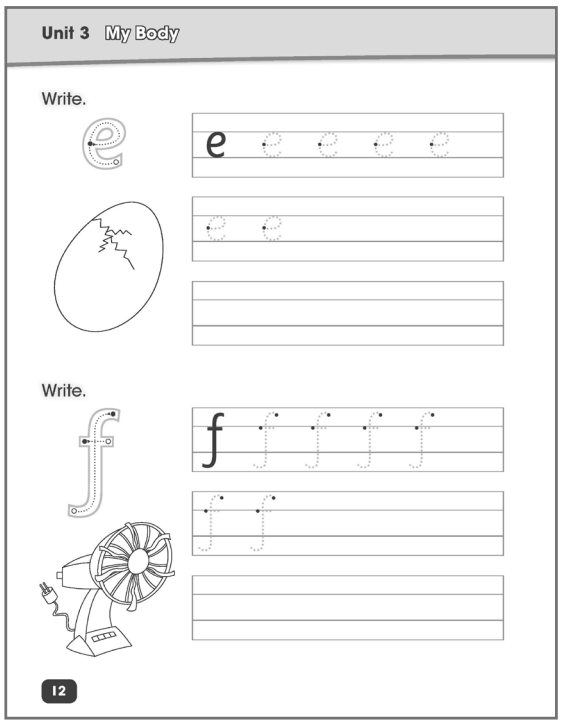
The activities can either be done in class or set for homework. If you feel your class are confident enough to do the activity at home, remind children about the "Getting ready to write" checklist and elicit from them what they need to do before they start any writing activity:
- Sit correctly
- Hold the pencil correctly
- Position the book correctly

Remember to check children's homework and deal with any problems quickly. You will find lots more letter-writing practice activities in the *Photocopiable Resources* section.

Unit 3 My Body







Objectives

- To listen to and follow a chant
- To identify parts of the body
- To say the sound /e/
- To write the letter *e*

Materials

- *Student's Book* pages 15 and 16
- *Activity Book* page 12
- *Handwriting Book* page 12 (see notes on page 61)
- Audio track 10
- Alphabet card *e*
- Alphabet poster
- Picture cards (*head, body, arm, hand, leg, foot*)

I. Circle Time

Hold up, or project, page 15 of the *Student's Book* and tell children they are going to start a unit called "My Body." Discuss some of the following points with them:

- Talk about what they can do with their body (e.g., run, jump, listen, talk, play).
- Talk about what keeps a body healthy (exercise, cleanliness, healthy food).
- Talk about what is the same and what is different about our bodies (e.g., hair, voice, eyes, height, size).
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities with icons or drawings on the board. For example, in this lesson, children will:
- play a game ("Hassan says!"),
- say a chant ("1 finger, 1 thumb"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play "Hassan says!"

Touch your head as you say, "head." Get children to do the same. Continue with "body," "arm," "hand," "leg," and "foot."

Say a part of the body and get children to touch it. Make this a fun activity by speeding it up.

Tell children they are going to play a game called "Hassan says." Explain that when Hassan gives the instruction, they should follow it. When Hassan does not give the instruction, they should not follow it. Play a practice game. For example:
- "Hassan says, 'Touch your head.'" (children do the action).
- "Hassan says, 'Touch your foot.'" (children do the action).
- "Touch your arm." (children do not do the action).
- "Hassan says, 'Touch your hand.'" (children do the action).

Play the game. This time, if children do the action at the wrong time, they are out and have to sit down. Keep playing until only four or five children remain as the winners.

3. Identify parts of the body ("1 finger, 1 thumb").

Play a quick listening race with the class. Organize children into pairs. Get pairs to look at page 15 of the *Student's Book*. Say a part of the body. Pairs listen and race each other to point to the correct part of the picture. Continue until all parts of the body have been named once or twice.

Get children to look at the pictures on page 16 of the *Student's Book*. Point to a picture and ask, "Who is it?" When children respond with "Sam," explain that he is doing the actions to a chant. Get children to look at each picture, guess what Sam is doing, and do the same action.

Play Track 10. While children listen, demonstrate the actions, or point to the relevant actions in the book. To do the actions, wiggle your finger and thumb through the air, shake your arm and leg, nod your head down and up, sit down, stand up, and turn around.

Track 10: 1 finger, 1 thumb
1 finger, 1 thumb keep moving,
1 finger, 1 thumb keep moving,
1 finger, 1 thumb keep moving,
We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg keep moving,
1 finger, 1 thumb, 1 arm, 1 leg keep moving,
1 finger, 1 thumb, 1 arm, 1 leg keep moving,
We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head keep moving,
1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head keep moving,
1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head keep moving,
We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up keep moving,
1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up keep moving,
1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up keep moving,
We all feel happy today.

1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up and turn around keep moving,
1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up and turn around keep moving,
1 finger, 1 thumb, 1 arm, 1 leg, 1 nod of the head, sit down, stand up, turn around keep moving,
We all feel happy today.

Play Track 10 again. This time encourage children to listen and join in with the actions. Make sure children start the chant standing up.

4. Write.

Check that children are ready to write. Teach the letter *e* by following the procedure outlined in Lessons 1 and 2 of Unit 2 and in the Introduction. Make the following adaptations:
- Action: mime cracking open an egg.
- Movement words: "along, up, and around".
- Use *Activity Book* page 12.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *e* and the picture of the egg, ask the rest of the class to say the sound /e/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

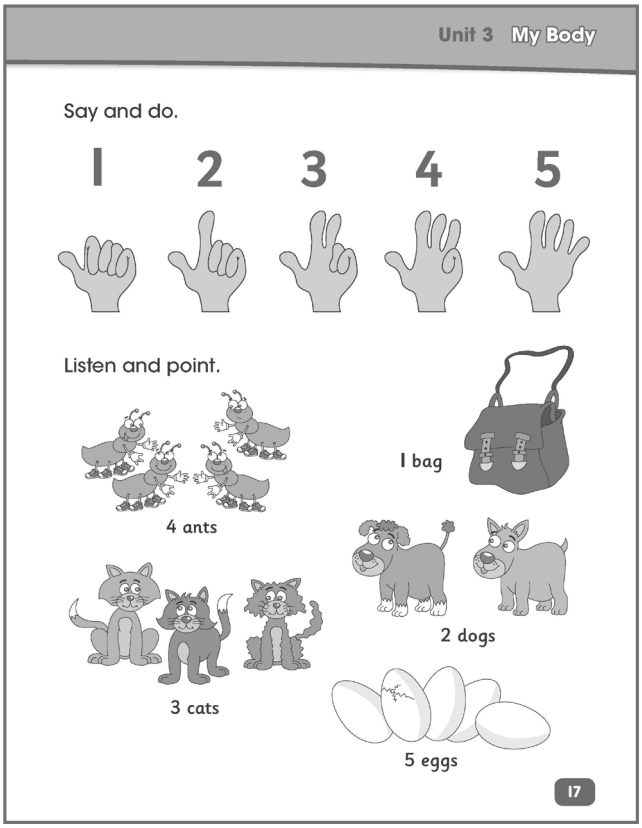
- Let children color the picture of the egg on page 12 of the *Activity Book*.
- Play "What is it?" with the picture cards of parts of the body. Get children to close their eyes, remove a picture card, and see if they can name the part of the body that is turned over.

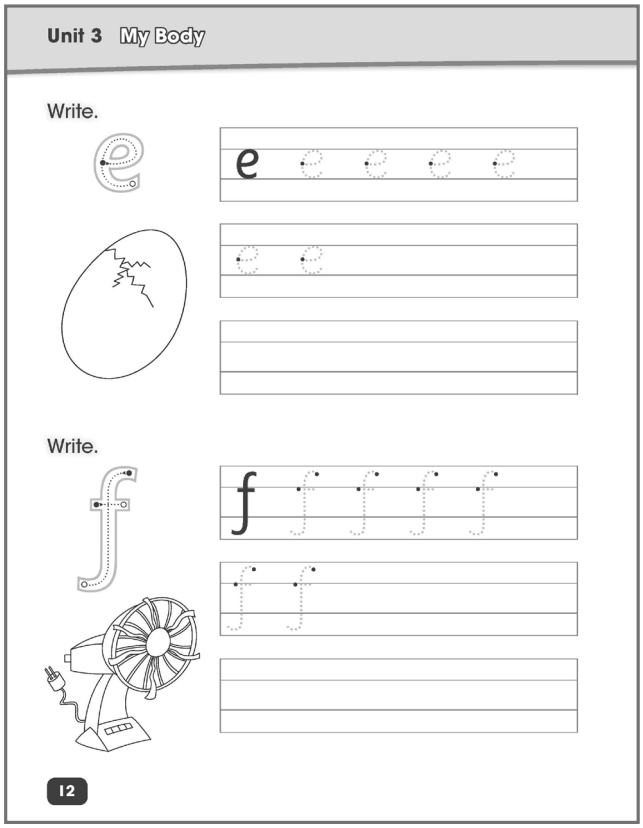
Support

- Organize children into pairs. Get them to look at the action pictures on page 16 of the *Student's Book*. Children take turns to point to a picture while their partner does the action.
- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson:

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *f*.





Objectives

- To listen to and follow instructions
- To read words (parts of the body)
- To identify numbers 1–5
- To say the sound /f/
- To write the letter *f*

Materials

- *Student's Book* page 17
- *Activity Book* page 12
- *Handwriting Book* page 13 (see notes on page 61)
- Alphabet card *f*
- Alphabet poster
- Picture cards (*head, body, arm, hand, leg, foot*)
- Word cards (*head, body, arm, hand, leg, foot*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game ("Hassan says!"),
- read ("What's wrong?"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play "Hassan says!" with prepositions.

Play "Hassan says!" (see Lesson 1) and incorporate the prepositions *in, on*, and *under*. For example:

- "Hassan says, 'Put your hand on your head.'"
- "Hassan says, 'Put your foot on your foot.'"
- "Hassan says, 'Put your arm under your leg.'"
- "Put your hand in a book."
- "Hassan says, 'Put your head under your arm.'"

3. Read words.

Put the picture cards (*head, body, arm, hand, leg, foot*) on the board. Quickly point to them in random order and get children to name them.

Hold up a word card. Read it and get the class to repeat. Put the word card below the matching picture card. Do the same with all of the word cards.

Point to the word cards and read them one by one with the class.

Play "What's wrong?" Get children to close their eyes. Swap the position of two word cards. Get children to open their eyes and ask, "What's wrong?" Let children move the word cards so they are below the matching picture cards again. Play the game several times.

4. Identify numbers.

Get children to look at the top of page 17 of the *Student's Book*. Find out if any children recognize the numbers and can say them.

Demonstrate counting from one to five by using your fingers. Hold up one finger and say, "one." Get the class to do the same. Hold up two fingers and say, "two." Get the class to do the same. Continue until you are holding up five fingers.

Say numbers one to five and get children to listen and hold up the number of fingers.

5. Write.

Check that children are ready to write. Teach the letter *f* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: move your hand around and around like a fan.
- Movement words: "around and down, left to right".
- Use *Activity Book* page 12.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the "around and down" stroke and remember that for this letter they need to take their pencil off the paper to do the "left to right" stroke.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *f* and the picture of the fan, ask the rest of the class to say the sound /f/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

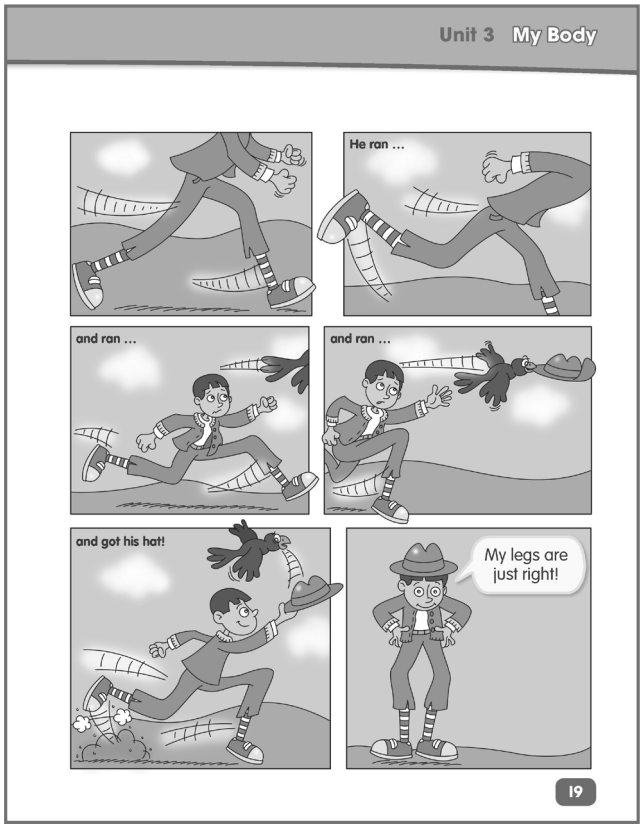
- Let children color the picture of the fan on page 12 of the *Activity Book*.
- Get children to play a simple version of "Hassan says!" in their groups.
  Nominate a "caller" in each group. The caller should give simple instructions, for example:
  "Hassan says, 'Touch head.'"
  "Hassan says, 'Touch foot.'"
  "Touch head."
  "Hassan says, 'Touch body.'"

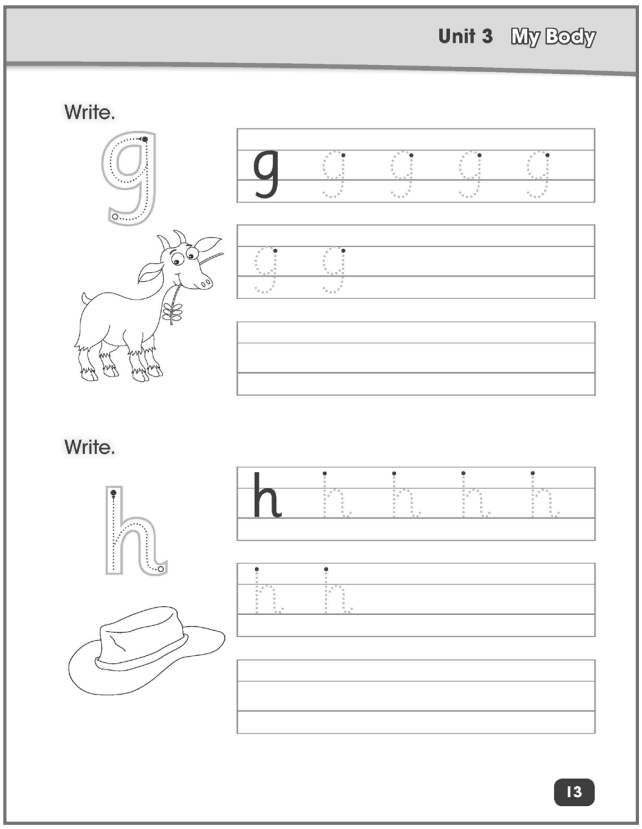
Support

- Put the picture cards around the walls of the classroom. Say, "hand" and get children to point to the picture of a hand. Do this several times with each picture card. Do the same with the word cards.
- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper or comes off for the "right to left" cross stroke of the letter *f*). They change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *g*.





Objectives

- To listen to and follow a story
- To listen to and follow instructions
- To understand numbers *1–5*
- To say the sound /g/
- To write the letter *g*

Materials

- *Student's Book* pages 18 and 19
- *Activity Book* page 13
- *Handwriting Book* page 14 (see notes on page 61)
- Audio track 11
- Number cards *1–5*
- Alphabet card *g*
- Alphabet poster
- Word cards (*head, body, arm, hand, leg, foot*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words,
- count,
- listen to a story,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (parts of the body).

Hold up each word card and get children to read them. If necessary, help them by giving the initial sound of each word, or by pointing to the part of the body.

Put the word cards on the board and play "What is it?" Get children to close their eyes. Turn over a word card. Ask children to open their eyes, point to the turned over card and ask, "What is it?" When children name the word card, turn it over. Play the game several times. You can take away two or three cards at a time.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 18 and 19 of the *Student's Book*. Give children some time to look at the pictures and guess what the story is about.

Play Track 11 and encourage children to point and look at the pictures.

Track 11: Leo Long Legs
This is Leo.
When Leo gets dressed, he says, "My legs are too long!"
When Leo goes to bed, he says, "My legs are too long!"
When Leo sits down, he says, "My legs are too long!"
When Leo goes skipping, he says, "My legs are too long!"
One day, a bird took Leo's hat.
Leo ran after the bird.
He ran … and ran … and ran … and got his hat!
Now Leo says, "My legs are just right!"

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you what Leo thought about his legs at the beginning of the story (they were too long) and at the end of the story (they were just right). Explain that Leo recognized that his legs were one of his strengths. Tell children that every part of our body is special and unique. Our unique bodies help to make us who we are.

Use this opportunity to talk about how our bodies are the same (e.g., two eyes, a head, a body, etc.) and different (e.g., hair and skin color, length of legs and arms, size and height). You may also wish to talk about how we inherit features from our family.

4. Write.

Check that children are ready to write. Teach the letter *g* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:
- Action: use your hands to make the ears of a goat.
- Movement words: "around and up, down, and around".
- Use *Activity Book* page 13.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *g* and the picture of the goat, ask the rest of the class to say the sound /g/.

5. Circle Time

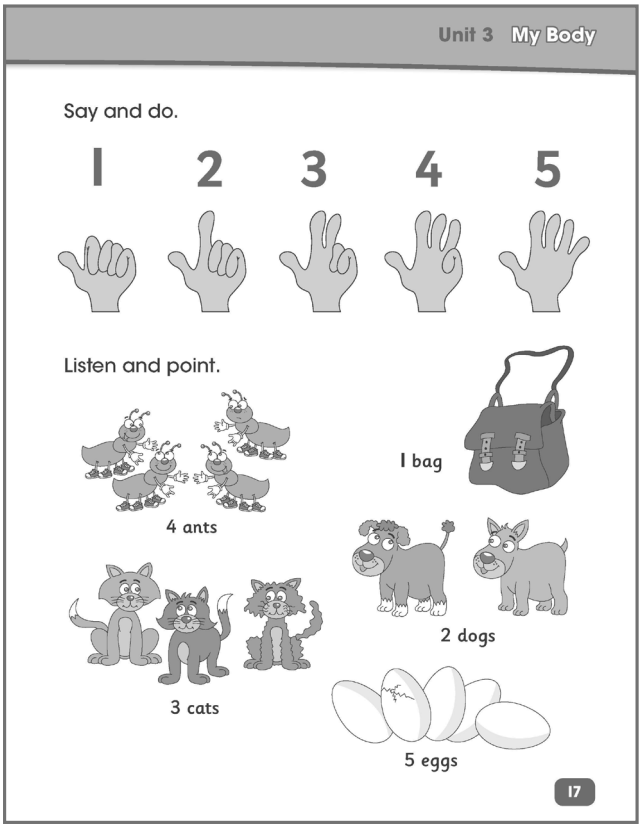
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

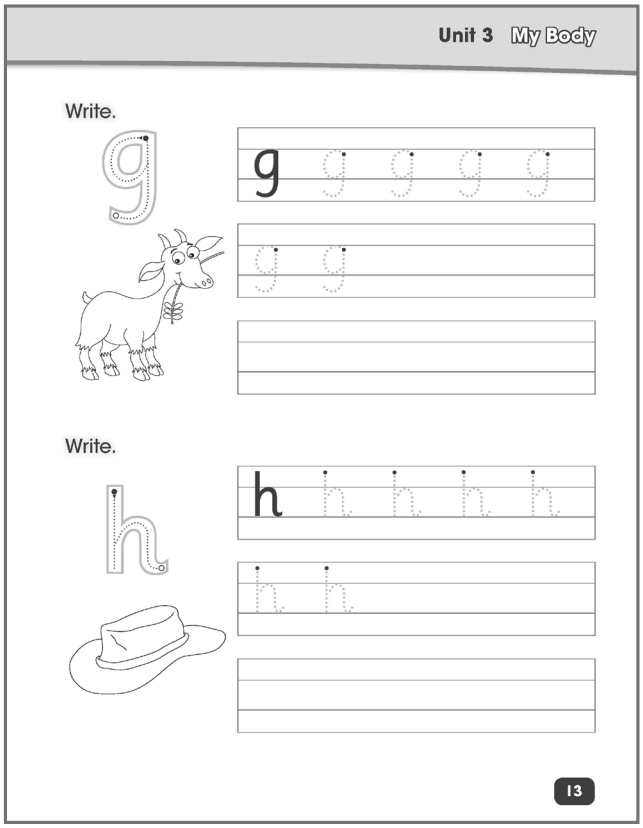
Additional

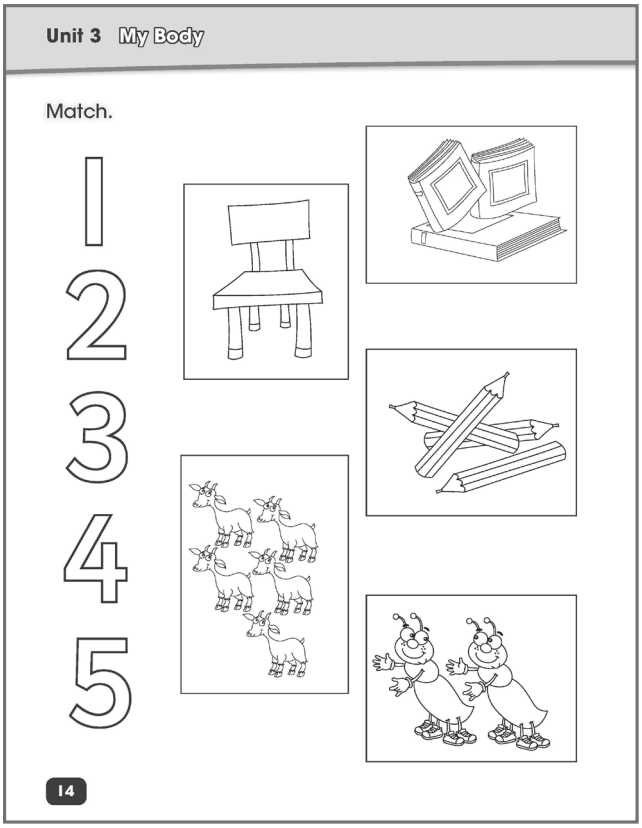
Extend
- Organize the class into pairs and get them to act out the story. One child is Leo, and one child is the bird. Play the story again and get pairs to listen and act out the story. Get children to change roles and play the story again.
- Let children color the picture of the goat on page 13 of the *Activity Book*.

Support
- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson:
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *h*.







Objectives

- To listen to and follow a chant
- To read numbers (*1–5*)
- To read words (parts of the body)
- To say the sound /h/
- To write the letter *h*

Materials

- *Student's Book* page 17
- *Activity Book* pages 13 and 14
- *Handwriting Book* page 15
- Audio track 10
- Alphabet card *g*
- Alphabet poster
- Number cards *1–5*
- Picture cards (*head, body, arm, hand, leg, foot*)
- Word cards (*head, body, arm, hand, leg, foot*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a chant,
- read numbers,
- read words (parts of the body),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a chant.

Play Track 10 ("1 finger, 1 thumb") from Lesson 2 and get children to join in with the actions and words where they can.

3. Say and read numbers.

Hold up two fingers and ask, "How many fingers?" Let the class respond with "Two fingers." Do this with numbers *1–5*.

Organize children into pairs. Tell them to look at the bottom of page 17 of the *Student's Book*. Get one child to describe a picture (e.g., "one bag"), while their partner listens and points. Make sure they change roles and continue until all of the pictures have been described.

Get the children to read numbers *1–5*. Hold up the number cards in order and get children to read and say the numbers. Hold them up randomly and get children to call out the numbers.

Ask the class to look at page 14 of the *Activity Book*. Get them to draw a line from the number to the correct picture. Help children to check their answers. Ask, "How many chairs?" When children respond with the number, confirm by saying, "Yes, one chair." Do the same with the following:

- two ants
- three books
- four pencils
- five goats

4. Read words (parts of the body).

Give out the picture cards and word cards to children around the class. Name a part of the body and get children to stick the corresponding picture card and word card on the board. Get the class to check the cards match. Continue until all of the cards are on the board. Remove the picture cards.

Get pairs to read and sequence the word cards. Invite a pair of children to the front of the class. Say, "arm, head, leg, body, foot, hand," and get the pair to listen and put the word cards in the same order. Get the class to check that the word cards are sequenced correctly. Do this several times with different children and different sequences.

5. Write.

Check that children are ready to write. Teach the letter *h* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime putting on a hat.
- Movement words: "down, up, around, down, and flick".
- Use *Activity Book* page 13.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *h* and the picture of the hat, ask the rest of the class to say the sound /h/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

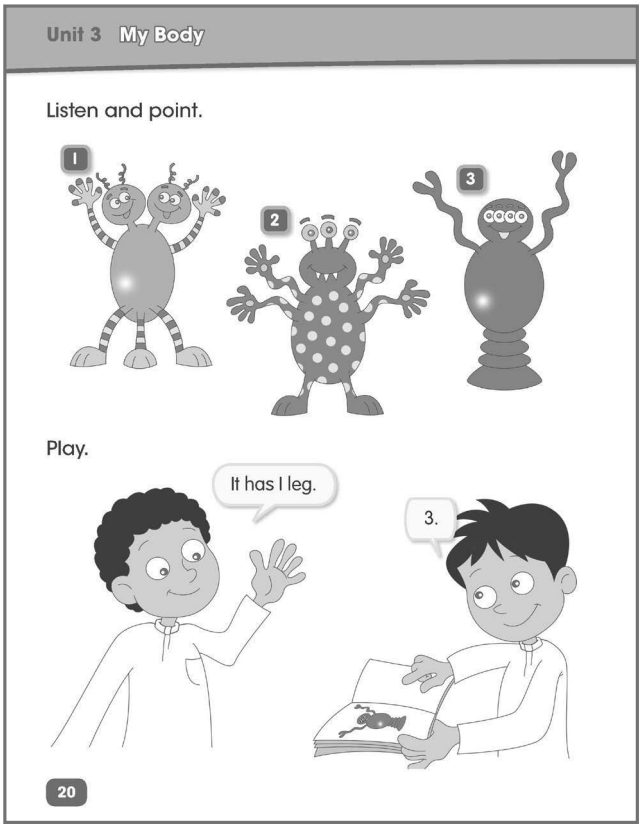
Additional

Extend

- Organize the class into pairs and ask them to look at page 14 of the *Activity Book*. Get one child to describe a picture while their partner listens and points. Get children to take turns.
- Get pairs to play "How many pencils?" Give each pair five pencils. One child puts some pencils on the table and asks, "How many?" Their partner must answer, e.g., "Three pencils." Get children to change roles.
- Let children color the picture of the hat on page 13 of the *Activity Book*.

Support

- When children listen and point to the pictures at the bottom of page 17 of the *Student's Book*, let them work in pairs so they can support each other.
- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.


Unit 3 My Body

Listen and point.

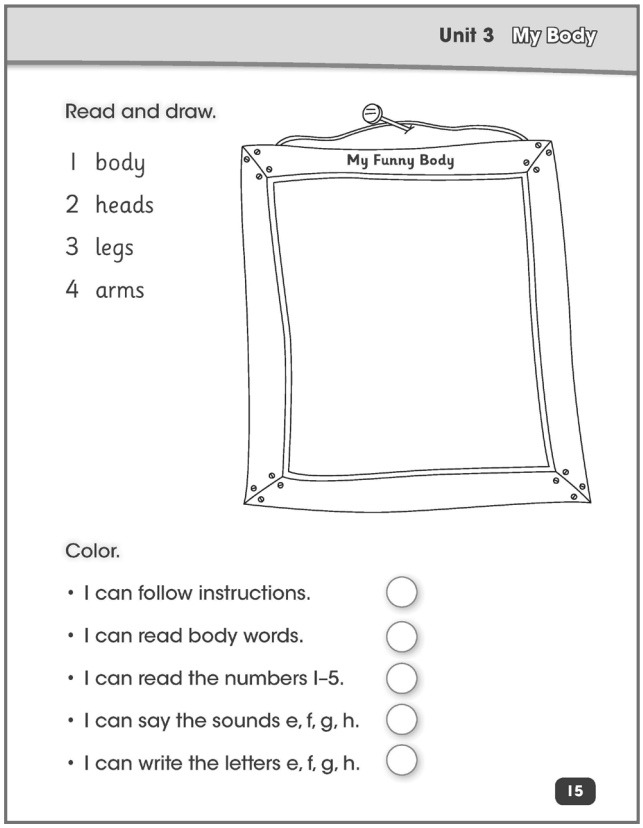
1 2 3

Play.

It has 1 leg.

3.

20


Unit 3 My Body

Read and draw.

1 body
2 heads
3 legs
4 arms

My Funny Body

Color.

- I can follow instructions.
- I can read body words.
- I can read the numbers 1–5.
- I can say the sounds e, f, g, h.
- I can write the letters e, f, g, h.

15

Objectives

- To listen to and join in with a story
- To name parts of the body
- To give descriptions (number + body)
- To read numbers
- To read words (parts of the body)

Materials

- *Student's Book* page 20
- *Activity Book* page 15
- Audio tracks 11 and 12

1. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- listen to a story,
- say ("Funny bodies"),
- read and draw.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and join in.

Ask children to look at pages 18 and 19 of the *Student's Book*. Tell the class they are going to help to tell the story. Play Track 11 and encourage children to join in with the story when they can. For example, they should be able to join in with Leo, saying, "My legs are too long." and "He ran, and ran, and ran and got his hat!"

3. Funny Bodies

Ask some questions about parts of the body, using the numbers *1–5*. For example:

- Point to a child's legs and ask, "How many legs?"
- Hold up a hand and ask, "How many fingers?"
- Point to a picture of Velvet and ask, "How many legs?"

Show children the pictures at the top of page 20 of the Student's Book. Explain that they are "funny bodies." Tell children they will hear the funny bodies talking. They have to listen and hold up the same number of fingers as the funny body that is being described. Play Track 12, pausing after each description to let children hold up their fingers.

Track 12: Funny bodies

Hello. I have one leg.	*(3)*
Hi, everyone. I have four arms.	*(2)*
Hello. I have three legs.	*(1)*
Hello. I have three eyes, four arms, and two legs.	*(2)*
Hi there. I have two arms, four eyes, and two heads.	*(1)*
Hello. I have one head, four fingers, and one leg.	*(3)*

Invite some confident volunteers to describe a funny body. Let the class listen to the descriptions and guess the number of the funny body.

Note: Do not expect children to produce plurals at this stage. Some children may add *s* for plurals, but most will need more time. In this activity, focus on meaning by encouraging children to link a number and a noun together.

Show children the activity at the bottom of page 20 of the *Student's Book* and get them to guess what they have to do. Organize children into pairs. One child describes a funny body and their partner says the number of the picture. Make sure that children change roles.

4. Read and draw.

Write a simple description on the board using numbers *1–5* and parts of the body. For example:
- *1 body*
- *3 heads*
- *1 leg*
- *2 arms*

Read the description with the class and demonstrate drawing the funny body on the board. Point to your funny body and ask the class some questions, for example, "How many arms/legs/heads?"

Tell children to look at the activity at the top of page 15 of the *Activity Book*. Point to the description and tell children to read it and draw the funny body. Get children to do this independently so that you can check their reading and understanding. When they have finished, let children compare their pictures and check they have the same number of heads, legs, and arms.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 15 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can follow instructions (e.g., *Student's Book* page 16 and TPR).
- I can read body words (e.g., word card activities and *Student's Book* page 15).
- I can read the numbers 1–5 (e.g., *Activity Book* pages 14 and 15).
- I can say the sounds /e/, /f/, /g/, /h/ (e.g., *Activity Book* pages 12 and 13).
- I can write the letters e, f, g, h (e.g., *Activity Book* pages 12 and 13).

Get children to think about their work and color the circles:
- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get pairs to play "Feel the letter." One child draws a letter (*a–h*) on the back of another child with their finger. The other child must guess the letter and say the sound. Children change roles.
- Get pairs to play "Say the letter." One child points to one of the four large letters on pages 12 and 13 of the *Activity Book*. Their partner must say the sound.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *i*.
- If possible, bring some toys into the next lesson, for example, a doll, a toy car, a ball, a robot, and a teddy bear.
- The new words for Unit 4 are recorded as part of the *Sounds File* (Tracks 84, 90).

Lesson 1

Use page 12. These matching and letter-shape recognition activities review letters *a*–*d*, which children practiced in Unit 2.

The activities can either be done in class or set for homework. If you are setting for homework, remind children about the "Getting ready to write" checklist and elicit from them what they need to do before they start any writing activity:

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

Lesson 2

Use page 13. This activity practices pen control and accuracy: challenge children to make their coloring as neat as possible, i.e., to keep inside the lines. Remind them to start the wavy lines on the umbrella at the black dot and keep their pencils on the line as they trace.

See notes in previous lessons for approaches to setting homework and for reminding children about "Getting ready to write". See if they can remember the three steps:

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

Lesson 3

Use page 14. This activity gives extra practice in writing the letters *e* and *f*. Remind children that the black dots show them where to start and the white dots where to finish.

See notes in previous lessons for approaches to setting homework and for reminding children about "Getting ready to write". Again, see if they can remember the three steps:

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

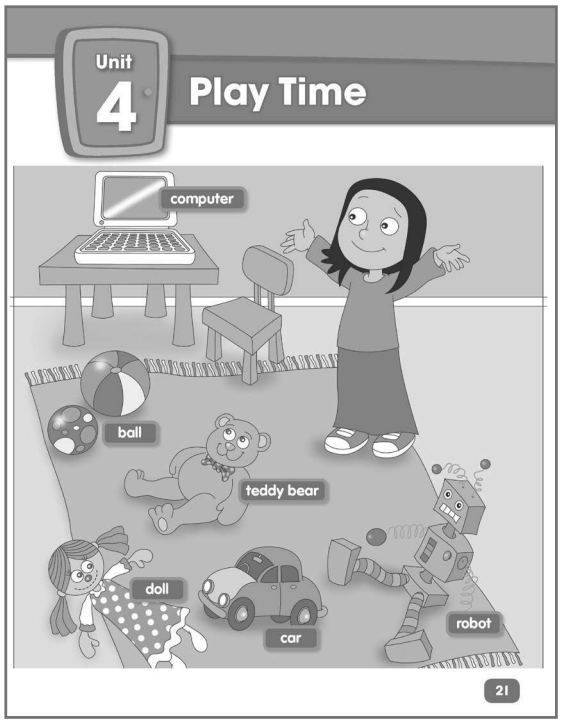
Lesson 4

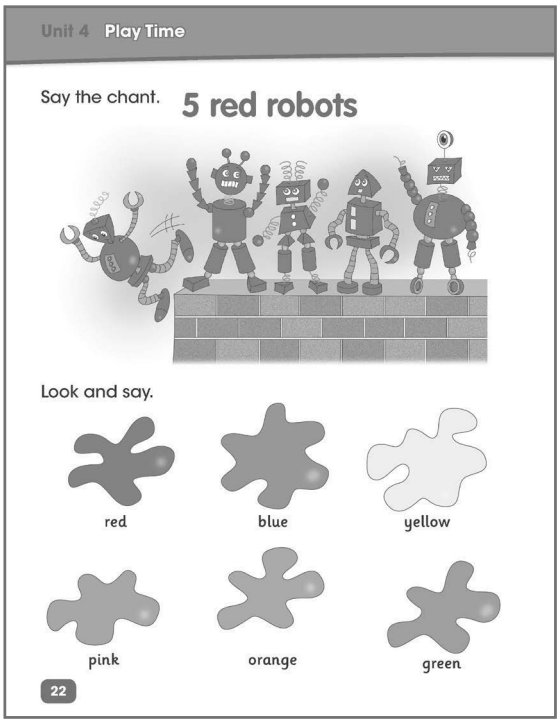
Use page 15. This activity gives extra practice in writing the letters *g* and *h*. Remind children that the black dots show them where to start and the white dots where to finish.

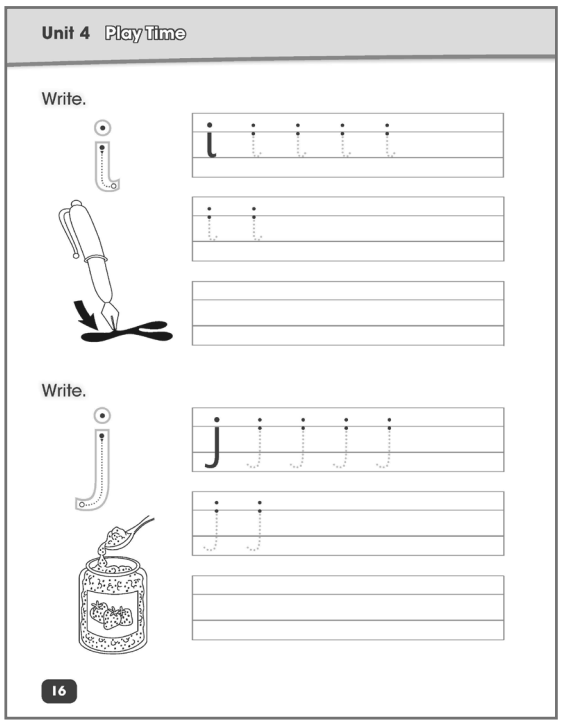
See notes in previous lessons for approaches to setting homework and for reminding children about "Getting ready to write". Again, see if they can remember the three steps:

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

Unit 4 Play Time







Objectives

- To listen and identify toys
- To say the numbers *1–5*
- To say the sound */i/*
- To write the letter *i*

Materials

- *Student's Book* pages 21 and 22
- *Activity Book* page 16
- *Handwriting Book* page 16 (see notes on page 74)
- Audio tracks 13 and 14
- Alphabet card *i*
- Alphabet poster
- Picture cards (*ball, car, computer, doll, robot, teddy bear*)

I. Circle Time

Hold up the toys you brought to the lesson, or hold up or project page 21 of the *Student's Book* and tell children they are going to start a unit called "Play Time." Discuss some of the following points with them:

- Talk about what children do in their free time.
- Talk about their favorite toys and games.
- Talk about what toys they like and don't like.
- Talk about playing with friends and playing alone.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- listen (identify toys),
- say a chant ("5 red robots"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name toys.

Hold up the picture card of a teddy bear, or a toy teddy bear, and ask, "What is it?" Let children respond in their own language and then confirm, "Yes, it's a teddy bear." Put the picture card on the board. Do the same with all of the picture cards toys.

Point to the picture cards on the board. Name each one and get the class to repeat.

Get children to look at page 21 of the *Student's Book*. Ask, "Who is it?" When children respond with "Reem", get them to guess what she is doing. Explain that Reem is playing at home.

Play Track 13 and get children to listen and point to each object. Pause between each sentence and check that children are pointing to the correct picture.

Track 13: Reem's toys
This is my ball.
This is my car.
This is my doll.
This is my computer.
This is my teddy bear.
This is my robot.

Play Track 13 again. This time, get children to point to the toy in the picture and repeat after each sentence. While they are working, move around and check that they are pointing to the correct picture.

3. Say a chant.

Write the numbers *1–5* on the board. Get children to read them forwards and backwards.

Get the children to look at the pictures at the top of page 22 of the *Student's Book*. Point to a robot and ask, "What is it?" Encourage children to respond with "robot." Get children to guess what is happening in the picture (robots are falling off a wall).

Play Track 14. While children listen, demonstrate some actions. For example, walk like a robot and hold up five fingers for the first verse, four for the next, and so on.

Track 14: 5 red robots
5 red robots standing on a wall,
5 red robots standing on a wall,
And if 1 red robot should accidentally fall …
There'd be 4 red robots, standing on a wall.

4 red robots standing on a wall,
4 red robots standing on a wall,
And if 1 red robot should accidentally fall …
There'd be 3 red robots, standing on a wall.

3 red robots standing on a wall,
3 red robots standing on a wall,
And if 1 red robot should accidentally fall …
There'd be 2 red robots, standing on a wall.

2 red robots standing on a wall,
2 red robots standing on a wall,
And if 1 red robot should accidentally fall …
There'd be 1 red robot, standing on a wall.

1 red robot standing on a wall,
1 red robot standing on a wall,
And if 1 red robot should accidentally fall …
There'd be no red robots, standing on a wall.

Explain the phrase "no robots" if necessary. Play the chant again and get children to join in with the words and actions when they feel ready to do so.

4. Write.

Check that children are ready to write. Teach the letter *i* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:
- Action: mime writing (*i* for "ink" in a pen).
- Movement words: "down and flick, and off and dot."
- Use *Activity Book* page 16.

Show children the alphabet poster and ask a child who has not yet done this to point to the letter *i* and the picture of the ink, ask the rest of the class to say the sound /i/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

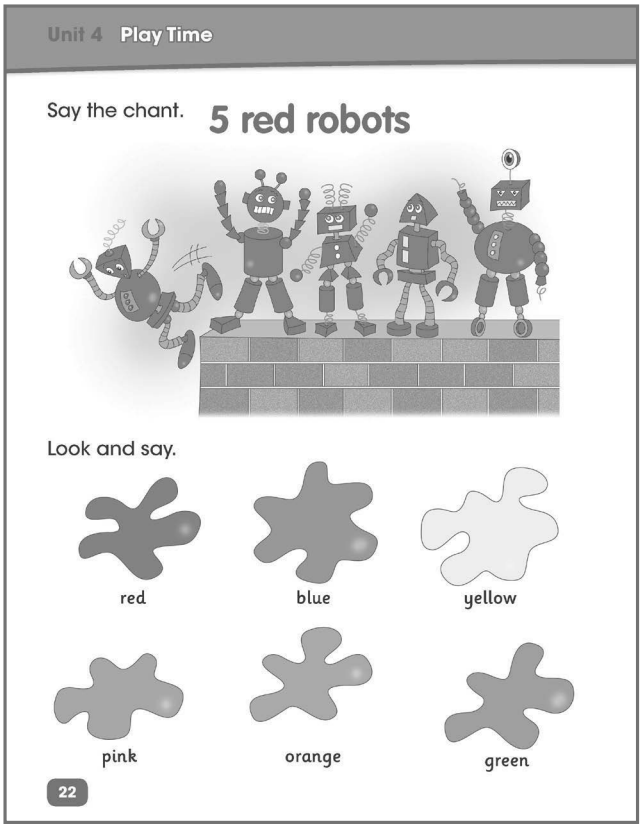
- Get pairs to play "What is it?" using page 21 of the *Student's Book*. One child points to a toy in the picture and asks, "What is it?" When their partner names the toy, they change roles.
- Let children color the picture of the pen in the *Activity Book*.

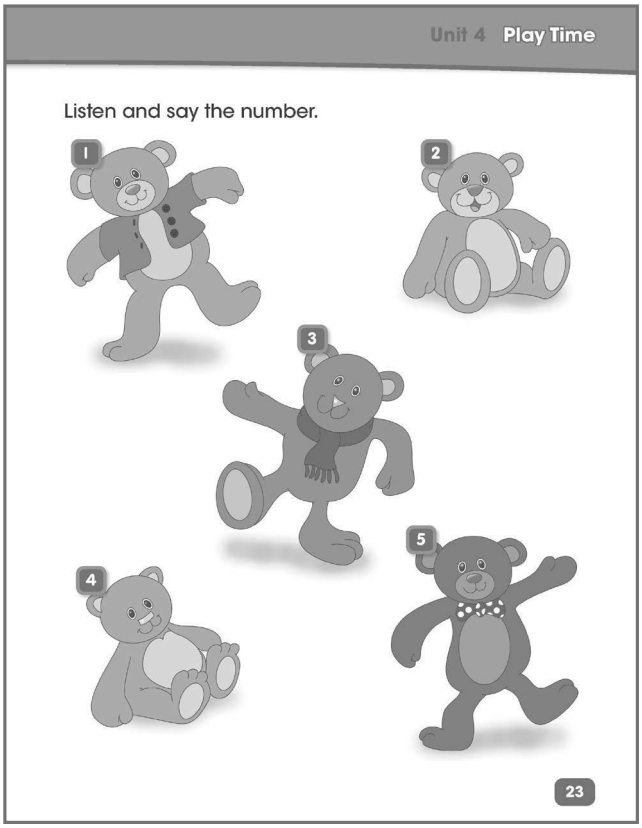
Support

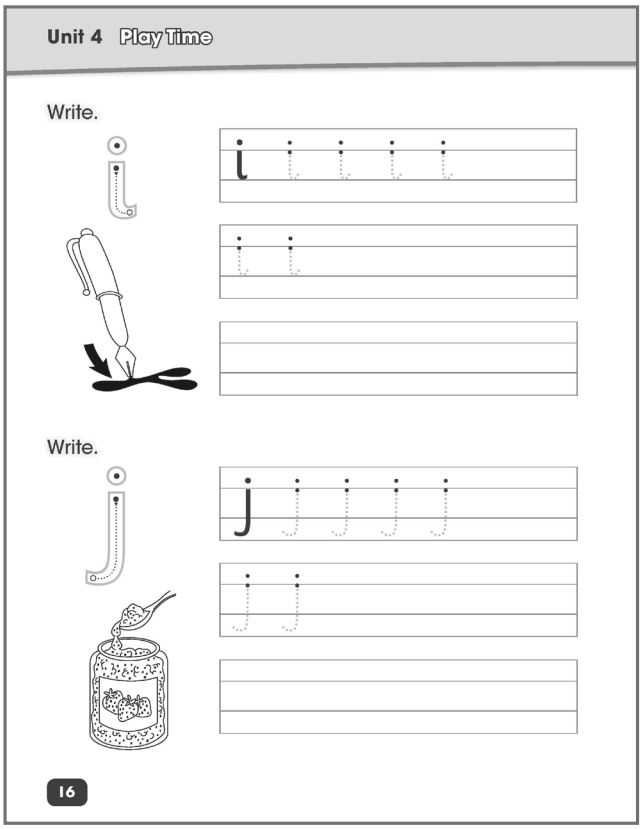
- Play "What is it?" with the picture cards. Get children to close their eyes, remove an object and see if they can guess which one is missing.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points, that the pencil stays on the paper, and then off for the dot, which is written last). They change roles and continue.

Before the next lesson

- Ask children to bring in their favorite toy.
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *j*.







Objectives

- To identify colors
- To say a chant
- To read words (toys)
- To say the sound */j/*
- To write the letter *j*

Materials

- *Student's Book* pages 22 and 23
- *Activity Book* page 16
- *Handwriting Book* page 17 (see notes on page 74)
- Audio tracks 14 and 15
- Alphabet card *j*
- Alphabet poster
- Picture cards (*ball, car, computer, doll, robot, teddy bear*)
- Word cards (*ball, car, computer, doll, robot, teddy bear*)
- Color cards (*red, blue, yellow, pink, orange, green*)

I. Circle Time

If any children brought in their favorite toy, invite them to hold up their toy and say, "This is my …"

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words (toys),
- say a chant ("5 red robots"),
- identify colors,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (toys).

Play "What is it?" Name the picture cards with the children and stick them on the board. Get children to close their eyes. Turn one picture card over and get children to open their eyes. Point to the turned over card and ask, "What is it?" Let children call out the missing object. Do this several times, with different picture cards.

Hold up a word card, say the name, and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards.

Point to the word cards and read them with the class.

Take the picture cards and word cards off the board and distribute them to groups around the class. Name a toy and get the groups with that word card or picture card to stand up, holding the card. Get the rest of the class to check the two cards match. Do this several times with each toy.

3. Say a chant.

Give each of the number cards to a different child in the class. Get the children to line up in the front of the class in order, *1–5*. Get the class to check that the children are in the correct order. Point to the number cards and get the class to read them forwards and backwards. Do this with another group of children.

Play Track 14 and encourage children to join in with the words and the actions.

4. Identify colors.

Hold up the red color card and name it. Get children to repeat the word and then put it on the board. Continue until all six colors are on the board. Point to the color cards and name them with the children again.

Get children to look at the bottom of page 22 of the *Student's Book*. Say a color and get the children to point to it. As you do this, move around and check that children are pointing to the correct colors on the page.

Get children to look at the teddy bears on page 23 of the *Student's Book*. Play Track 15 and get children to listen and point to the teddy bears.

Track 15: Teddy bears
A blue teddy bear.
A red teddy bear.
A pink teddy bear.
A green teddy bear.
An orange teddy bear.

Play Track 15 again, and this time get children to call out the number of the teddy bear after each description.

5. Write.

Check that children are ready to write. Teach the letter *j* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime eating a spoonful of jelly.
- Movement words: "down and around, hand off and dot."
- Use *Activity Book* page 16.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *j* and the picture of the jam, ask the rest of the class to say the sound /j/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

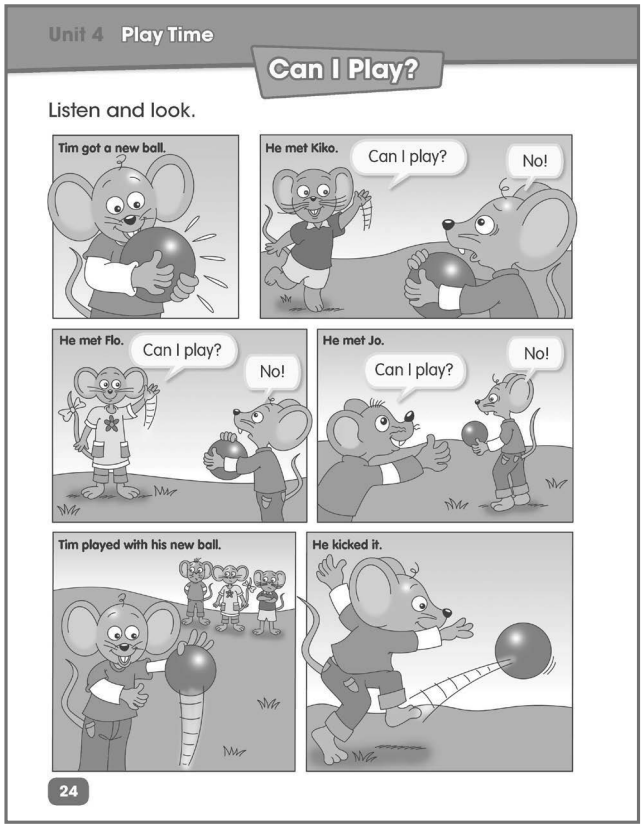
- Play a group game. Point randomly to a color card, or a colored object, and ask the whole class, "What color is it?" Let each group quietly discuss and agree on an answer. Nominate a group to give the answer. If they get the answer correct, give the group one point. Continue with different groups and colors. Keep a record of points on the board. When each group has answered three times, stop the game and count up the points. Congratulate the group with the most points.

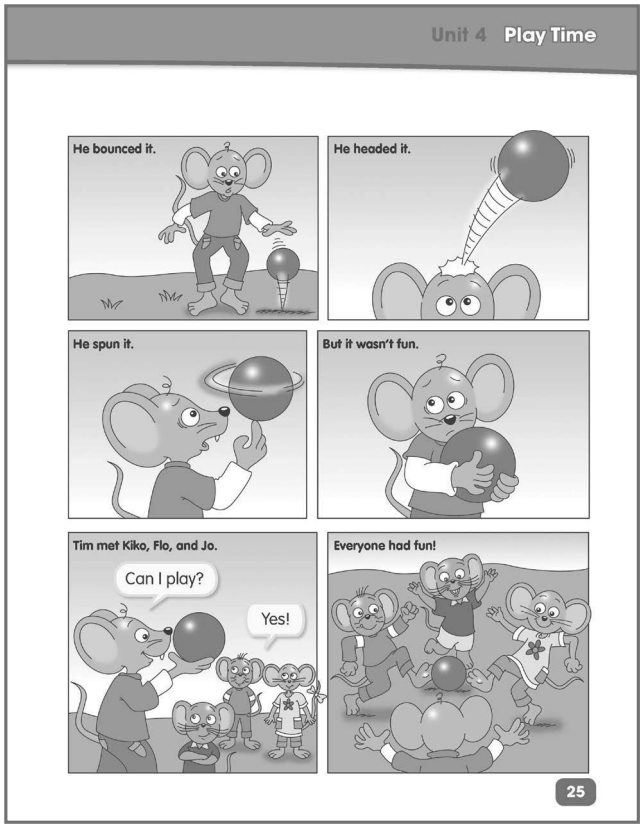
Support

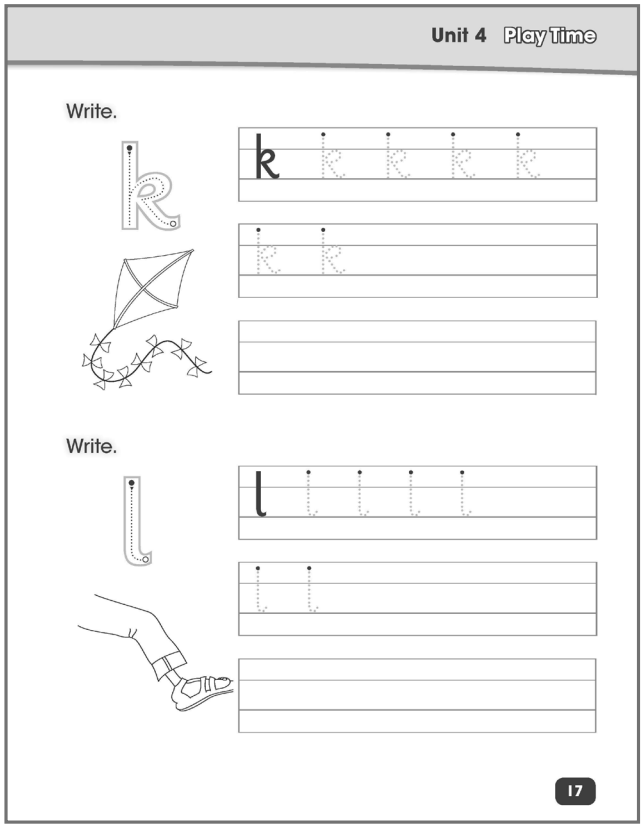
- Put the color cards around the walls of the classroom. Say the colors and get children to turn and point to them.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points, that the pencil stays on the paper, and then off for the dot, which is written last). They change roles and continue.

Before the next lesson

- You will need some toys, or pencils that are colored.
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *k*.







Objectives

- To listen to and follow a story
- To read words (toys)
- To say the sound /k/
- To write the letter ***k***

Materials

- *Student's Book* pages 24 and 25
- *Activity Book* page 17
- *Handwriting Book* page 17 (see notes on page 74)
- Audio track 16
- Alphabet card *k*
- Alphabet poster
- Picture cards (*ball, car, computer, doll, robot, teddy bear*)
- Word cards (*ball, car, computer, doll, robot, teddy bear*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- describe toys (color + toy),
- listen to a story ("Can I Play?"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 24 and 25 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening.

Play Track 16 and encourage children to point and look at the pictures.

Track 16: Can I Play?
Tim got a new ball.
He met Kiko.
Kiko: Can I play?
Tim: No!
He met Flo.
Flo: Can I play?
Tim: No!
He met Jo.
Jo: Can I play?
Tim: No!
Tim played with his new ball.
He kicked it.
He bounced it.
He headed it.
He spun it.
But it wasn't fun.
Tim met Kiko, Flo, and Jo.
Tim: Can I play?
Kiko: Yes!
Flo: Yes!
Jo: Yes!
Everyone had fun!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you why Tim wouldn't play with his friends at the beginning of the story (he didn't want to share his new ball) and why he wanted to play with them at the end of the story (he realized it was more fun sharing).

Use this opportunity to talk about sharing. Ask children if they have ever had a new toy and didn't want to share it. Find out if they share their things with other children and encourage them to explain the reasons why. You may want to link this to taking responsibility for other people's things.

3. Write.

Check children are ready to write. Teach the letter ***k*** by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime flying a kite.
- Movement words: "down, up, around, down, and flick."
- Use *Activity Book* page 17.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter ***k*** and the picture of the kite, ask the rest of the class to say the sound /k/.

4. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

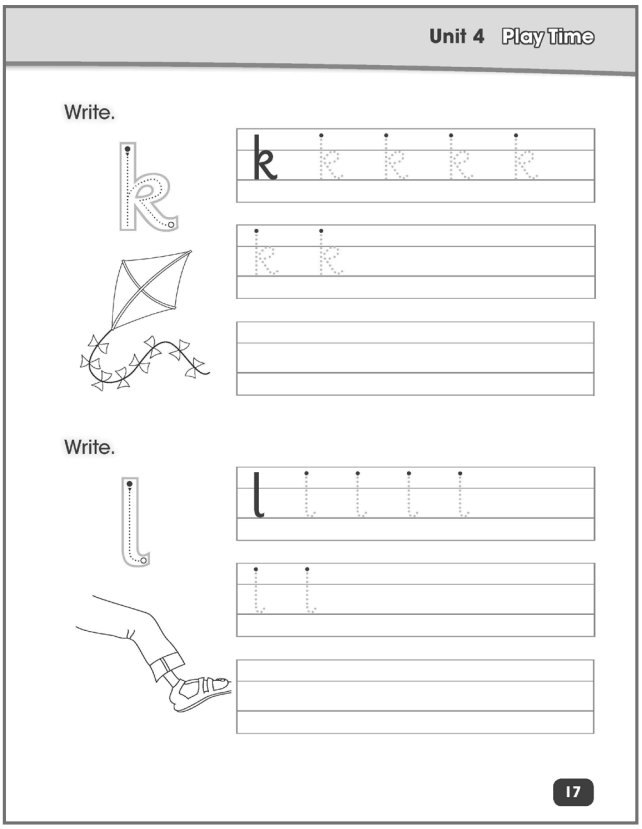
- Let children color the picture of the kite on page 17 of the *Activity Book*.
- Do some TPR with the class to recycle language and practice color words. For example, "Stand up, turn around, touch something red, pick up a book, put it on your head, point to something blue." You may like to get the children to pretend to be robots and to do the actions in a robotic way.

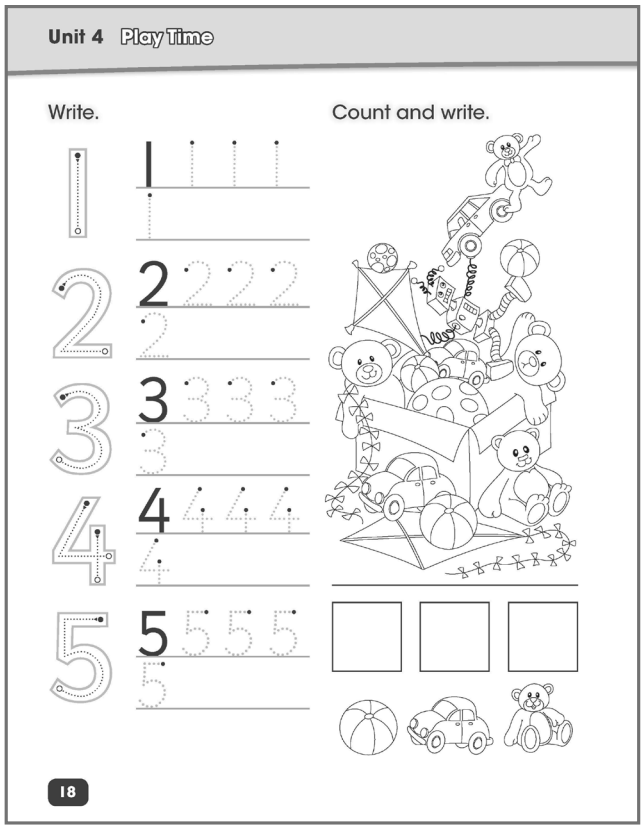
Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *l*.





Objectives

- To give descriptions (color + toy)
- To say the sound */l/*
- To write the letter *l*
- To write the numbers *1–5*

Materials

- *Activity Book* pages 17 and 18
- *Handwriting Book* page 18 (see notes on page 74)
- Alphabet card *l*

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write numbers,
- read words (toys),
- play a game (describe toys),
- write letters.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write (numbers).

Get children to look at the activity on the left of page 18 of the *Activity Book*. Teach number l by following the procedure below:

1. Write the number l on the board.
2. Say, "one" and hold up one finger.
3. Model drawing the number in the air while describing the movement, "down." Get the class to do the same.
4. Get children to trace the large number in the *Activity Book* with a finger and then a pencil.
5. Let children complete the number in the *Activity Book*.

Do the same for numbers *2, 3, 4*, and *5*.

3. Read words (toys).

Give out the picture cards and word cards to children around the class. Name a toy and get children to stick the corresponding picture card and word card on the board. Get the class to check the cards match. Continue until all of the cards are on the board.

Remove the picture cards and use the remaining word cards to play a game of "What is it?" Get children to close their eyes. Turn over a word card. Tell children to open their eyes and ask, "What

is it?" Let children name the toy on the turned-over card. Do this with each of the word cards.

4. Write.

Check children are ready to write. Teach the letter *l* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: raise your leg and wiggle it.
- Movement words: "down and flick".
- Use *Activity Book* page 17.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *l* and the picture of the leg, ask the rest of the class to say the sound /l/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

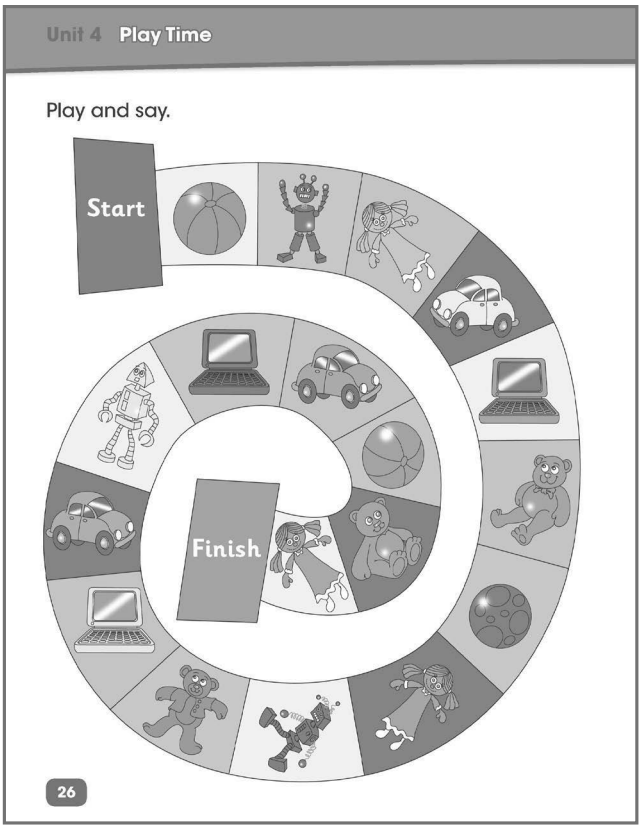
- Let children color the picture of the leg on page 17 of the *Activity Book*.
- Do some more TPR with the class to recycle language and practice color words. For example, "Stand up, turn around, touch something blue, pick up a ruler, put it on your foot, point to something green." You may like to get the children to pretend to be robots and to do the actions in a robotic way.

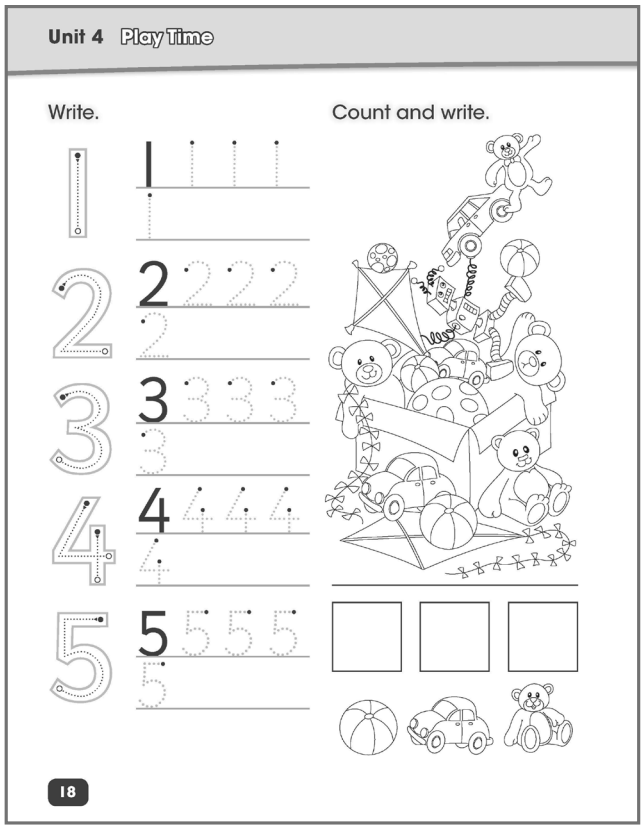
Support

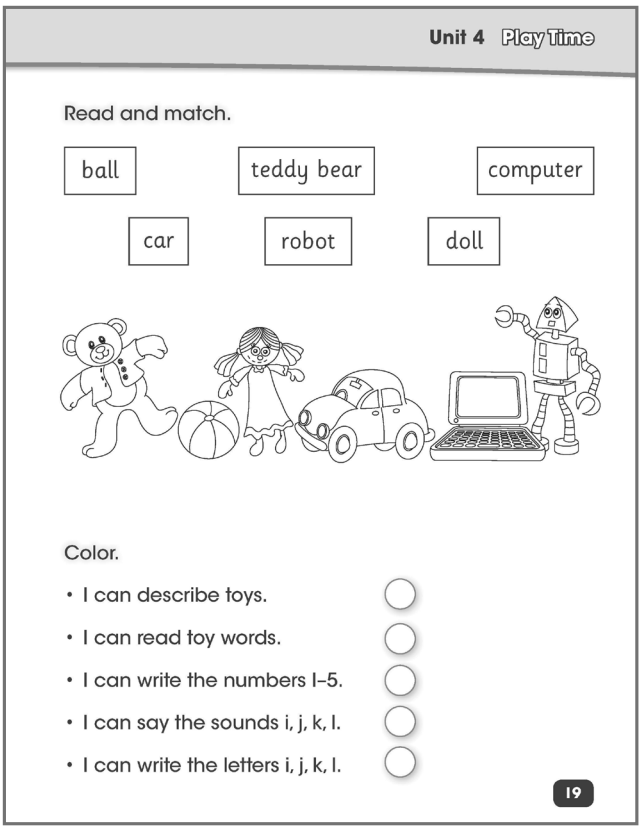
- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- You will need a counter for each child and dice for each pair of children.







Objectives

- To listen to and understand a story
- To give descriptions (color + toy)
- To read words (toys)
- To write numbers

Materials

- *Student's Book* page 26
- *Activity Book* pages 18 and 19
- *Handwriting Book* page 19 (see notes on page 74)
- Audio track 16
- Picture cards (*ball, car, computer, doll, robot, teddy bear*)
- Word cards (*ball, car, computer, doll, robot, teddy bear*)
- Counters (**Note:** Buttons make good counters.)
- Dice

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with drawings or icons. For example, in this lesson, children will:

- count and write,
- play a board game (describe toys),

- listen to a story,
- read words.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Count and write.

Get children to look at the activity on the right of page 18 in the *Activity Book*. Show them the picture of the ball underneath the picture. Get them to count the number of balls and write the number in the box. Get them to do this for the car and teddy bear.

When they have finished, help children check their work. For example, ask, "How many balls?" Let children respond with the number and write it on the board.

Answers:
Balls: 5 Cars: 3 Teddy bears: 4

3. Play (describe toys).

Hold up the picture card of a car. Ask, "What is it?" Help children respond with "pink car." Do this several times with each toy picture card.

Hold up or project a copy of page 26 of the *Student's Book* on to the board and show children how to play the game.
- Children put their counters on "Start."
- They take turns to roll the dice and move their counter towards the "Finish."
- When they land on a space, they must describe the toy, for example, "green doll."
- If the child describes the object successfully, they move forwards two spaces and stop there.
- If the child cannot describe the toy, they move backwards two spaces (and stop there).
- The first child to reach "Finish" is the winner.

You can choose whether to teach your class the *6* on the dice, or to let them use numbers *1–5* only.

4. Listen.

Show children the story on pages 24 and 25 of the *Student's Book*. Play Track 16 and let children follow the story in their books.

Organize children into groups of four. Tell one child to be Tim and the other three to be Kiko, Flo, and Jo. Play the story again and let groups act out the story (using an imaginary ball). Encourage them to join in with the words if they can.

5. Read words (toys).

Ask children to look at the top of page 19 of the *Activity Book*. Get them to match the words and pictures by drawing a line.

Help children check their work by putting the toy picture cards and word cards on the board.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 19 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.
- I can describe toys (e.g., *Student's Book* pages 22, 23, and 26).
- I can read toy words (e.g., picture/word card activities, *Student's Book* page 21, and *Activity Book* page 19).
- I can write the numbers 1–5 (e.g., *Activity Book* page 18).
- I can say the sounds /i/, /j/, /k/, /l/ (e.g., *Activity Book* pages 16 and 17).
- I can write the letters i, j, k, l (e.g., *Activity Book* pages 16 and 17).

Get children to think about their work and color the circles:
- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend
- Get pairs to play "Feel the letter." One child draws a letter (*a–l*) on the back of another child with their finger. The other child must guess the letter and say the sound. Children change roles.
- When playing "What is it?" turn over more than one card at a time.

Support
- Support children when they play the game by making it a team game in which pairs of children play each other.
- Support descriptions of toys by putting a color card + a toy picture card on the board.

Before the next lesson:
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *m*.
- The new words for Unit 5 are recorded as part of the *Sounds File* (Tracks 85, 91).

Lesson 1

Use page 16. This activity reviews some of the letters and words that children have learned so far. Ask children to name the pictures and, for each picture, get them to tell you the sound of the initial letter. Get them to point to that letter (i.e., *b, c, e, f, g*, and *h* in the box at the top of the page.) Remind children to look back in their books if they need to check how to shape the letters using the dots, arrows and tracks.

This can be done as homework or in class. If you do the activity in class, you might like to get children to swap books with a partner and check each other's work, or they can read out alternate words to each other. Monitor to check that they write the letters correctly.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

Lesson 2

Use page 17. This activity gives extra practice in writing the letter *i*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 3

Use page 17. This activity gives extra practice in writing the letter *j*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 4

Use page 18. This activity gives extra practice in writing the letters ***k*** and *l*. Remind children that the black dots show them where to start and the white dots where to finish.

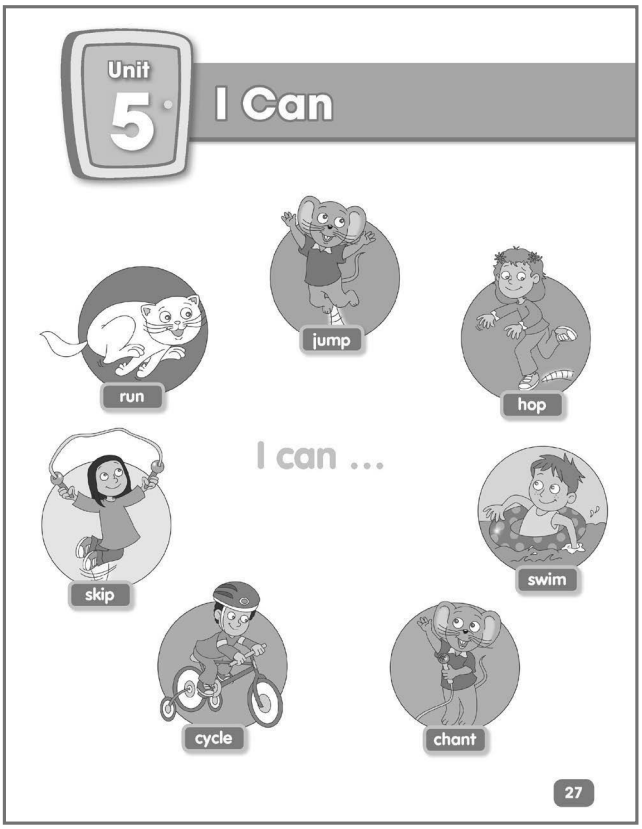
If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

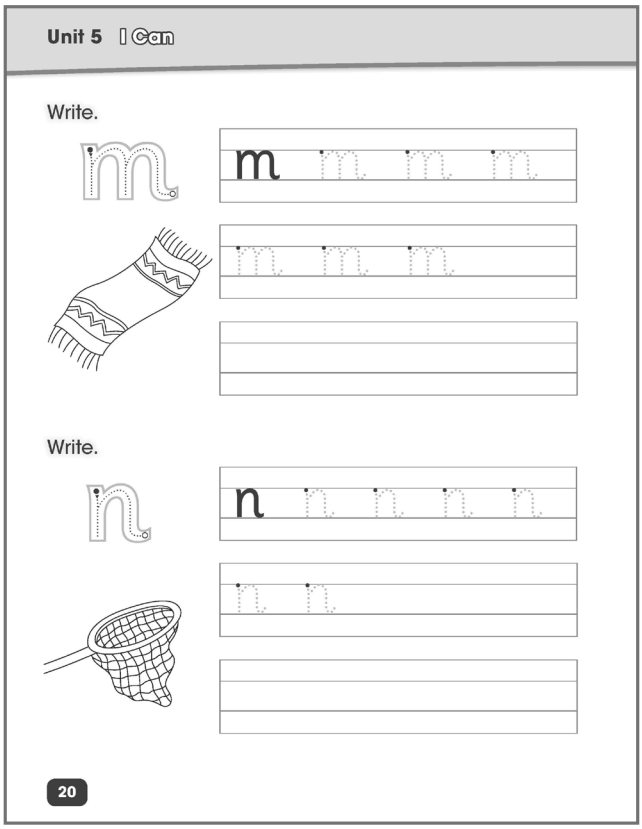
Lesson 5

Use page 19. This activity practices writing numbers 1–5. You might like to do this activity first in class with them following the lines of the big numbers on the left of the page. In class, they can also practice further by completing the other three guided practices for each number. For homework, get them to write another three of the appropriate number in each box.

Remind children again about the three steps for "Getting ready to write."

Unit 5 I Can





Objectives

- To listen to and identify actions
- To listen to and follow a rhyme
- To say the sound /m/
- To write the letter *m*

Materials

- *Student's Book* page 27
- *Activity Book* page 20
- *Handwriting Book* page 20 (see notes on page 87)
- Audio tracks 17 and 18
- Alphabet card *m*
- Alphabet poster
- Picture cards (*hop, swim, skip, jump, chant, cycle, run*)

I. Circle Time

Hold up page 27 of the *Student's Book* and tell children they are going to start a unit called "I Can." Discuss some of the following points with them:

- Talk about what things a baby can do.
- Talk about what things they can do.
- Talk about what different animals can do.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- listen (identify actions),
- say a rhyme ("Can you?"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and point.

Hold up or display page 27 of the *Student's Book*. Point to the picture of Kiko jumping and ask, "Who is it?" Let children name the character. Do this with all of the pictures and characters on the page.

Play Track 17 and get children to listen and point to each picture. While they are listening, move around and help children point to the correct characters.

Track 17: I can …

Kiko: I can jump.
Mandy: I can hop.
Sam: I can swim.
Kiko: I can chant.
Hassan: I can cycle.
Reem: I can skip.
Velvet: I can run.

Play Track 17 again. This time, get children to point to each picture and repeat after each sentence.

Get children to stand up. Say, "hop" and demonstrate doing the action yourself. Get children to repeat the word and copy the action. Do this with all seven actions.

Play a group game. Say, "swim" and nominate a group to do the action. Encourage the rest of the class to check that the group members are doing the correct action. Continue with different groups and different actions.

3. Say a rhyme.

Play Track 18. While children listen, support their understanding with mime and gesture and by doing the actions.

Track 18: Can you?

Can you jump, jump, jump?
Can you jump?
Yes, I can jump, jump, jump.
I can jump!

Can you hop, hop, hop?
Can you hop?
Yes, I can hop, hop, hop.
I can hop!

Can you swim, swim, swim?
Can you swim?
Yes, I can swim, swim, swim.
I can swim!

Can you skip, skip, skip?
Can you skip?
Yes, I can skip, skip, skip.
I can skip!

Can you cycle, cycle, cycle?
Can you cycle?
Yes, I can cycle, cycle, cycle.
I can cycle!

Play the rhyme again. This time, encourage children to join in with the final two lines ("Yes, I can …") and the actions.

Get the personal responses of individual children in the class. Hold up the *jump* picture card and ask a child, "Can you jump?" Help the child to answer with "Yes, I can." or "No, I can't." Ask several children the same question.

Do the same with the other six picture cards. Encourage children to answer with "Yes, I can." or "No, I can't."

4. Write.

Check that children are ready to write. Teach the letter *m* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime rolling out a mat.
- Movement words: "down, up, down, up, down and flick".
- Use *Activity Book* page 20.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *m* and the picture of the mat, ask the rest of the class to say the sound /m/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

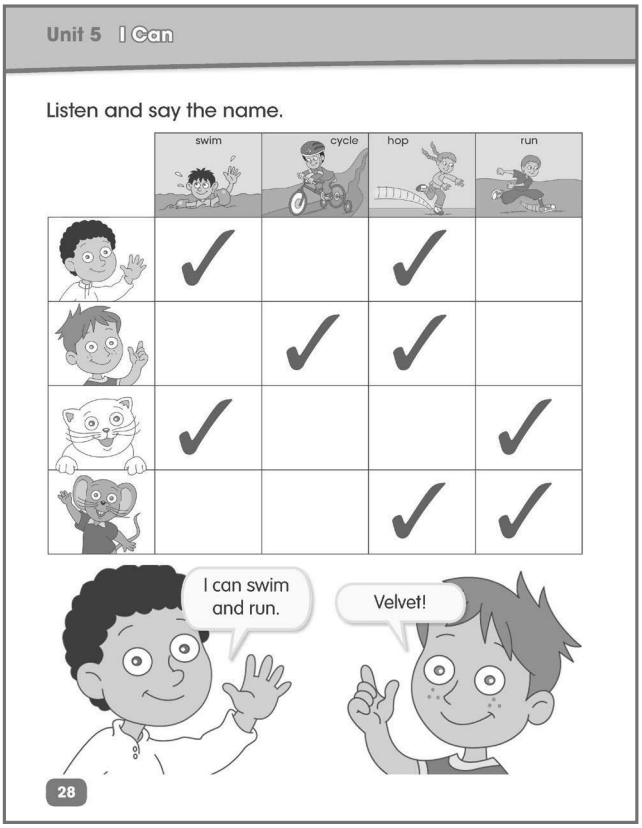
- Play "Can you?" with the class. Hold up the *hop* picture card and ask, "Can you hop?" Let all the children do the action. Continue with the remaining picture cards.
- Let children color the picture of the mat on page 20 of the *Activity Book*.

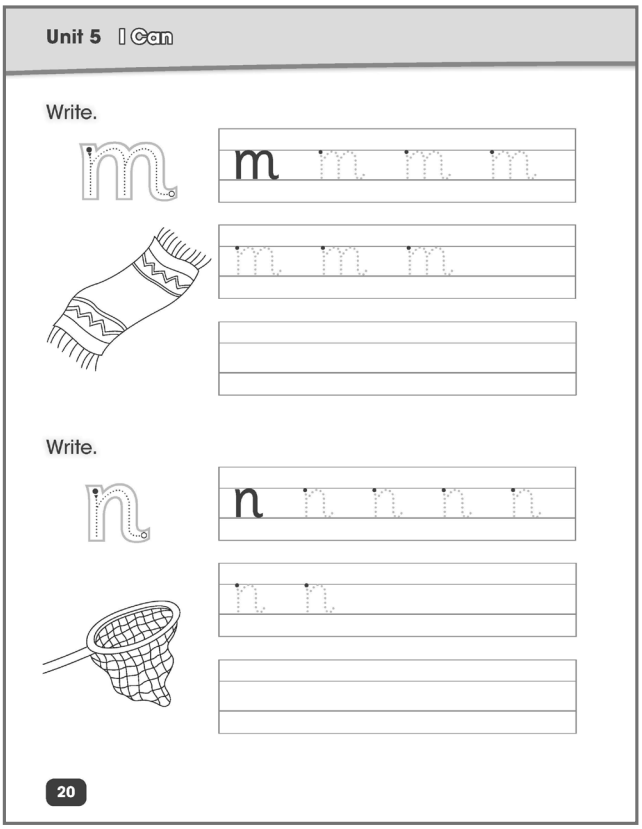
Support

- Get pairs to play a miming game. One child points to a picture on page 27 of the *Student's Book*. Their partner stands up and mimes the action. Get children to change roles.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson:

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *n*.





Objectives

- To describe ability
- To read words (actions)
- To say the sound /n/
- To write the letter *n*

Materials

- *Student's Book* pages 28 and 29
- *Activity Book* page 20
- *Handwriting Book* page 21 (see notes on page 87)
- Audio tracks 19 and 20
- Alphabet card *n*
- Alphabet poster
- Picture cards (*hop, swim, skip, jump, chant, cycle, run*)
- Word cards (*hop, swim, skip, jump, chant, cycle, run*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game (mime),
- read words (actions),
- listen,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (actions).

Hold up the *hop* picture card, name it, and get the class to repeat. Put the picture card on the board. Do the same with all of the picture cards.

Say, "swim" and get the class to do the action. Call out all of the actions and let children do the actions.

Do an action yourself and get the class to name the action. You may like to invite some confident children up to the front of the class to take the teacher's role.

Organize children into pairs. One child does an action and their partner must say the action. Get them to change roles.

Hold up a word card, say the name, and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards.

Point to the word cards and read them with the class.

Take the picture cards and word cards off the board and distribute them to groups around the class. Say an action and get the children with the corresponding word card and picture card to put them on the board. Get the class to check that the cards are correctly matched. Continue until all of the cards are on the board.

3. Listen and say the name.

Ask children to look at the table on page 28 of the *Student's Book*. Get them to name the characters on the left and the actions across the top.

Ask the class a few questions using the table. For example, "Who can swim and hop?" (Hassan) "Who can cycle and hop?" (Sam) "Who can run and swim?" (Velvet)

Play Track 19. Pause after each description and ask, "Who is it?" Let the class call out the name of the character.

Track 19: I can …

I can hop and run.	*(Kiko)*
I can swim and hop.	*(Hassan)*
I can run and swim.	*(Velvet)*
I can cycle and hop.	*(Sam)*

Pretend that you are one of the characters. For example, say, "I can hop and swim." Let the class call out the name "Hassan." Do this several times. Help the class notice that you are using *and* to add the second action.

Encourage some confident children to take the role of the teacher.

Get children to look at the picture of Hassan and Sam at the bottom of page 28 of the *Student's Book*. Explain that they are playing a game. Read the words in the speech bubble with the class and check that they understand the game. Organize children into pairs. One child pretends to be a character, reads the table, and describes what that character can do. Their partner must listen, read the table, and guess which character they are. Get children to change roles.

While children are working, move around and listen to then speaking. Encourage them to use *and* to connect the two actions.

4. Say a rhyme.

Get the class to look at page 29 of the *Student's Book*. Ask, "Can Kiko skip?" Help the children respond with "No." Do the same with all of the pictures.

Tell the class to listen to Track 20 and point to the pictures. Play Track 20 again and encourage the children to say the rhyme along with the recording.

Track 20: I can't …

Kiko: *I can't skip.*
Hassan: *I can't cycle.*
Sam: *I can't chant.*
Velvet: *I can't hop.*

Play a group game. Pretend to be Sam and say, "I can't chant." Nominate a group to guess which character you are. Continue the game with different characters and groups.

5. Write.

Check that children are ready to write. Teach the letter *n* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime catching something in a net.
- Movement words: "down, up, around, and flick".
- Use *Activity Book* page 20.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *n* and the picture of the net, ask the rest of the class to say the sound /n/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

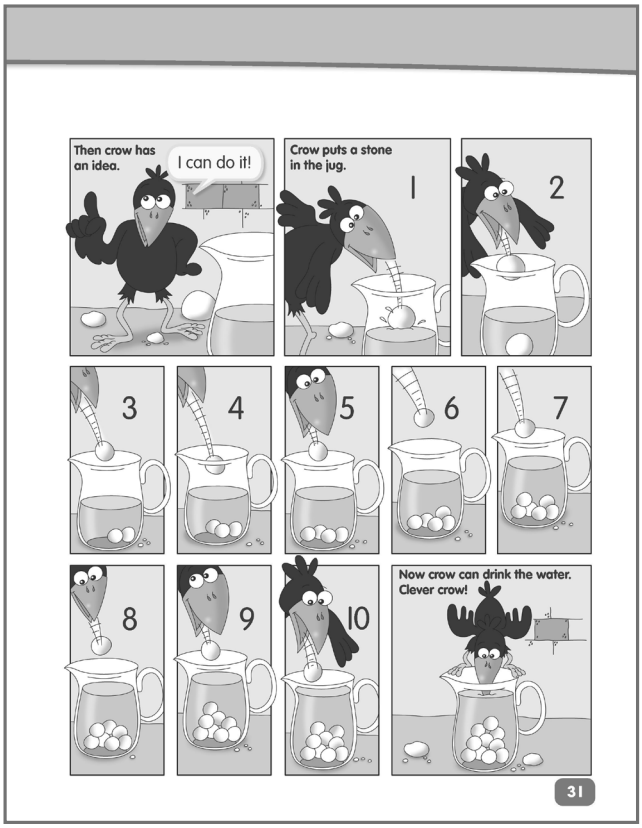
- Get children to look at the table on page 28 of the *Student's Book*. Say, "I can't swim and I can't cycle." Help children look at the table and guess the character you are pretending to be (Kiko). Do this with all of the characters. Invite some confident children to take the role of the teacher.

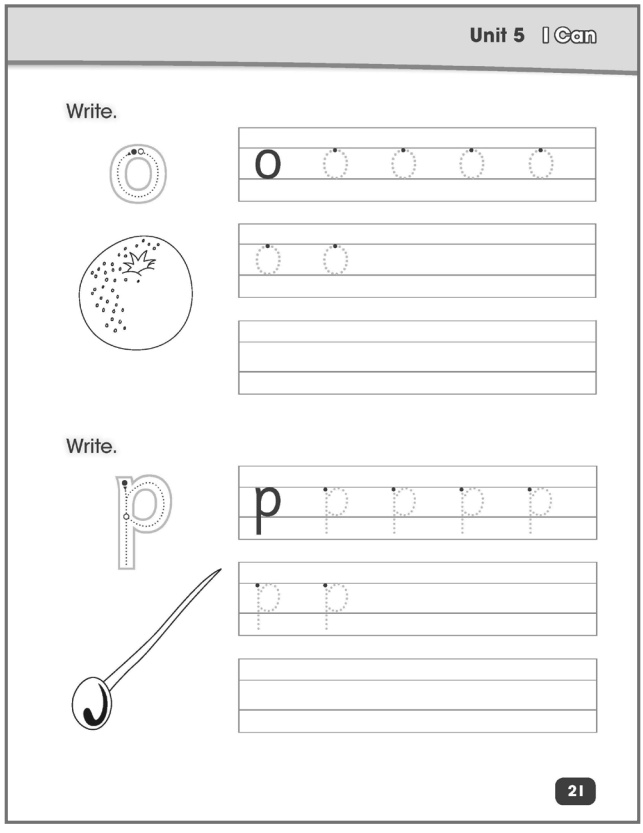
Support

- Put the action picture cards around the walls of the classroom. Say an action and get children to turn and point to the appropriate picture card.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *o*.





Objectives

- To describe ability
- To read words (actions)
- To listen to and follow a story
- To say the sound /o/
- To write the letter *o*

Materials

- *Student's Book* page 30 and page 31
- *Activity Book* page 21
- *Handwriting book* page 22 (see notes on page 87)
- Audio track 21
- Alphabet flashcard *o*
- Alphabet poster
- Word cards (*hop, swim, skip, jump, chant, cycle, run*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words,
- listen to a story ("The Clever Crow"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (action words).

Hold up a word card and read it with the class. Put the word card on the board. Do the same with all of the word cards.

Play a game of "What is it?" Tell the children to close their eyes. Turn over a word card. Get children to open their eyes and name the turned-over card. Do this several times.

Hold up a word card, without reading it. Get the class to read it by themselves and do the action. Do this with all of the word cards.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 30 and 31 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening.

Play Track 21 and encourage children to point and look at the pictures.

Track 21: The Clever Crow
Crow is very thirsty.
He sees a jug next to a school.
The jug has some water in it, but crow can't drink the water.
"I can't do it!"
He thinks … and thinks.
Then crow has an idea.
"I can do it!"
Crow puts a stone in the jug.
1 stone
2 stones
3 stones
4 stones
5 stones
6 stones
7 stones
8 stones
9 stones
10 stones
Now crow can drink the water. Clever crow!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Check their understanding by asking some questions. For example, ask the following questions in L1, "What did crow find at the school?" "Why couldn't crow drink the water?" "What happened when c row put stones in the jug?"

Show children the pictures of crow trying to drink the water and thinking. Ask them if it was easy for crow to drink the water. Explain that when crow could not reach the water, he did not give up. Instead, he thought hard and kept trying. In the end, his perseverance and hard work was rewarded with a drink.

Use this opportunity to talk about perseverance. Ask children if they have ever given up on something, such as finishing a piece of work, learning a new skill, or playing a game. Explain that it is very easy to give up when things become challenging and that it is important to keep trying.

4. Write.

Check that children are ready to write. Teach the letter *o* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:
- Action: mime peeling an orange.
- Movement words: "down and around".
- Use *Activity Book* page 21.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *o* and the picture of the orange, ask the rest of the class to say the sound /o/.

5. Circle Time

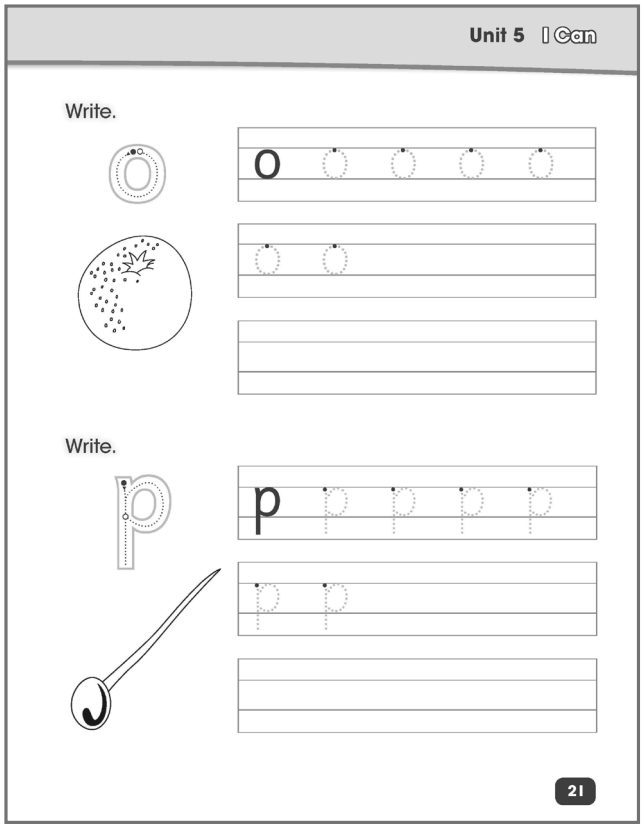
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

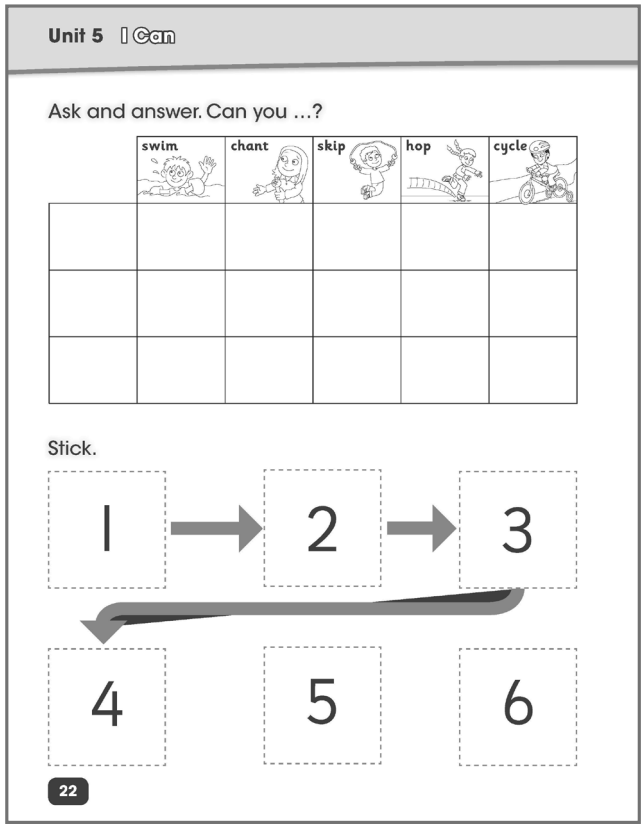
Additional

Extend
- Let children color the picture of the orange on page 21 of the *Activity Book*.

Support
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *p*.





Objectives

- To describe ability
- To ask questions
- To read numbers *1–10*
- To say the sound /p/
- To write the letter *p*

Materials

- *Activity Book* pages 21 and 22
- *Handwriting Book* page 22 (see notes on page 87)
- Alphabet card *p*
- Alphabet poster
- Number cards *1–10*

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read numbers,
- ask and answer questions,
- write letters.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (numbers).

Get children to remember the story from the previous lesson. Find out if any children can remember how many stones the crow put in the jug (ten).

Hold up one finger and say, "one." Get the class to repeat. Continue up to ten.

Hold up the *1* number card. Read it with the class and put it on the board. Hold up the *2* number card. Read it with the class and put it on the board. Continue until all of the number cards are on the board. Read the numbers from *1 to 10* with the class.

Point to different number cards and get the class to call out the numbers.

Give the ten number cards to different children in the class. Get them to line up in order, from *1 to 10*, at the front of the class. Get the class to count and check the order. Do this a second time with a different group of children.

3. Ask and answer (survey).

Ask children to look at the table at the top of page 22 of the *Activity Book*. Get them to look at the top row and name the actions. Tell the class that they are going to find out some information about children in their group. Arrange children into groups of four.

Project the page, or recreate the table on the board using picture cards, so you can demonstrate how to do the survey.

Point to the three squares in the first column. Get children either to write the numbers *1, 2, 3*, or to draw the faces of the three other children in their group.

Invite a confident child to help you demonstrate the activity. Point to the top square in the first column and write the number *1*—this represents your first "interviewee." Point to the second square in the first row and ask the child, "Can you swim?" Help them reply with, "Yes, I can," or "No, I can't." Put a check mark (✓) in the square to reflect their answer. Continue completing the first row, until you feel happy that the children understand what to do.

Let children ask and answer questions and complete the table for three children in their group. While they are working, move around, listening to the children and asking questions about their results.

4. Write.

Check that children are ready to write. Teach the letter *p* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: fastening a scarf with a pin.
- Movement words: "down, up, and around".
- Use *Activity Book* page 21.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *p* and the picture of the pin, ask the rest of the class to say the sound /p/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

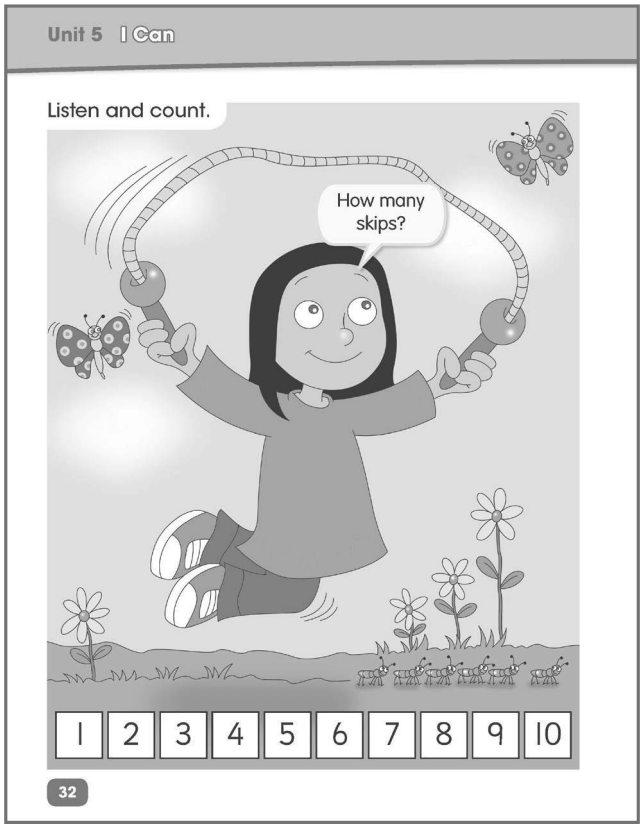
- After completing the table, get children to describe the information they collected to a partner. For example, "Ahmed can swim and skip. Ahmed can't cycle."
- Let children color the picture of the pin in the *Activity Book*.

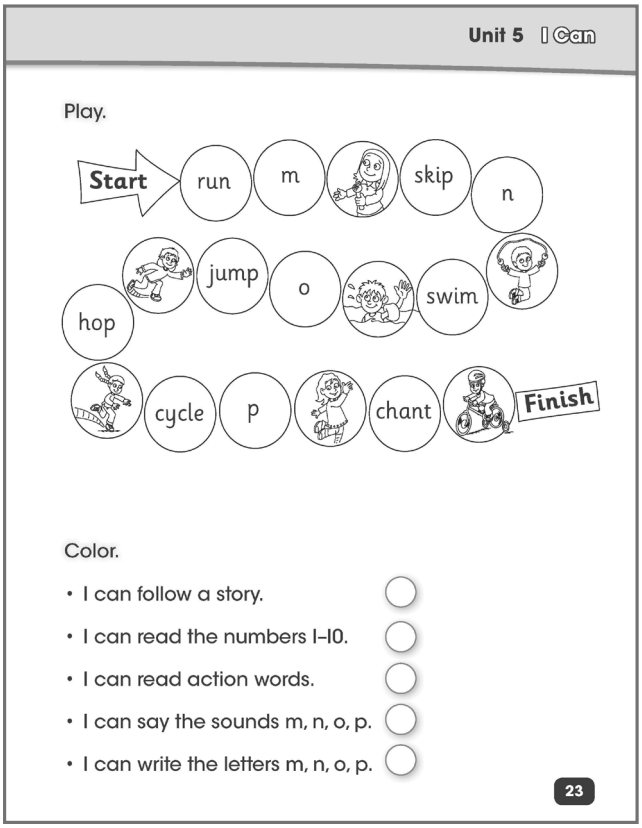
Support

- When the number cards are on the board, play "What's wrong?" Get the class to close their eyes while you change over the position of two cards. When children open their eyes, ask them, "What's wrong?" Invite a pair of children to come to the board and reposition the cards so they are in the correct order. Do this several times.
- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson:

- You will need a counter for each child and dice for each pair of children.
- You will need a set of *Number cards* (*Photocopiable Resources* page 306) for each group.





Objectives

- To listen to and understand a story
- To describe ability
- To read numbers *1–10*
- To read words (actions)

Materials

- *Student's Book* page 32
- *Activity Book* page 22 and 23
- *Handwriting Book* page 23 (see notes on page 87)
- Audio tracks 21 and 22
- Picture cards (*hop, swim, skip, jump, chant, cycle, run*)
- Word cards (*hop, swim, skip, jump, chant, cycle, run*)
- *Number cards* (one set for each group), (*Photocopiable Resources* page 306)
- Counters (buttons)
- Dice
- *Activity Book* stickers ("The Clever Crow")

1. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read numbers,
- listen to a story,
- read words,
- play a board game.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Count and write.

Count from one to ten with the class. Hold up the appropriate number of fingers while counting.

Give a set of number cards to each group. Play "Hold up!" Call out a number and let groups hold up the corresponding number card.

Ask groups to sequence the cards in order on their table, from *1* to *10*.

Get children to stand up and do some TPR. For example, say, "Do six hops. Do seven skips. Do two jumps."

Get children to look at page 32 of the *Student's Book*. Explain that Reem is counting how many skips she can do. Tell children to listen and count the number of skips. Play Track 22. After each set of skips, pause the recording and say, "Hold up!" Let groups hold up the number card that corresponds to the number of skips.

Track 22: How many skips?
Sound effects to indicate:
3 skips
2 skips
7 skips
6 skips
9 skips
5 skips

3. Listen.

Show children the story on pages 30 and 31 of the *Student's Book*. Play Track 21 and let children follow the story in their books. When the crow puts stones in the jug, encourage the class to join in with the counting.

Show children the stickers of "The Clever Crow" story in their *Activity Book*. Give them some time to think about the order they occur in the story. When they are ready, tell children to stick them in the correct place on page 22 of the *Activity Book* to show the sequence of events in the story.

4. Play.

Give the action word cards and picture cards to children in the class. Call out an action word and get the children with the corresponding picture card and word card to hold them up. Ask the class to check that the word and picture match. Do this with all of the action words.

Project (or draw and use the action picture cards) the top of page 23 of the *Activity Book* on to the board and show children how to play the game.

Organize the class into pairs. Each child takes turns to roll the dice and move along the board. When they land on a picture, they must name the action in English. When they land on a letter, they must say the sound, and when they land on a word, they must read it. If a child cannot do a task, they miss a turn. Tell children to referee each other. The first child to reach the "Finish" is the winner.

Give out the counters and dice and let children play the game.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 23 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can follow a story (e.g., *Student's Book* pages 30 and 31 and *Activity Book* page 22).
- I can read the numbers 1–10 (e.g., number card activities and *Student's Book* pages 30 and 31).
- I can read action words (e.g., *Student's Book* pages 27 and 28 and *Activity Book* pages 22 and 23).
- I can say the sounds /m/, /n/, /o/, /p/ (e.g., *Activity Book* pages 20 and 21).
- I can write the letters *m, n, o, p* (e.g., *Activity Book* pages 20 and 21).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get pairs to play "Feel the letter." One child draws a letter (*a–p*) on the back of another child with their finger. The other child must guess the letter and say the sound of the letter. Children change roles.
- Get pairs to play "How many?" One child gives an instruction, for example, "Six skips." Their partner must act out skipping six skips. Get children to take turns and to vary the numbers and the actions.

Support

- When children are sequencing the story stickers, get them to work in pairs and to order them before sticking.
- Support children when they play the game by making it a team game in which pairs of children play each other.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *q*.
- The new words for Unit 6 are recorded as part of the *Sounds File* (Track 92).

Lesson 1

Use page 20. This activity gives further practice in counting and writing numbers 1–5. To review numbers, say "1" and then get children to continue. Help by modeling the numbers with your fingers. Say "5" and get children to count backwards to 1. You can also start at other points in the sequence (at 2, 3, or 4). Remind children of the shapes of the numbers by drawing them in the air and getting the children to follow.

Put the children in pairs and let them count the number of things for each picture (2 butterflies, 3 balloons, etc.). Check back with the class. Ask, "How many …?" When they have completed the activity, get them to swap books and check each other's work.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 2

Use page 21. This activity gives extra practice in writing some of the letters children have learned so far. The letters are grouped according to the hand-movement groups (see *Teacher's Book* Introduction).

This can be given as homework or in class. If you do the activity in class, you might like to get children to swap books and check each other's work. If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

Lesson 3

Use page 22. This activity gives extra practice in writing the letter *m*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 4

Use page 22. This activity gives extra practice in writing the letter *n*. Remind children that the black dots show them where to start and the white dots where to finish.

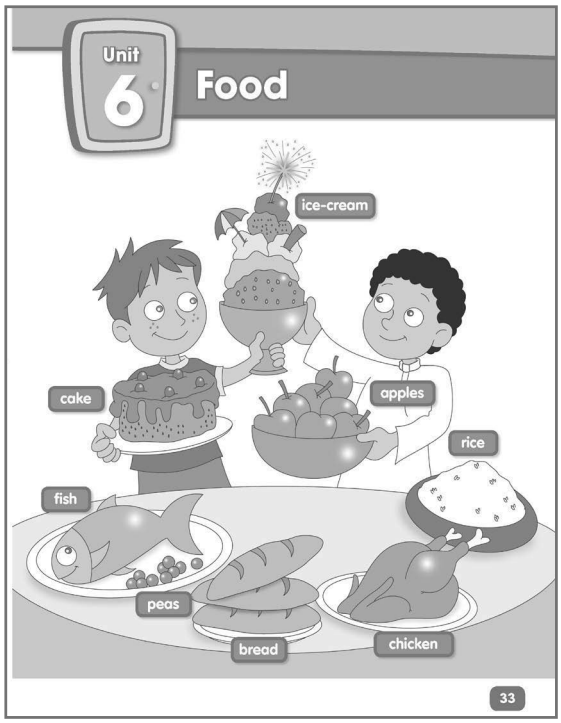
If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

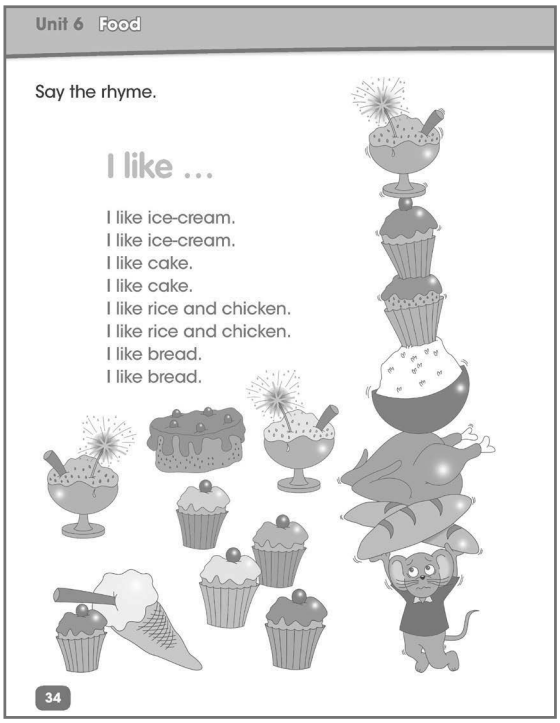
Lesson 5

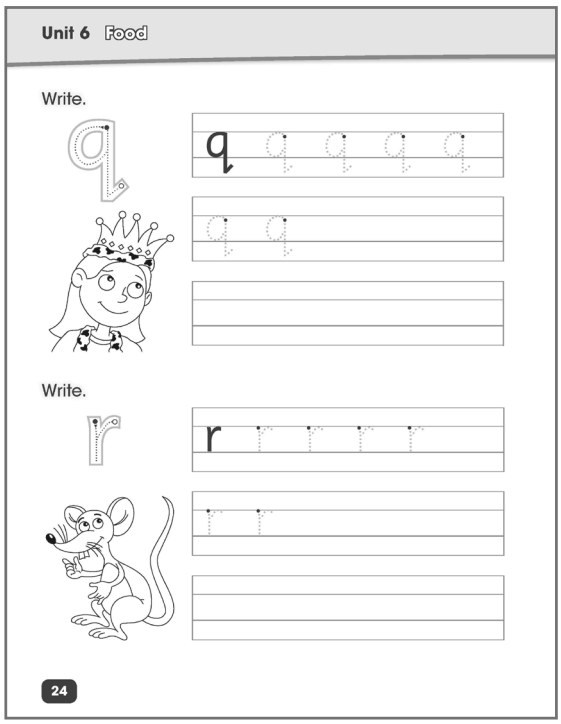
Use page 23. This activity gives extra practice in writing the letters *o* and *p*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Unit 6 Food







Objectives

- To identify and name food
- Express personal preferences
- To say the sound /q/
- To write letter *q*

Materials

- *Student's Book* pages 33 and 34
- *Activity Book* page 24
- *Handwriting Book* page 24 (see notes on page 99)
- Audio track 23
- Alphabet card *q*
- Alphabet poster
- Picture cards (*bread, cake, fish, rice, peas, apple, ice-cream, chicken*)

I. Circle Time

Hold up page 33 of the *Student's Book* and tell children they are going to start a unit called "Food." Discuss some of the following points with them:

- Talk about the food they can see in the picture.
- Talk about what food they like and don't like.
- Talk about food they and their families eat on special occasions.
- Talk about where food comes from.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- name food,
- say a rhyme ("I like …"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Name food.

Hold up the picture card of some bread and ask, "What is it?" Let children respond in their own language and then confirm, "bread." Get children to repeat once or twice and put the picture card on the board. Do the same with all of the food picture cards.

Point to the picture cards randomly and get children to name them.

Play "What is it?" with the picture cards. Get children to close their eyes. Turn over a picture card. Tell the children to open their eyes. Point to the turned over picture card and ask, "What is it?" When children guess the food, turn it back over and play the game again.

3. Say a rhyme.

Get children to look at page 34 of the *Student's Book*. Point to the picture of Kiko and ask, "Who is it?" When they answer, point to the food in the picture and ask "What is it?" Encourage children to name the food they can see in the picture.

Point to the picture and name the food Kiko is holding with the class from top to bottom, "ice-cream, cake, rice, chicken, bread."

Explain that Kiko is carrying food he likes to a party. Point to the ice-cream and say, "I like ice-cream." Use mime and gesture to support the meaning of the phrase "I like." Ask a few children, "Do you like ice-cream?" Let them answer, "Yes" or "No." Do this with another of the food items in the picture.

Play Track 23. While children listen, get them to point to each food on page 34, as it is named.

Track 23: I like …
I like ice-cream.
I like ice-cream.
I like cake.
I like cake.
I like rice and chicken.
I like rice and chicken.
I like bread.
I like bread.

Play the rhyme again and get children to join in with the words when they feel ready to do so.

4. Write.

Check children are ready to write. Teach the letter *q* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:
- Action: holding a crown on your head.
- Movement words: "around, up, down, and flick".
- Use *Activity Book* page 24.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *q* and the picture of the queen, ask the rest of the class to say the sound /q/.

5. Circle Time

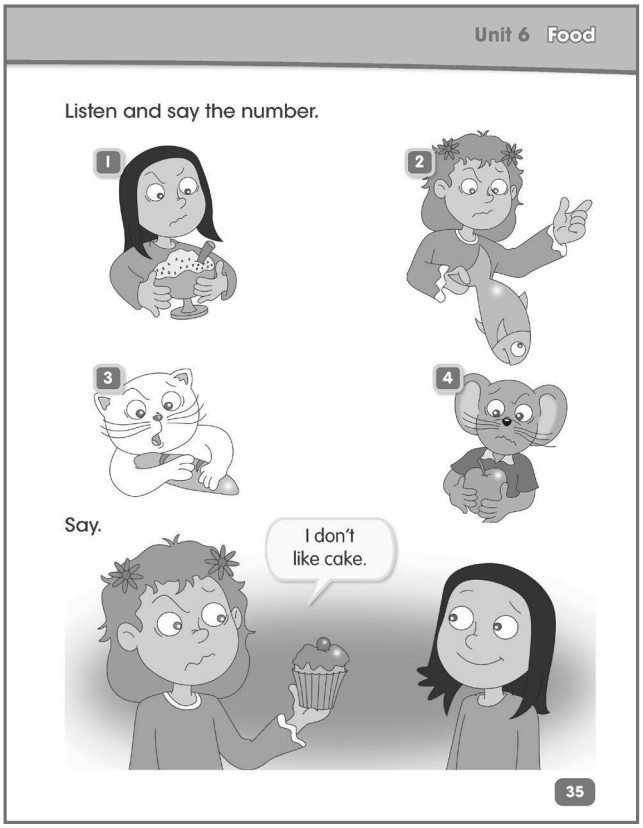
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

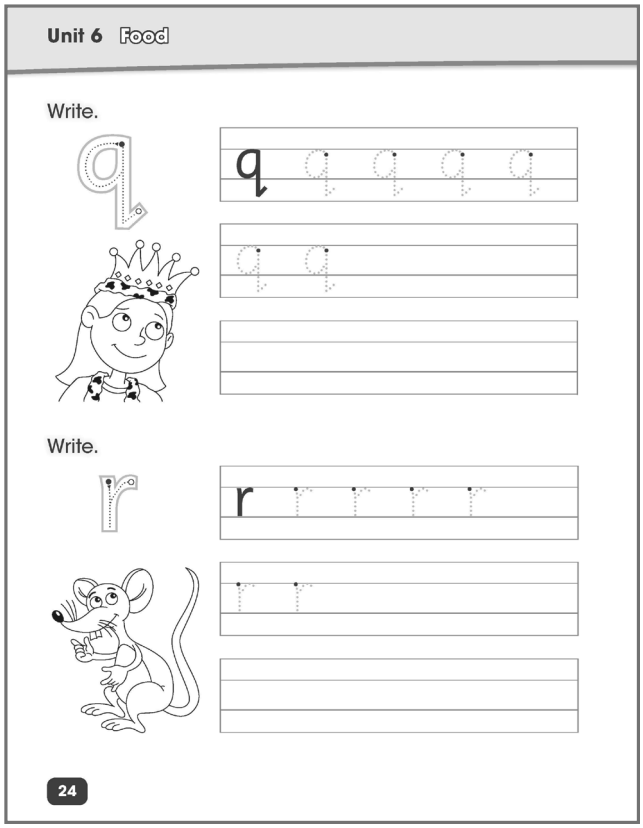
Additional

Extend
- Get pairs to play "What is it?" using page 33 of the *Student's Book*. One child points to a food in the picture and asks, "What is it?" When their partner names the food, they change roles.
- Let children color the picture of the queen on page 24 of the *Activity Book*.

Support
- Support the rhyme by putting the picture cards on the board in the same sequence as the rhyme.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *r*.





Objectives

- To identify and name food
- To express preferences
- To say the sound /r/
- To write the letter *r*

Materials

- *Student's Book* page 35
- *Activity Book* page 24
- *Handwriting Book* page 25 (see notes on page 99)
- Audio tracks 23 and 24
- Alphabet card *r*
- Picture cards (*bread, cake, fish, rice, peas, apple, ice-cream, chicken*)
- Word cards (*bread, cake, fish, rice, peas, apple, ice-cream, chicken*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words (food),
- say what they like and don't like,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (food).

Give the picture cards to groups of children. Give the children some time to name the picture card with their group. Give some TPR instructions for different groups, for example, "Rice, turn around.", "Chicken, stand on one leg.", "Apples, pick up a ruler."

Name a food and get a child from the group to put it on the board. Do this with all of the picture cards.

Hold up a word card, say the name, and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards.

Point to the word cards and read them with the class.

Take the picture cards off the board, so the word cards remain. Point to each word card and get the class to read it.

3. Express preferences (*I like …, I don't like …*).

Play Track 23 and get children to join in when and where they can.

Ask some individual children, "What do you like?" Encourage them to give a personal opinion using *I like* or *I don't like*, e.g., "I like apples."

Tell children to look at the pictures at the top of page 35 of the *Student's Book*. Get them to tell you what they think is happening. Play Track 24. Pause after each sentence and get children to call out the number of the picture. Alternatively, you can get them to hold up the same number of fingers as the picture.

Track 24: I don't like …

Mandy:	*I don't like fish.*	*(2)*
Kiko:	*I don't like apples.*	*(4)*
Reem:	*I don't like ice-cream.*	*(1)*
Velvet:	*I don't like bread.*	*(3)*

Play Track 24 again and, this time, get children to repeat after each sentence. Encourage children to have fun copying the funny voices and the intonation.

Ask a few children, "What don't you like?" Encourage them to respond with, "I don't like …"

Get children to look at the bottom of page 35 of the *Student's Book*. Explain that Mandy is telling Reem what food she doesn't like. Read the words in the speech bubble with the class. Get children to take turns telling their group what food they don't like. While they are speaking, move around and listen to children speaking.

4. Write.

Check that children are ready to write. Teach the letter *r* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: put out your top teeth to imitate a rat.
- Movement words: "down, up, and around".
- Use *Activity Book* page 24.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *r* and the picture of the rat, ask the rest of the class to say the sound /r/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

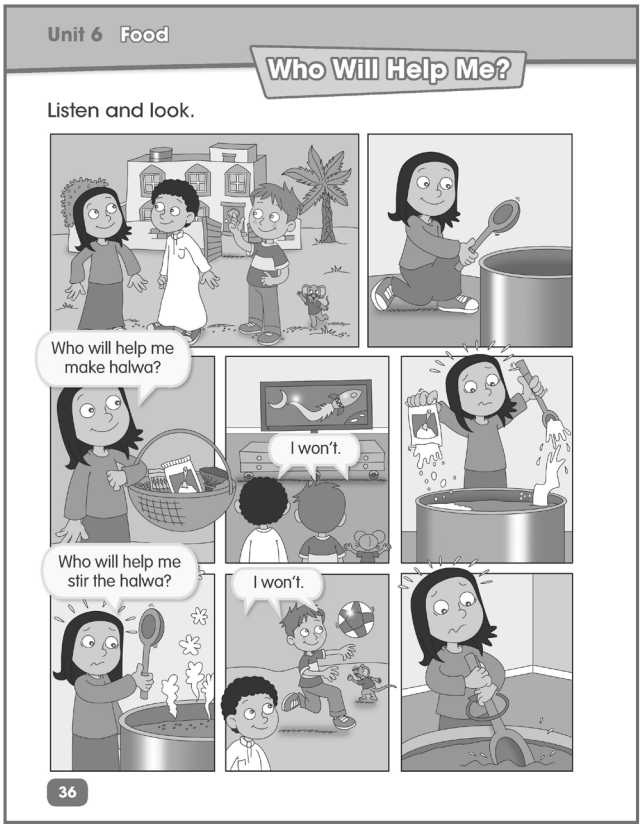
- Play a group game. Point randomly to a color card, or a colored object, and ask the whole class, "What color is it?" Let each group quietly discuss and agree on an answer. Nominate a group to give the answer. If they get the answer correct, give the group one point. Continue with different groups and colors. Keep a record of points on the board. When each group has answered three times, stop the game and count up the points. Congratulate the group with the most points.

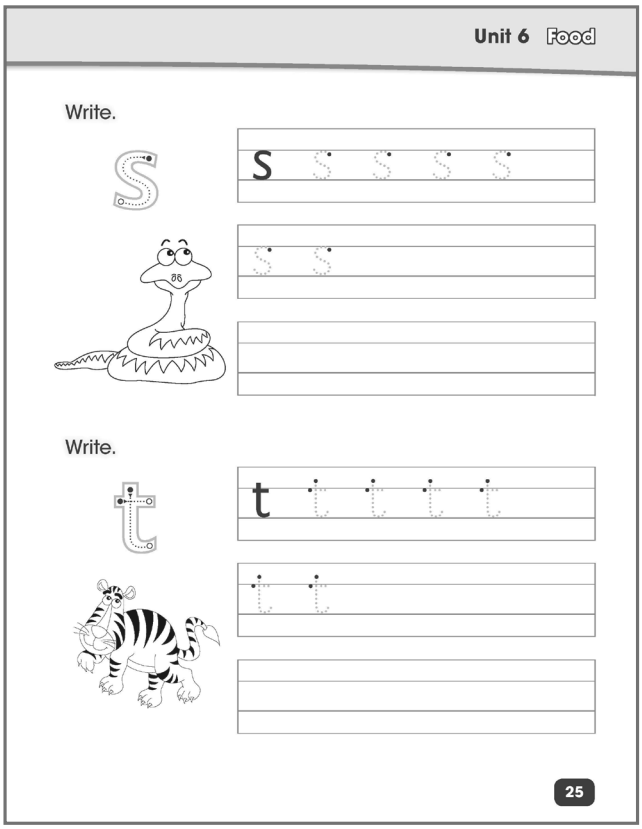
Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Photocopy sets of food cards (*Photocopiable Resources* page 308). Each pair will need a set. You may wish to laminate the cards to make them a more permanent resource.
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *s*.





Objectives

- To listen to and follow a story
- To read words (food)
- To say the sound /s/
- To write the letter *s*

Materials

- *Student's Book* pages 36 and 37
- *Activity Book* pages 25
- *Handwriting Book* page 26 (see notes on page 99)
- Audio track 25
- Alphabet card s
- Alphabet poster
- Picture cards (*bread, cake, fish, rice, peas, apple, ice-cream, chicken*)
- Word cards (*bread, cake, fish, rice, peas, apple, ice-cream, chicken*)
- Food cards (*Photocopiable Resources* page 308)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game (read food words),
- listen to a story ("Who Will Help Me?"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Matching pairs (Read food words).

Use the picture cards and word cards to show children how to play "Matching pairs."

- Stick the picture cards face down on one side of the board.
- Stick the word cards face down on the other side of the board.
- Make sure the cards are mixed up.
- Invite a confident child to come to the front and play the game with you.
- Start by turning over a word card and a picture card yourself. Name the picture card and read the word card. If they match, take the pair of cards. If they don't match, turn the cards over again, keeping them in the same position.
- Help the child to turn over a word card and a picture card and do the same.
- Continue taking turns, each trying to find matching cards.
- The game ends when all of the cards have been won.
- The player with the most cards is the winner.

Give a set of *Food cards* (*Photocopiable Resources* page 308) to each pair and allow them enough time to play the game. While they are playing, move around and help children name and read the cards.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 36 and 37 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening. Explain that Reem is making halwa. Spend some time finding out when children eat halwa and if any of their parents make halwa at home.

Play Track 25 and encourage children to listen and follow the pictures.

Track 25: Who Will Help Me?
Reem liked playing with her friends.
One day, Reem decided to make some halwa.
"Who will help me make halwa?" she said.
"I won't!" said Hassan.
"I won't!" said Sam.
"I won't!" said Kiko.
So Reem made the halwa.
"Who will help me stir the halwa?" said Reem.
"I won't!" said Hassan.
"I won't!" said Sam.
"I won't!" said Kiko.
So Reem stirred the halwa.
"Who will help me eat the halwa?" said Reem.
"I will!" said Hassan.
"I will!" said Sam.
"I will!" said Kiko.
But Reem said, "You did not help me make the halwa. You did not help me stir the halwa. You will not help me eat the halwa!"
Hassan, Sam and Kiko felt sorry. They wished they had helped Reem.
"I will help you wash the dishes," said Hassan.
"I will help you sweep the floor," said Sam.
"I will help you clean the table," said Kiko.
"Thank you!" said Reem.
Then, they all ate the halwa together.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Check their understanding of the story by asking some questions. For example, ask the class who made the halwa (Reem) and why Reem didn't want to let Hassan, Sam, and Kiko eat the halwa (because they didn't help make it).

Use this opportunity to talk about helping others. Find out whether children help their parents at home or help their friends at school. Ask them how they feel when they help others. Explain that we often need to work for things and can't expect to get things for free.

4. Write.

Check that children are ready to write. Teach the letter *s* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: wiggle your arm through the air like a snake.
- Movement words: "around, and around again".
- Use *Activity Book* page 25.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *s* and the picture of the snake, ask the rest of the class to say the sound /s/.

5. Circle Time

Review the lesson. Use icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend:

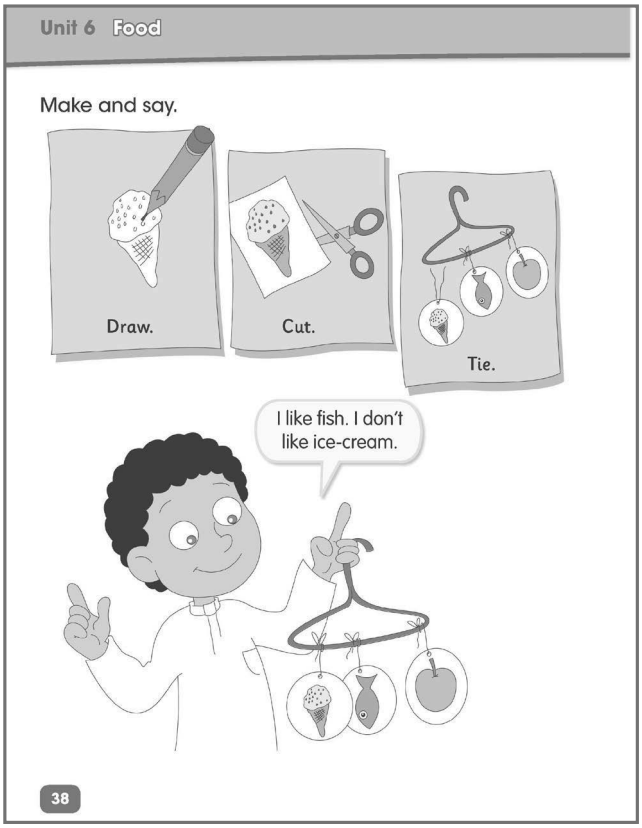
- Let children color the picture of the snake on page 25 of the *Activity Book*.

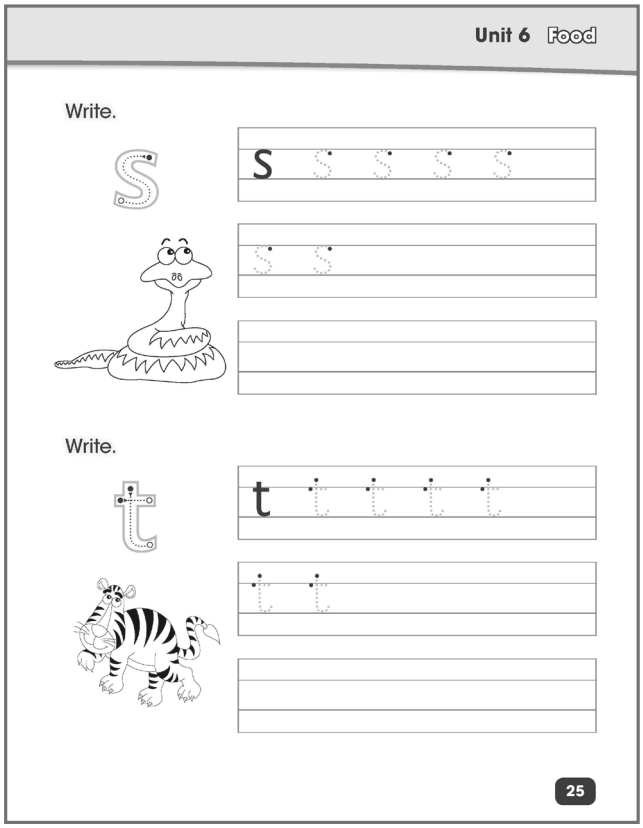
Support

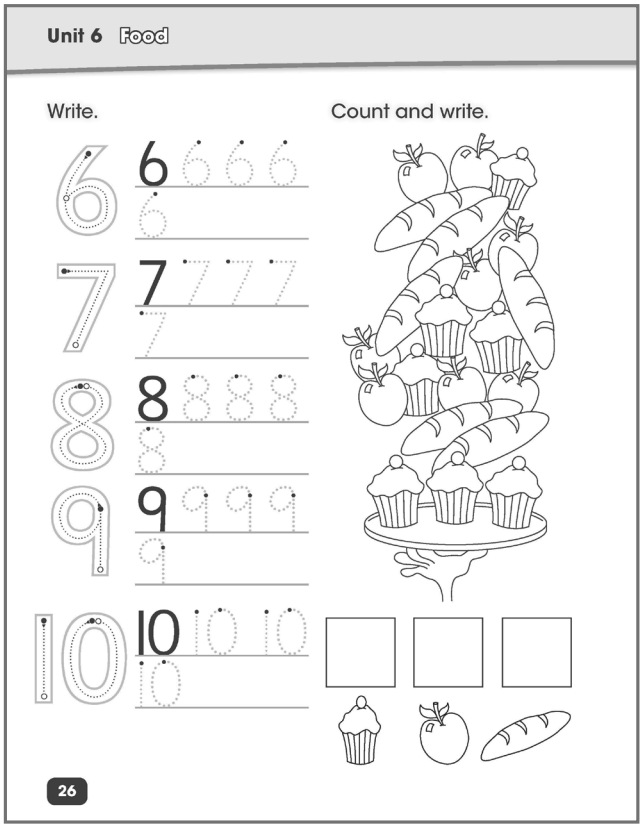
- Before playing "Matching pairs," play games with the food picture cards. For example, get pairs to match the words and pictures, name each food and get pairs to hold up the corresponding cards, or name the foods in a sequence and get pairs to organize their word cards in the same order on the table.
- When playing "Matching pairs," get children to play in teams, two against two.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson:

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *t*.
- Make your own mobile to show some foods you like and don't like. Look at page 38 of the *Student's Book* to help you.
- Prepare the materials for making mobiles in the next lesson. You will need hangers, paper, scissors, and string.







Objectives

- To express preferences
- To say the sound /t/
- To write the letter *t*
- To write the numbers *6–10*

Materials

- *Student's Book* page 38
- *Activity Book* pages 25 and 26
- *Handwriting Book* page 26 (see notes on page 99)
- Alphabet card *t*
- Alphabet poster
- Your own mobile
- Hangers, paper, scissors, string (enough for the whole class)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write numbers,
- make a mobile,
- write letters.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write (numbers).

Get children to look at the activity on the left of page 26 of the *Activity Book*. Teach number *6* by following the procedure below:

1. Write the number *6* on the board.
2. Say, "six" and hold up six fingers.
3. Model drawing the number in the air while describing the movement, "down, up, and around." Get the class to do the same.
4. Get children to trace the large number in the *Activity Book* with a finger and then with a pencil.
5. Let children complete the numbers in the *Activity Book*.

Do the same for numbers *7, 8, 9*, and *10*.

3. Express preferences (mobile).

Hold up your mobile and use it to talk about food you like and don't like. Tell children they are going to make a mobile.

Show children the pictures at the top of page 38 of the *Student's Book*. Get them to look at the first picture and guess what they have to do (draw a food they like or don't like). Do the same with the remaining two pictures.

When you are confident that children know what to do, distribute the materials and let children make their mobiles. Let them draw more than three pictures if they want to. You will have to help them tie their pictures onto their hangers.

Ask children to look at the bottom of page 38 of the *Student's Book*. Explain that Hassan is using his mobile to talk about food he likes and doesn't like. Put children in small groups. Let children take turns to hold up their mobiles and talk about their food preferences to their group.

4. Write.

Check that children are ready to write. Teach the letter *t* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime a "clawing" action to imitate a tiger.
- Movement words: "down and flick, hand off, left to right".
- Use *Activity Book* page 25.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the "down and flick" stroke and remember that, for this letter, they need to take their pencil off the paper to do the "left to right" stroke.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *t* and the picture of the tiger, ask the rest of the class to say the sound /t/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

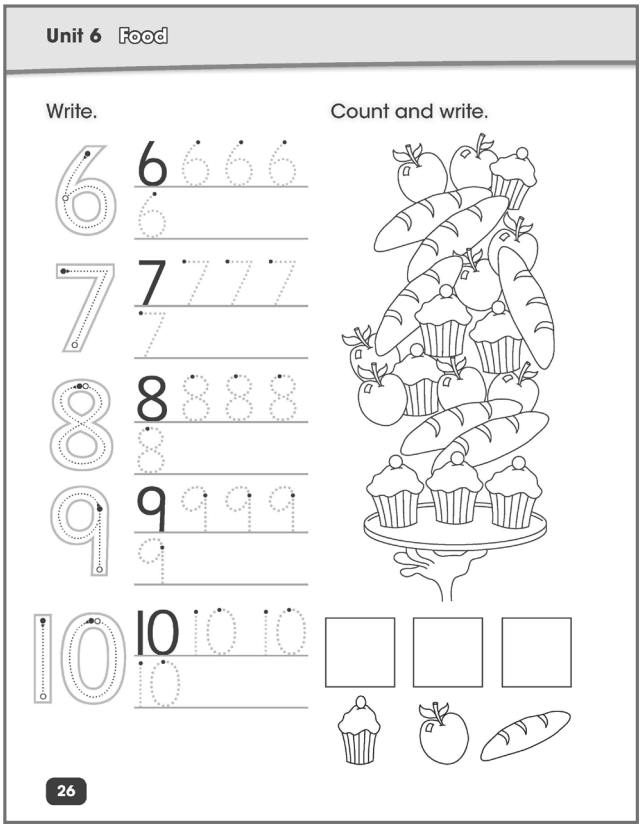
- Let children color the picture of the tiger on page 25 of the *Activity Book*.

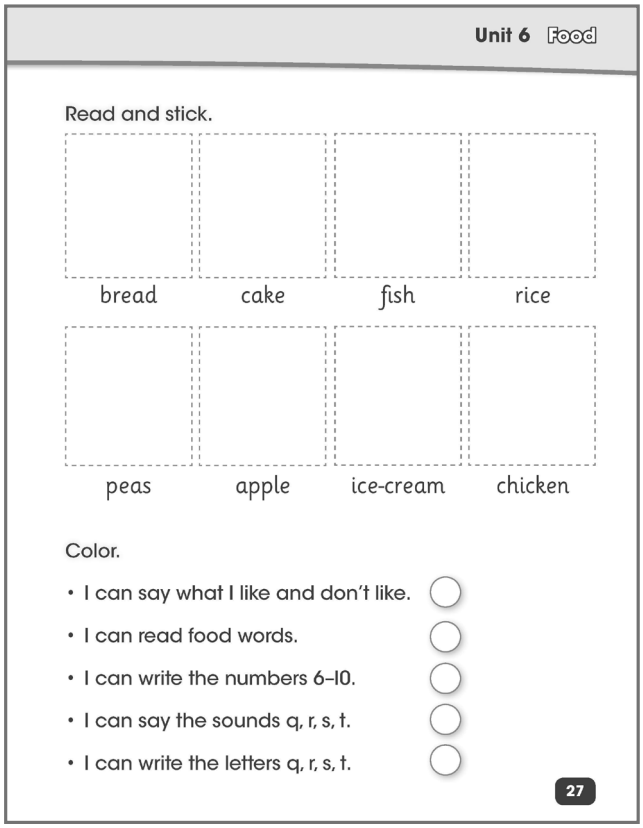
Support

- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson:

- You may wish to prepare some simple finger puppets for children to help them act out the story of "Who Will Help Me?" in the next lesson.





Objectives

- To count numbers *1–10*
- To retell a story
- To read words (food)

Materials

- *Activity Book* pages 26 and 27
- *Handwriting Book* page 27 (see notes on page 99)
- Audio track 25
- Word cards (*bread, cake, fish, rice, peas, apple, ice-cream, chicken*)
- *Food cards* (word cards only), (*Photocopiable Resources* page 308)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- count and write,
- act out a story,
- read words.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Count and write.

Get children to look at the activity on the right of page 26 in the *Activity Book*. Show them the picture of the cake underneath the main picture. Get them to count the number of cakes and write the number in the box. Get them to do the same for the apples and the bread.

When they have finished, help children check their work. For example, ask, "How many cakes? How many apples? How many pieces of bread?" Let children respond with the number and write it on the board.

Answers:
Cakes: 7
Apples: 8
Bread: 6

3. Act.

Show children the story on pages 36 and 37 of the *Student's Book*. Play Track 25 and let children follow the story in their books. Encourage them to join in with some of the words, such as "Who will help me …?" and "I won't!"

Organize children into groups of four. Tell one child to be Reem and the other three to be Hassan, Sam and Kiko. Let groups act out the story. Encourage them to say some of the words if they can.

4. Read and stick.

Put the word cards on the board. Get the class to read and say the words as you do so.

Use the word cards to play a game of "What is it?" with the class. Get children to close their eyes. Turn over a word card. Tell children to open their eyes. Point to the turned over card and ask, "What is it?" When children guess the word card, turn it over and play the game again.

Give a set of food word cards (*Photocopiable Resources* page 308) to each pair. Get children to play "What is it?" in their pairs. Get them to take turns taking the role of the teacher.

Tell children to look at the top of page 27 of the *Activity Book*. Get them to read the words and stick the correct stickers in their books.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 27 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can say what I like and don't like (e.g., *Student's Book* pages 34, 35, and 38).
- I can read food words (e.g., word card activities and *Activity Book* page 27).
- I can write the numbers *6–10* (e.g., *Activity Book* page 26).
- I can say the sounds /q/, /r/, /s/, /t/ (e.g., *Activity Book* pages 24 and 25).
- I can write the letters *q, r, s, t* (e.g., *Activity Book* pages 24 and 25).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get pairs to play "Feel the letter." One child draws a letter (*a–t*) on the back of another child with their finger. The other child must guess the letter and say the sound. Children change roles.
- When playing "What is it?" get children to turn over more than one card at a time.

Before the next lesson:

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *u*.
- The new words for Unit 7 are recorded as part of the *Sounds File* (Track 93).

Lesson 1

Use page 24. These two activities review letters that children have learned in Units 1–5 and practice letter recognition and counting, and writing letter combinations (*ma, ne, no, me*).

These can be given as homework or in class. If you do Activity 1 (Count. How many?) in class, you might like to get children to swap books and check each other's work, or they can ask each other "How many *m*s?" (Do not worry about them getting the plural right.) Monitor to check that they write the numbers correctly.

If you are setting the Activity 2 (Write.) for homework, remind children about the three steps for "Getting ready to write."

Lesson 2

Use page 25. This activity reviews letters and words that children have learned so far. Ask children to name the pictures and, for each picture, get them to tell you the sound of the initial letter. Get them to point to that letter (i.e., *h, n* or *m* in the box at the top of the page.) Remind children to look back in their books if they need to check how to shape the letters using the dots, arrows and tracks.

This can be done as homework or in class. If you do the activity in class, you might like to get children to swap books with a partner and check each other's work, or they can read out alternate words to each other. Monitor to check that they write the letters correctly.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

Lesson 3

Use page 26. This activity gives extra practice in writing the letter *q*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 4

Use page 26. This activity gives extra practice in writing the letter *r*. Remind children that the black dots show them where to start and the white dots where to finish.

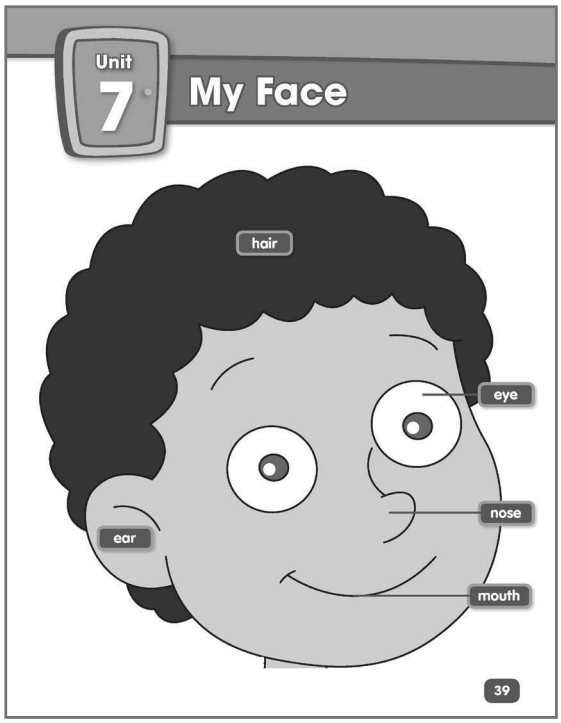
If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

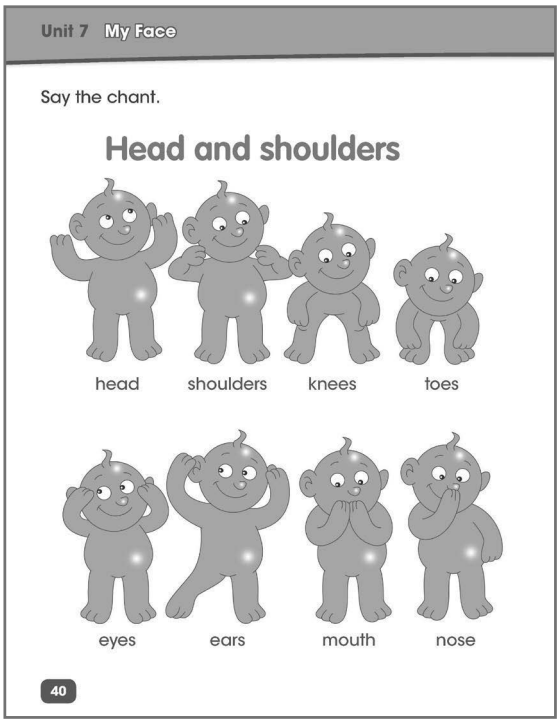
Lesson 5

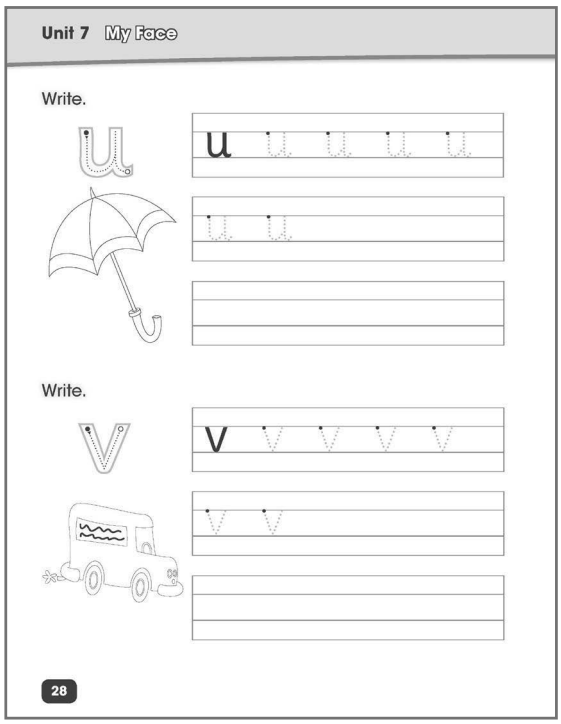
Use page 27. This activity gives extra practice in writing the letters *s* and *t*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Unit 7 My Face







Objectives

- To listen to and follow a chant
- To name parts of the face
- To notice ~*s* for plurals
- To say the sound /u/
- To write the letter *u*

Materials

- *Student's Book* pages 39 and 40
- *Activity Book* page 28
- *Handwriting Book* page 28 (see notes on page 110)
- Audio track 26
- Alphabet card *u*
- Alphabet poster
- Picture cards (*hair, eyes, nose, mouth, ears*)

I. Circle Time

Hold up, or project, page 39 of the Student's Book and tell children they are going to start a unit called "My Face." Get children to identify the different

parts of Hassan's face in their own language. Discuss some of the following points with them:
- Talk about what features are on your face and head.
- Talk about what they do with their face.
- Talk about how faces are the same and different.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons and drawings. For example, in this lesson, children will:
- play a game ("What is it?"),
- say a chant ("Head and shoulders"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name parts of the face.

Hold up the picture card of some hair and ask, "What is it?" Let children respond in their own language and then confirm, "Yes, it's hair." Put the picture card on the board. Do the same with all of the picture cards.

Point to the picture cards on the board. Name each one and get the class to repeat. Play a game of "What is it?" Get children to close their eyes while you turn over a picture card. Tell children to open their eyes. Point to the turned over card and ask, "What is it?" When children guess the part of the face, turn the card back over. Play the game several times.

Point to your nose and say, "I have one nose." Get the class to repeat. Point to your eyes and say, "I have two eyes." Get the class to repeat. Help children notice that when there is more than one, we add *~s*. Point to different parts of your face and help children say the singular and plural form of the words, for example, point to one eye and say, "one eye," point to two eyes and say, "two eyes."

3. Say the chant.

Get children to look at page 40 of the *Student's Book*. Project the page, or hold up the book, and point to the first picture. Get children to tell you what the alien is doing. Confirm that it is touching its shoulders and get children to do the same action. Do the same for all of the pictures.

Play Track 26 and demonstrate the actions.

Track 26: Head and shoulders
Head, shoulders, knees, and toes,
Knees and toes
Head, shoulders, knees, and toes,
Knees and toes.
And eyes and ears,
And mouth and nose,
Head, shoulders, knees, and toes,
Knees and toes.

Play Track 26 again. This time, get children to join in with the actions.

4. Write.

Check that children are ready to write. Teach the letter *u* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:
- Action: mime putting up an umbrella.
- Movement words: "down, up, down, and flick".
- Use *Activity Book* page 28.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *u* and the picture of the umbrella, ask the rest of the class to say the sound /u/.

5. Circle Time

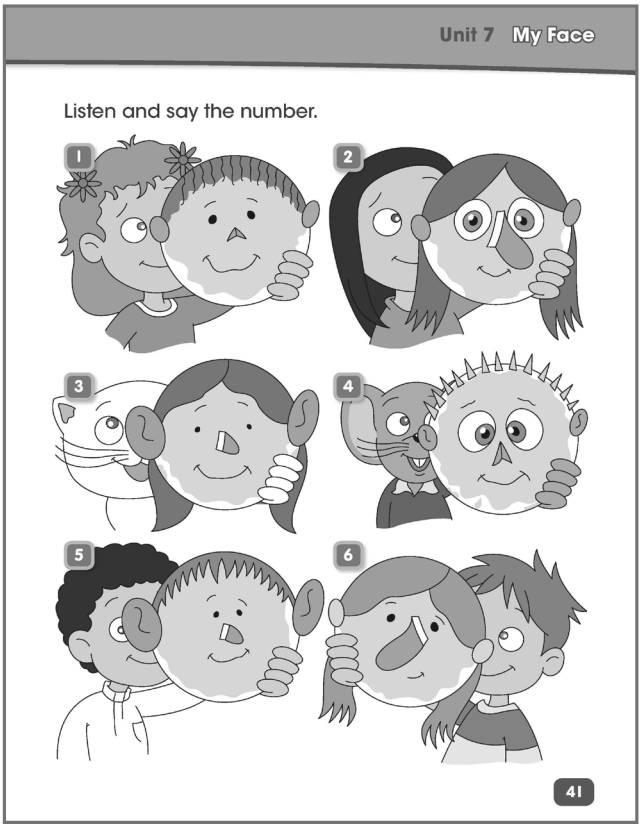
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

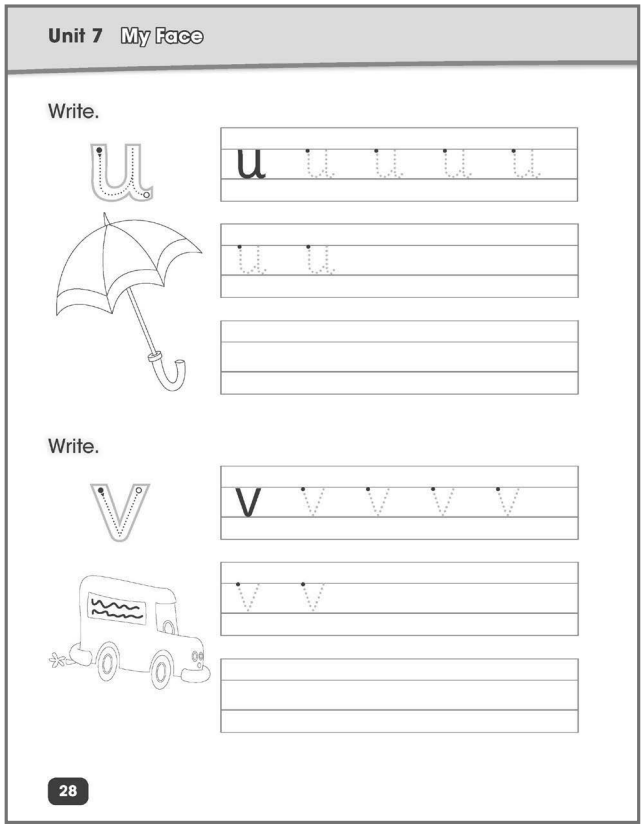
Additional

Extend
- Get pairs to play "What is it?" using page 39 of the *Student's Book*. One child points to part of the face and asks, "What is it?" When their partner names the feature, they change roles.
- Let children color the picture of the umbrella on page 28 of the *Activity Book*.

Support
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson
- Ask children to bring in their favorite toy.
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *v*.





Objectives

- To listen to and say a chant
- To listen to and understand descriptions
- To read words (parts of the face)
- To say the sound /v/
- To write the letter *v*

Materials

- *Student's Book* page 41
- *Activity Book* page 28
- *Handwriting Book* page 29 (see notes on page 110)
- Audio tracks 26 and 27
- Alphabet card *v*
- Alphabet poster
- Picture cards (*hair, eyes, nose, mouth, ears; big, little, long, short*)
- Word cards (*hair, eyes, nose, mouth, ears*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words (parts of the face),
- listen (descriptions),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say the chant.

Play Track 26 ("Head and shoulders") and get children to join in with the actions.

3. Read words (parts of the face).

Put the picture cards (parts of the face) on the board one by one and get the class to name them.

Hold up a word card, say the name, and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards. Help children notice the ~*s* on the end of *eyes* and *ears*.

Point to the word cards and read them with the class.

Take the picture cards and word cards off the board and distribute them to children around the class. Ask the ten children (i.e., those

holding the picture/words cards) to come to the front of the class. Tell them to find their partner and stand together. When they have found their partner, get the rest of the class to check that the word cards and picture cards match. Do this again with different children.

Quickly show a word card to the class and get them to call out the word. Do the same for all of the word cards.

4. Listen to descriptions.

Hold up the *big* picture card and say, "big." Get children to look at the picture card and guess the meaning of the word. Do the same for the *little* picture card. Use some objects in the classroom to check children's understanding. For example, point to an eraser and ask, "big or little?" Let children respond with "little." Do the same with other objects such as a cupboard (big), a door (big), and a paper clip (little).

Teach *long* and *short* in the same way.

Ask the class to look at page 41 of the *Student's Book*. Explain that the characters have been making some "funny face" masks. Say, "Number 4. Who is it?" Get children to identify and respond with the character (Kiko). Do this with all of the characters.

Tell the class to look at the masks. Play Track 27. Pause the recording after each description and get children to call out the number of the mask.

Track 27: Which mask?

I have short hair and big ears.	*(5)*
I have a big nose and big eyes.	*(2)*
I have big eyes and short hair.	*(4)*
I have a little nose and little ears.	*(1)*
I have long hair and a big nose.	*(6)*
I have long hair and big ears.	*(3)*

Play a group game. Ask the children to look at the masks again. Give a simple description of one of the masks, "I have a big nose and big eyes." Give all the groups some time to discuss and agree on the answer. Then nominate one group to give the answer (2). Award the group two points if they get the answer correct. Continue until all groups have answered at least twice. Keep a record of the points on the board. At the end of the game, congratulate the group with the most points.

5. Write.

Check that children are ready to write. Teach the letter *v* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime driving a van.
- Movement words: "down and up".
- Use *Activity Book* page 28.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *v* and the picture of the van, ask the rest of the class to say the sound /v/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

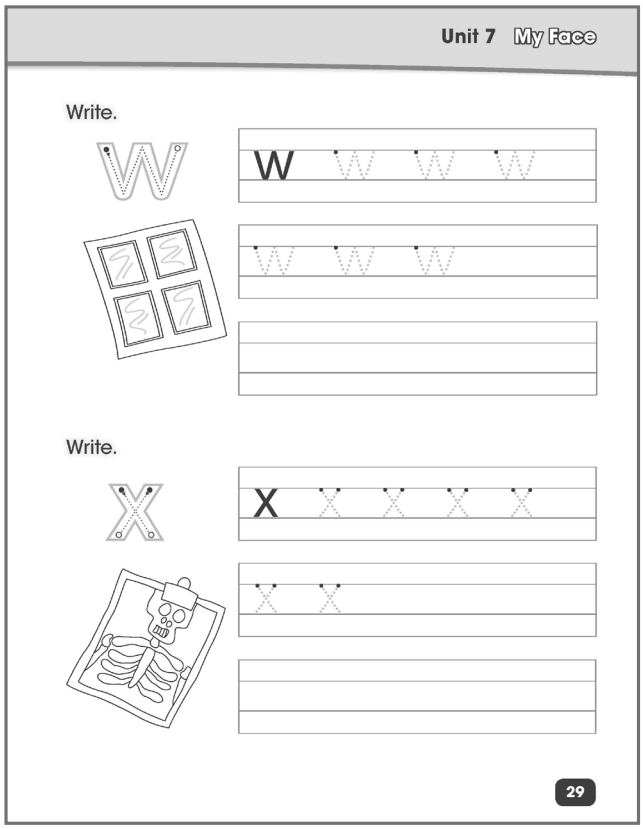
- Get children to draw a "funny face." Give each child a piece of paper. Ask them to draw a big circle on the paper (this is the face). Describe a "funny face" using the target language and get children to listen and draw the face on the piece of paper. For example, "I have long hair, big eyes, a little nose, a big mouth, and big ears." When they have finished, let children compare their "funny face" with a partner.

Support

- When teaching *long, short, big*, and *little*, make up an action to go with each word. Use the actions to support the descriptions.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *w*.



Objectives

- To listen to and follow a story
- To give descriptions
- To say the sound /w/
- To write the letter *w*

Materials

- *Student's Book* pages 41, 42, and 43
- *Activity Book* page 29
- *Handwriting Book* page 30 (see notes on page 110)
- Audio track 28
- Alphabet card *w*
- Alphabet poster

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game ("Which face?"),
- listen to a story ("Grandma's Glasses"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Give descriptions.

Get children to look at page 41 of the *Student's Book* again. Give a simple description of one of the masks, "I have short hair and big ears." Get the class to repeat the description. Then ask children to find the mask and hold up their fingers to show the number (5). Do this several times.

Organize the class into pairs. Get pairs to play "Which face?" One child describes a mask and their partner listens and says the number of the mask. Get them to change roles and continue the activity. While they are working, move around the class listening to children and gently encouraging them to use the plural form of the words where appropriate.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 42 and 43 of the *Student's Book*. Show children the first picture and explain that the story is about Reem and her grandma. Tell children that a grandma is the mother of their mother or father and a grandpa is the father of their mother or father. Use the picture at the top of the page to teach the word *glasses*. Then read the title of the story, "Grandma's Glasses."

Play Track 28 and encourage children to follow by pointing to the pictures.

Track 28: Grandma's Glasses

Reem: *Hello, Grandma!*
Grandma: *Reem, please bring me the newspaper.*
Reem: *Here you are, Grandma.*
Grandma: *Thank you.*
Grandma: *Where are my glasses?*
Reem: *I can find them!*
They're not on the table.
They're not under the bed.
They're not in the garden.
They're not under the stairs.
They're not in the fridge.
I can't find them!
Grandma! I can see your glasses!
They're on your head!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you where Reem looked for the glasses.

Ask children to tell you if they think Reem is happy to help her grandma. Get them to tell you why her Grandma needs help: for example, she can't find her glasses, maybe she is not very active and can't look for them herself. Find out if children help their own grandparents and how they help them. Use this opportunity to talk about helping older people in families and the wider community.

4. Write.

Check that children are ready to write. Teach the letter *w* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime opening a window.
- Movement words: "down, up, down, up".
- Use *Activity Book* page 29.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for the whole letter.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *w* and the picture of the window, ask the rest of the class to say the sound /w/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

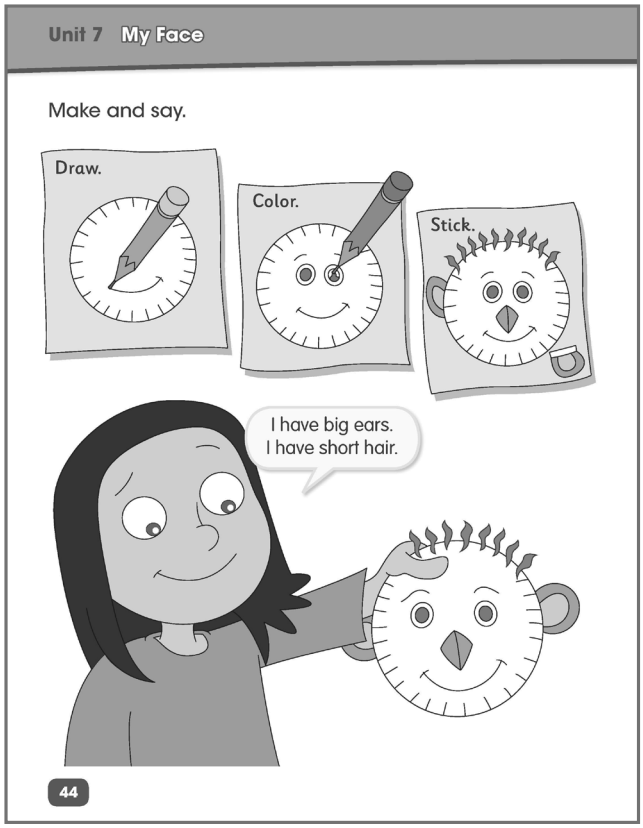
- Let children color the picture of the window in the *Activity Book*.
- Get each child in the class to draw a "funny face." Tell the children to put all their pictures in the middle of the table. One child describes a "funny face" picture. The other children in the class listen and decide which picture is being described. Get children to take turns to describe a picture.

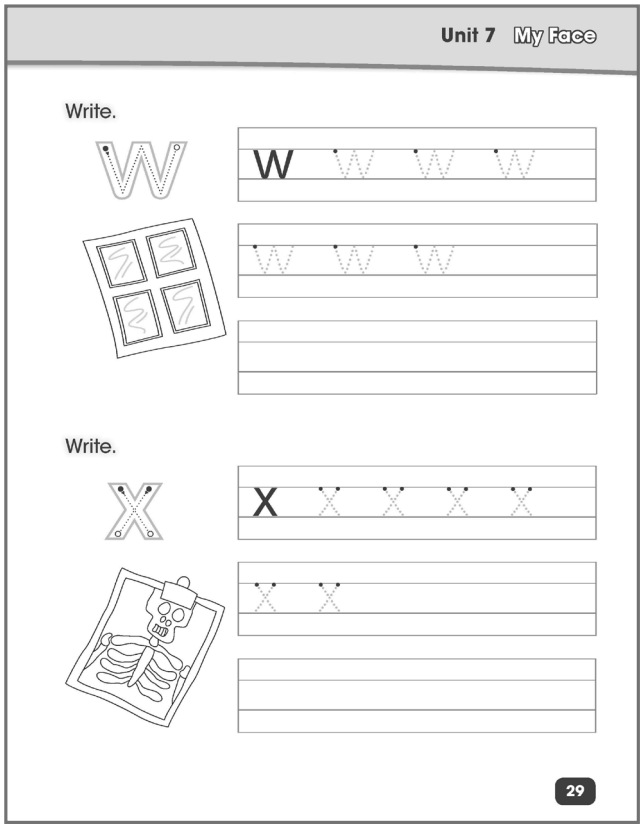
Support

- Before listening to the story, do some TPR with the class to recycle prepositions. For example, "Put your hand on your head, put your pencil under your book, put your nose in your book."
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson

- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *x*.
- Children will make masks in the next lesson. You will need paper plates (one for each child), colored pencils, and wool or string.





Objectives

- To give descriptions
- To read descriptions (adjective + noun)
- To say the sound /x/
- To write the letter *x*

Materials

- *Student's Book* page 44
- *Activity Book* page 29
- *Handwriting Book* page 30 (see notes on page 110)
- Alphabet card *x*
- Alphabet poster
- Picture cards (*hair, eyes, nose, mouth, ears, big, little, long, short*)
- Word cards (*hair, eyes, nose, mouth, ears, big, little, long, short*)
- Paper plates, colored pencils, wool or string

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words (descriptions),
- make a mask,
- write letters.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (descriptions).

Use the picture cards to make a picture description of one of the masks on page 41 of the *Student's Book*. For example, put the picture cards *big, ears, long* and *hair* on the board. Point to the picture cards and read, "big ears, long hair." Get the class to look at page 41 of the *Student's Book* and identify the matching mask (3). Do the same with the following picture card descriptions:

- big eyes, big nose (2)
- short hair, little nose (1)
- little mouth, big nose (6)

Hold up the *big* word card. Read it and get the class to repeat. Do the same for *little, short,* and *long*. Make different phrases using the word cards (adjective + noun) and get the class to read them.

Play a group reading game. Ask groups to look at the masks on page 41 of the *Student's Book* again. Use the word cards to make a description of one of the masks, for example, "big nose, big eyes." Give all groups some time to read the words and decide which mask is being described. Then, nominate one group to give the answer (2). Award the group two points if they get the answer correct. Continue playing. At the end of the game, congratulate the group with the most points.

3. Give descriptions (make a mask).

Show children the pictures at the top of page 44 of the *Student's Book*. Get them to look at the pictures and guess what they have to do. They have to make a "funny face" mask by drawing, or sticking, big and little features onto a paper plate.

When you are confident that children know what to do, distribute the materials and let children make their masks. Remind them to make some of the features "big" and "little."

Ask children to look at the bottom of page 44 of the *Student's Book*. Explain that Emma is describing her mask. Read the description with the class. Let children take turns to hold up their masks and describe them to their group.

4. Write.

Check that children are ready to write. Teach the letter *x* by following the procedure outlined in Unit 2, Lessons 1 and 2 of Unit 2 and in the Introduction. Make the following adaptations:

- Action: use your hands to draw a rectangular shape (the shape of the x-ray picture on page 29 of the Activity book).
- Movement words: "down and stop, hand off, down and stop" (i.e., top left of rectangle to bottom right, hand off, top right of rectangle to bottom left)
- Use *Activity Book* page 29.

While children are working, move around and watch them write. Make sure they form the letter correctly and encourage them to keep their pencil on the paper for each stroke.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *x* and the picture of the x-ray, ask the rest of the class to say the sound /x/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

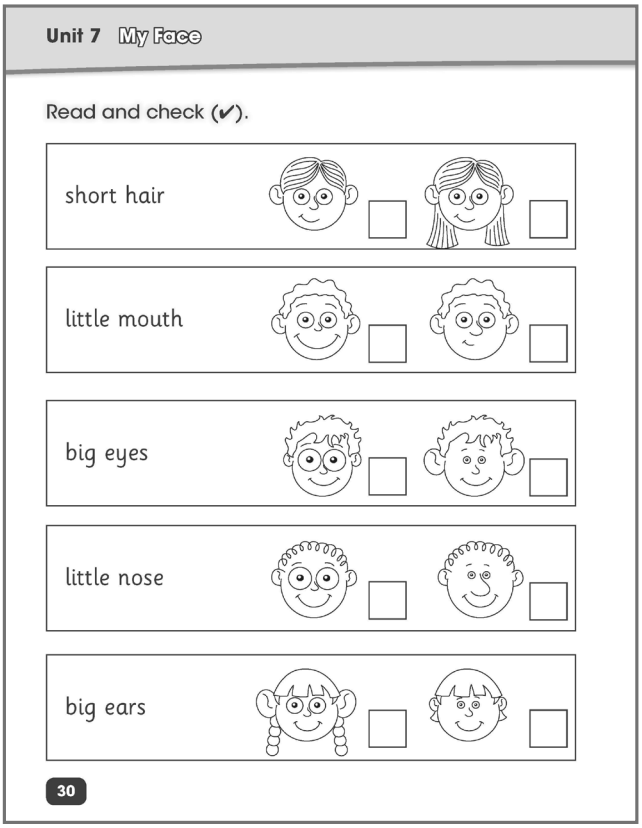
- Play "Group Challenge." Invite a group to come to the front of the class. Help them arrange the picture cards on the board so that they describe one of the masks on page 41 of the *Student's Book*. Let the class read the picture phrase and identify the correct face. Invite other groups to do the same. You can extend this activity further by using word cards.

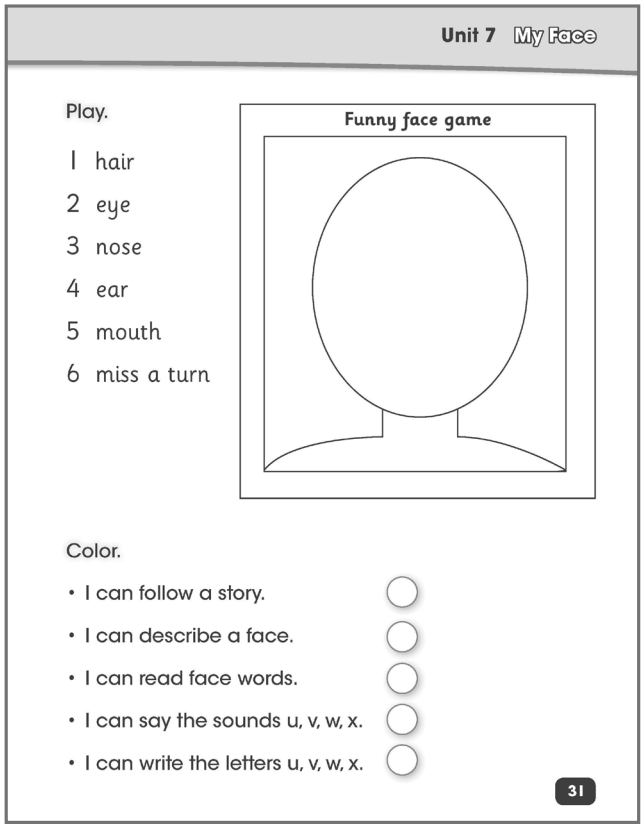
Support

- When handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper for each stroke). They change roles and continue.

Before the next lesson

- You will need some dice (one die for each group of four children).





Objectives

- To listen to and understand a story
- To listen to and say a chant
- To read descriptions (adjective + noun)

Materials

- *Activity Book* pages 30 and 31
- *Handwriting Book* page 31 (see notes on page 110)
- Audio tracks 26 and 28
- Word cards (*hair, eyes, nose, mouth, ears, big, little, long, short*)
- Dice (one for each group of four)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a chant ("Head and shoulders"),
- read (descriptions),
- listen to a story ("Grandma's Glasses"),
- play a game (read words).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a chant.

Play Track 26 ("Head and shoulders") and get children to join in with the actions.

3. Read (descriptions).

Quickly hold up the word cards and get the class to read them.

Put the *big* and *nose* word cards on the board. Get the class to read the description, "big nose." Do this with several different descriptions.

Ask the class to look at page 30 of the *Activity Book* and show them how to do the activity. Children have to read the words and check the picture that fits the description. When children have finished, get them to compare their answers with a partner. Alternatively, project the page and work through the activity with the class.

4. Listen.

Show children the story on pages 42 and 43 of the *Student's Book*. Play Track 28 and let children follow the story in their books. Encourage them to join in with parts of the story, for example, "They're not on the table."

5. Play a game (read words).

Arrange children into groups of four. Tell children that they are going to play a game in their groups. Show children the blank face in the picture frame at the top of page 31 of the *Activity Book*. Write the following code on the board (draw pictures if children need the additional support):

1 = hair
2 = eye
3 = nose
4 = ear
5 = mouth
6 = miss a turn

Explain the meaning of "miss a turn" and show children how to play the game.

Rules:
Note: Each child draws their own features in their own *Activity Book*.
- Children take turns to throw the dice.
- If they throw a *1*, they can draw some hair (short or long, as they prefer), if they throw a *5*, they draw a mouth, etc.
- When a child throws a *2*, they can draw one eye. Children will need to throw two *2*s to get two eyes and two *4*s to get two ears.
- The winner is the first child to draw a complete face.
- At the end of the game, get children to describe their incomplete pictures. For example, "I have long hair, one mouth, one nose, one eye, and two ears."

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 31 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.
- I can follow a story (e.g., *Student's Book* pages 42 and 43).
- I can describe a face (e.g., *Student's Book* pages 41 and 44).
- I can read face words (e.g., word card activities and *Activity Book* page 31).
- I can say the sounds /u/, /v/, /w/, /x/ (e.g., *Activity Book* pages 28 and 29).
- I can write the letters *u, v, w, x* (e.g., *Activity Book* pages 28 and 29).

Get children to think about their work and color the circles:
- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend
- Get pairs to play "Feel the letter." One child draws a letter (*a–x*) on the back of another child with their finger. The other child must guess the letter and say the sound. Children change roles.

Support
- Support children when they do page 30 of the *Activity Book* by reading the descriptions with the class. Alternatively, get the children to do the activity in pairs.

Before the next lesson
- Refer to the Introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *y*.
- The new words for Unit 8 are recorded as part of the *Sounds File* (Tracks 86, 94).

Lesson 1

Use page 28. This activity practices writing numbers 6–10. You might like to do this activity first in class with them following the lines of the big numbers on the left of the page. In class, they can also practice further by completing the other two guided practices for each number. For homework, get them to write three more of the appropriate number in each box.

Remind children again about the three steps for "Getting ready to write."

Lesson 2

Use page 29. This activity gives further practice in counting and writing numbers 1–10. Before doing the exercise, whether you are setting for homework or doing in class, practice counting again. Start by counting from 1 to 10. Write up numbers on the board and point to individual numbers randomly. Remove numbers from the board, say a number and see if children can give you the next in the sequence. Continue practicing if children need more help.

Once children have completed the activity (either for homework or in class), get students to check each other's answers by asking "How many balls/apples?" When children have checked their answers with a partner, check with the whole class – write the words (*balls, balloons, cakes, jug, apples, ants*) on the board and ask "How many ….?", encourage children to say the ~*s* at the end of all the words except "jug". See if children to explain know why there is no ~*s on* "jug".

Lesson 3

Use page 30. This activity gives extra practice in writing the letter *u*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 4

Use page 30. This activity gives extra practice in writing the letter *v*. Remind children that the black dots show them where to start and the white dots where to finish.

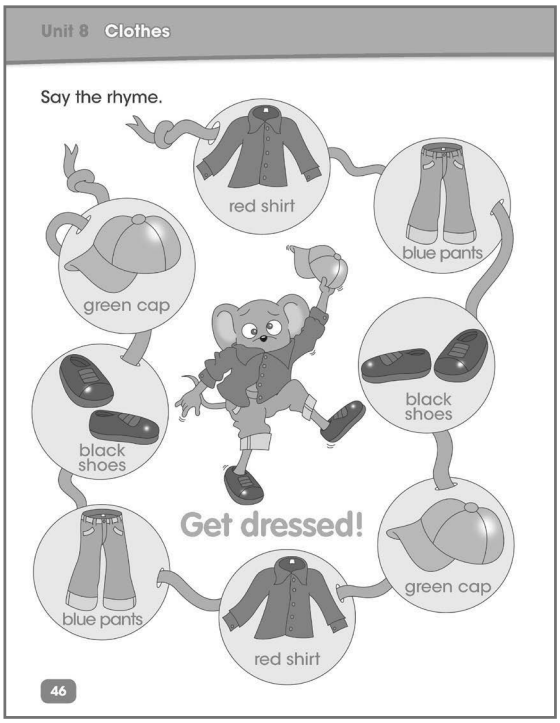
If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

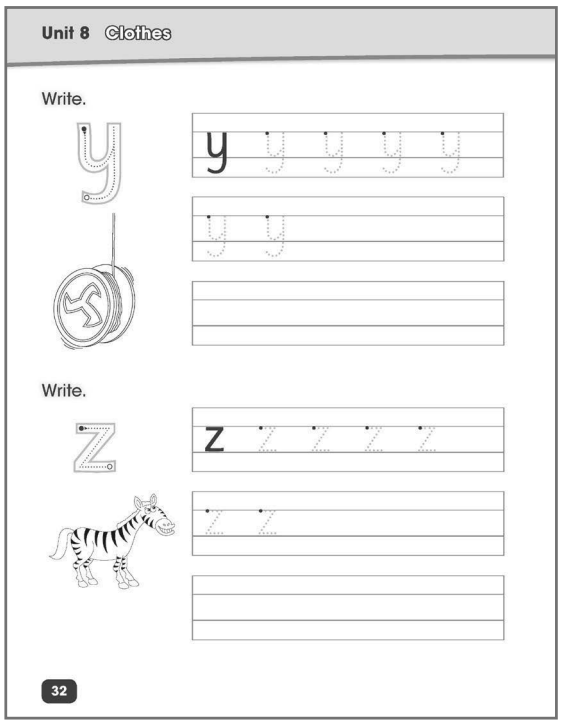
Lesson 5

Use page 31. This activity gives extra practice in writing the letters *w* and *x*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Unit 8 Clothes





Objectives

- To listen to and identify clothes
- To say a rhyme
- To say the sound /y/
- To write the letter *y*

Materials

- *Student's Book* pages 45 and 46
- *Activity Book* page 32
- *Handwriting Book* page 32 (see notes on page 123)
- Audio track 29
- Alphabet card *y*
- Alphabet poster
- Picture cards (*cap, scarf, pants, shirt, dress, skirt, sandals, shoes*)

I. Circle Time

Point to your clothes and tell children they are going to start a unit called "Clothes." Show children page 45 of the *Student's Book* and discuss some of the following points with them:

- Talk about the school uniform they are wearing.
- Talk about favorite clothes.
- Talk about times when they wear special clothes (e.g., sports, celebrations, and sleeping).
- Talk about the different materials we use to make clothes.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- listen (identify clothes),
- say a rhyme ("Get dressed!"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name clothes.

Hold up the picture card of a skirt and ask, "What is it?" Let children respond in their own language and then confirm, "Yes, it's a skirt." Get the whole class to repeat, "skirt" two or three times. Put the picture card on the board. Do the same with all the picture cards.

Point to the picture cards on the board. Name each one and get the class to repeat.

Get children to look at page 45 of the *Student's Book*. Explain that Reem's mother has washed some clothes and put them on the clothesline to dry.

Get children to name the clothes on the clothesline from left to right. Show them the items on the ground and get them to name the "sandals" and "shoes."

3. Say a rhyme.

Put the following picture cards on the board: *shirt, pants, shoes* and *cap*. Point to the *shirt* picture card and ask, "What color is it?" Help them respond with, "red." Do the same with the *pants* picture card and get the class to respond with, "blue."

Introduce *black* and *brown*. Point to the *shoes* picture card and ask, "What color is it?" Let the class respond in their own language. Confirm the answer by saying, "Yes, black." Get them to say, "black" two or three times. Follow the same procedure for *brown* using the *sandals* picture card.

Ask the class to look at page 46 of the *Student's Book*. Point to Kiko and get children to tell you what he is doing (getting dressed). Point to the picture of the *red shirt* and say, "red shirt." Act out putting on a shirt (e.g., doing up the buttons). Continue naming and miming all of the clothes on the page.

Play Track 29. Encourage the class to listen and follow the pictures on page 46 of the *Student's Book*.

Track 29: Get dressed!

Kiko: *Let's get dressed.*
Class: *Let's get dressed.*
Kiko: *Putting on my red shirt.*
Class: *Putting on my red shirt.*
Kiko: *Putting on my blue pants.*
Class: *Putting on my blue pants.*
Kiko: *Putting on my black shoes.*
Class: *Putting on my black shoes.*
Kiko: *Putting on my green cap.*
Class: *Putting on my green cap.*
All: *I'm dressed, you're dressed.*
All: *We all look smart!*

Play the rhyme again. This time, get children to stand up and join in with the "Class" and "All" responses. Encourage them to act out putting on the items of clothing as they say the rhyme.

4. Write.

Check children are ready to write. Teach the letter *y* by following the procedure outlined in Unit 2, Lessons 1 and 2 of Unit 2 and in the introduction. Make the following adaptations:
- Action: lift your finger up and down as if you are playing with a yo-yo.
- Movement words: "down, up and down and back".
- Use *Activity Book* page 32.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *y* and the picture of the yo-yo, ask the rest of the class to say the sound /y/.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

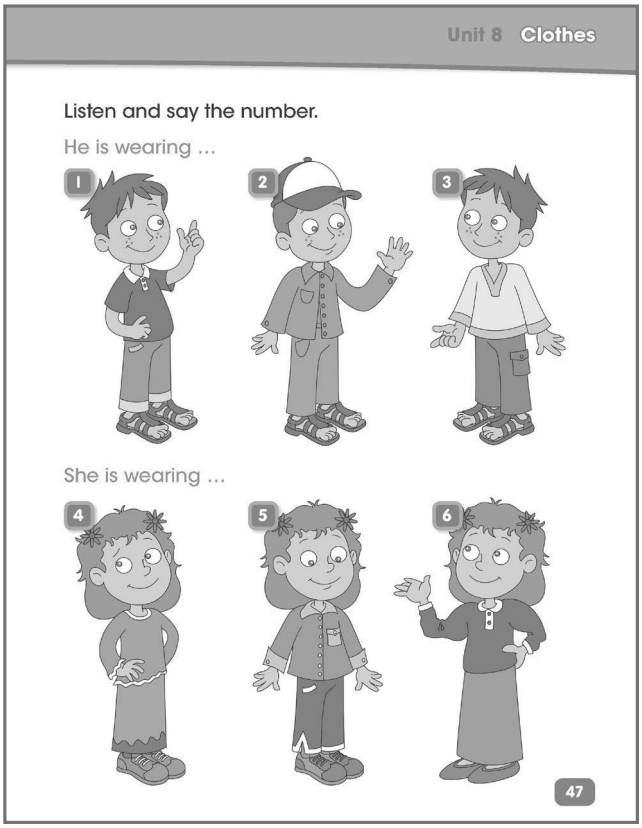
- Get pairs to play "What is it?" using page 45 of the *Student's Book*. One child points to an item of clothing in the picture and asks, "What is it?" When their partner names the clothing (e.g., "scarf"), they change roles.
- Let children color the picture of the yo-yo in the *Activity Book*.

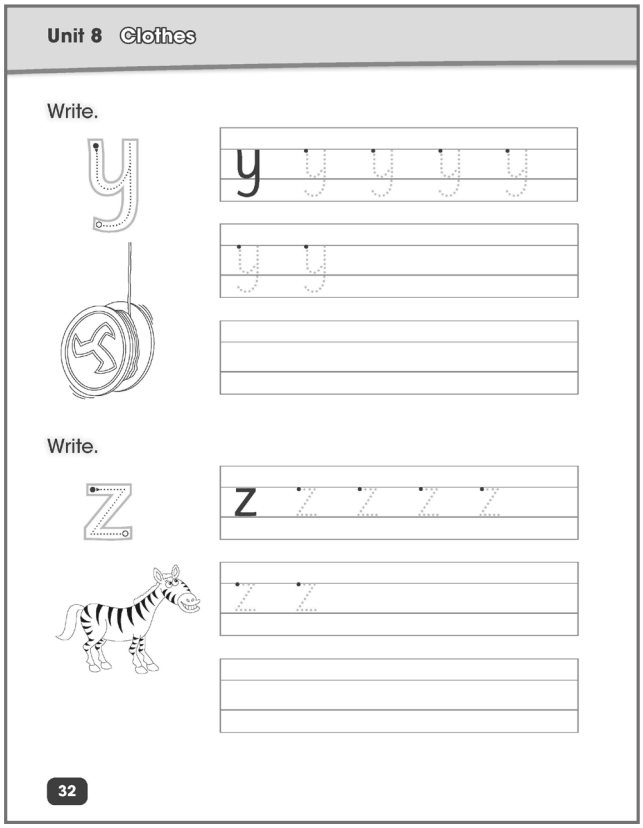
Support

- Before playing the rhyme, use the color cards to review the colors that children have learned to date.
- Play "What is it?" with the clothes picture cards. Get children to close their eyes, remove an object, and see if they can guess which one is missing.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Refer to the introduction and the *Sounds File* (Track 84) and check that you are familiar with the procedure for teaching the sound and form of the letter *z*.





Objectives

- To listen to and follow instructions
- To listen to and understand descriptions
- To read words (clothes)
- To say the sound /z/
- To write the letter *z*

Materials

- *Student's Book* page 47
- *Activity Book* page 32
- *Handwriting Book* page 33 (see notes on page 123)
- Audio tracks 30 and 31
- Alphabet card *z*
- Alphabet poster
- Picture cards (*cap, scarf, pants, shirt, dress, skirt, sandals, shoes*)
- Word cards (*cap, scarf, pants, shirt, dress, skirt, sandals, shoes*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game ("Put on, take off"),
- read words (clothes),
- listen,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play "Put on, take off" (follow instructions).

Say, "Put on your pants/dress." Get children to act out putting on their pants/dress. Do the same with other items of clothing. Add the instruction, "Take off …" and continue the game.

3. Read words (clothes).

Draw a line across the bottom of the board and explain that it is a "clothesline." Distribute the picture cards to children. Say, "Put the shoes on the line." Help the child with the appropriate picture card stick it on the line. Get the class to check that it is the correct card. Continue until all the picture cards are on the line.

Repeat the process with the word cards. Hold up the *scarf* word card, read it, and get children to repeat. Hand it to a child and say, "Put the scarf on the line." Help them place it below the *scarf* picture card. Continue until all of the word cards are on the line.

Say, "Take off the pants/dress." Nominate a child to go to the board and remove the appropriate picture card. Continue until all of the picture cards have been removed. Do the same with the word cards.

4. Listen to descriptions.

Stand in front of the class and describe your clothes (color + noun) using the target language "I'm wearing a …"

Invite some confident children to stand up and describe what they are wearing.

Get children to look at page 47 of the *Student's Book*. Point to the first three pictures and ask, "Who is it?" When children respond with, "Sam," explain that he is a boy so we say, "He is wearing …" Do the same with Mandy and "She is wearing …"

Tell the class to look at the pictures of Sam. Play Track 30. Pause the recording after each description and get children to call out the number of the picture.

Track 30: Sam's clothes

He's wearing a yellow shirt.	*(3)*
He's wearing green pants and an orange shirt.	*(2)*
He's wearing brown sandals and blue pants.	*(1)*

Tell the class to look at the pictures of Mandy. Play Track 31. Pause the recording after each description and get children to call out the number of the picture.

Track 31: Mandy's clothes

She's wearing red pants.	*(5)*
She's wearing a red shirt and brown shoes.	*(6)*
She's wearing blue shoes and a green skirt.	*(4)*

Play a group game. Describe one of the six pictures, for example, "He's wearing a yellow shirt and red sandals." Nominate a group to identify the picture (3). Award the group one point if they identify the picture correctly. Repeat so that each group has two turns. Keep a record of the scores on the board. At the end of the game, congratulate the group with the most points.

5. Write.

Check children are ready to write. Teach the letter *z* by following the procedure outlined in Unit 2, Lessons 1 and 2 and in the Introduction. Make the following adaptations:

- Action: mime drawing some stripes on your body.
- Movement words: "across, down, across".
- Use *Activity Book* page 32.

Show the children the alphabet poster and ask a child who has not yet done this to point to the letter *z* and the picture of the zebra, ask the rest of the class to say the sound /z/.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

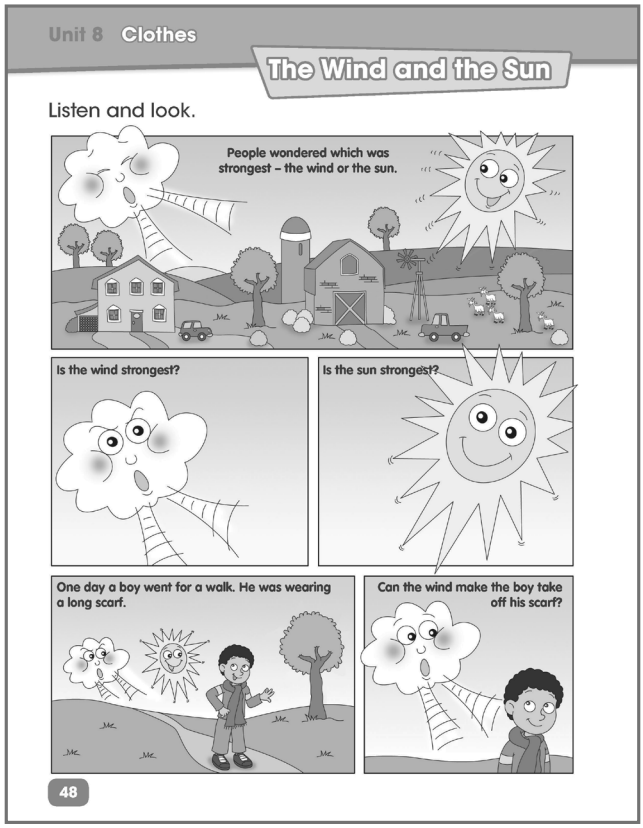
- Play the miming game with the word cards. For example, say, "Put on your …" and hold up the *pants/dress* word card. Let children read the word and do the action.
- Invite a confident child to take the role of the teacher and describe one of the pictures on page 47 of the *Student's Book*.

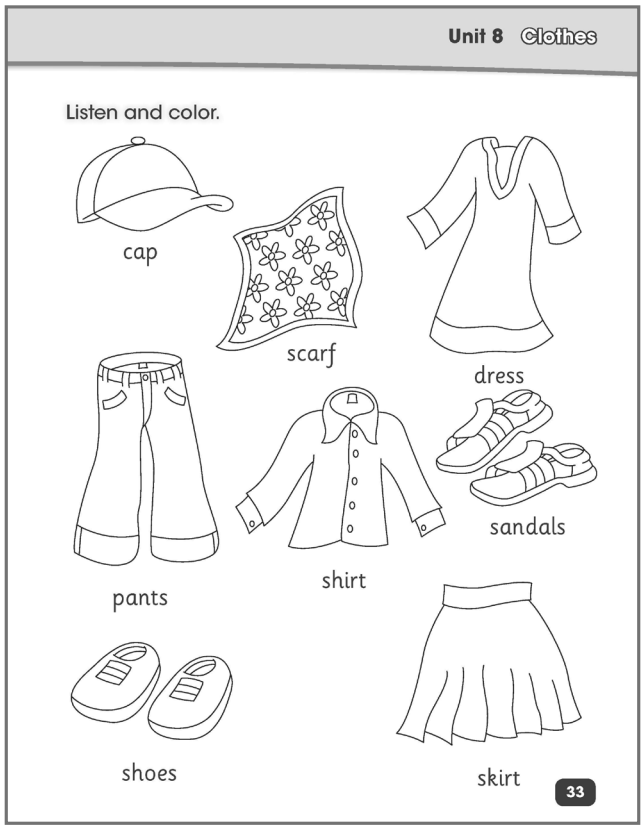
Support

- When playing "Put on, take off," hold up the picture cards to support your instructions.
- When listening to the descriptions on page 47 of the *Student's Book*, get children to work in pairs.
- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- You will need some colored pencils for each group.





Objectives

- To listen to and follow a story
- To listen to and understand descriptions
- To give instructions ("Put on, take off")

Materials

- *Student's Book* pages 48 and 49
- *Activity Book* page 33
- *Handwriting Book* page 34 (see notes on page 123)
- Audio track 32
- Colored pencils

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game (give instructions),
- listen to a story ("The Wind and the Sun"),
- color.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play "Put on, take off" (follow instructions).

Hold up the *pants/dress* word card and say, "Put on your …" Get children to read the word and act out putting on their pants/dress. Do the same with other word cards and include the instructions "take off."

Organize children into pairs. One child gives an instruction, for example, "Put on your scarf." Their partner listens and does the appropriate action. Get children to change roles.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 48 and 49 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening. Explain the meaning of "the wind" and "the sun."

Play Track 32 and encourage children to point and look at the pictures.

Track 32: The Wind and the Sun
People wondered which was the strongest – the wind or the sun.
Is the wind the strongest?
Is the sun the strongest?
One day a boy went for a walk. He was wearing a long scarf.
Can the wind make the boy take off his scarf?
The wind blew …
… and blew.
But the boy pulled the scarf tightly around him.
Next it was the sun's turn.
The sun shone …
… and shone.
They boy felt hot. He took off his scarf
The sun was the strongest.

Note: The superlative form *strongest* is used in this story instead of the comparative form *stronger* because the superlative is easier and more natural for children to use and understand at this point in their learning.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you why the Sun won.

Use this opportunity to talk about persuasion. Ask children if they have ever tried to get someone to do something and if they felt angry or shouted. Explain that it is best to stay calm and that gentle persuasion is the best way to win an argument.

4. Listen and color.

Check that children are ready to write and make sure each group has some colored pencils. Ask the class to look at page 33 of the *Activity Book*. In pairs, get children to name each item of clothing.

Tell the class that they are going to color each picture. Ask children to listen to you and to mark each picture with a small colored dot; they will finish coloring at the end of the activity. Describe each picture using the target language (color + clothing). For example, "blue cap, pink scarf, yellow dress …" Pause to allow children to mark their pictures.

Give children some time to finish coloring their pictures.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

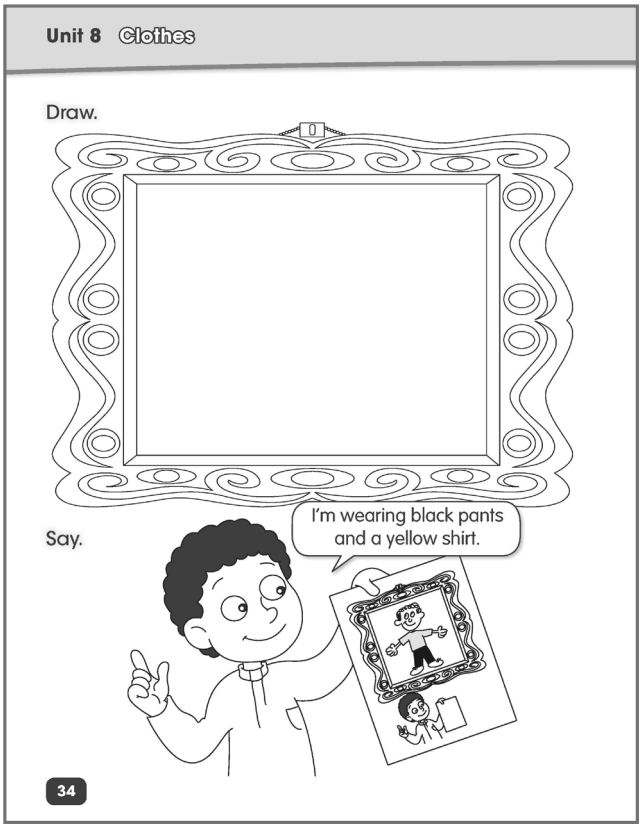
Additional

Extend

- Do some TPR with the class to recycle language and practice color words. For example, "stand up, turn around, touch something red, pick up a book, put it on your head, point to something blue." You may like to get the children to pretend to be robots and to do the actions in a robotic way.

Before the next lesson

- Prepare sets of *Clothes* cards (*Photocopiable Resources* page 312). You will need a set for each pair of children. Laminate the cards to make them a more permanent resource.



Objectives

- To give descriptions
- To say a rhyme ("Get dressed!")
- To read words (clothes)

Materials

- *Activity Book* page 34
- *Handwriting Book* page 34 (see notes on page 123)
- Audio track 29
- Picture cards (*cap, scarf, pants, shirt, dress, skirt, sandals, shoes*)
- Word cards (*cap, scarf, pants, shirt, dress, skirt, sandals, shoes*)
- *Clothes cards* (*Photocopiable Resources* page 312)
- Colored pencils

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a rhyme,
- draw and say,
- play a game (read words).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Play Track 29. Get children to join in with the words and actions.

3. Draw and say.

Make sure that each group has some colored pencils. Show children the picture frame on page 34 of the *Activity Book*. Get them to draw a picture of themselves wearing their favorite clothes. Ask children to color each item of clothing in a different color.

When they have finished, get the class to look at Hassan at the bottom of page 34. Explain that he is describing his picture to his group. Read the words in the speech bubble with the class. Get children to take turns to hold up their picture and describe what they are wearing using the target language "I'm wearing …"

4. Matching pairs (Read clothes words.)

Use the clothes picture cards and word cards to show children how to play "Matching pairs." Children have played this game previously in Unit 6.

- Stick the picture cards face down on one side of the board.
- Stick the word cards face down on the other side of the board.
- Make sure the cards are mixed up.
- Invite a confident child to come to the front and play the game with you.
- Start by turning over a word card and a picture card yourself. Name the picture card and read the word card. If they match, take the pair of cards. If they don't match, turn the cards over again, keeping them in the same position.
- Help the child to turn over a word card and a picture card and do the same.
- Continue taking turns, each trying to find matching cards.
- The game ends when all of the cards have been won.
- The player with the most cards is the winner.

Give a set of *Clothes cards* (*Photocopiable Resources* page 312) to each pair of children and allow them enough time to play the game. While they are playing, move around and help children name and read the cards.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

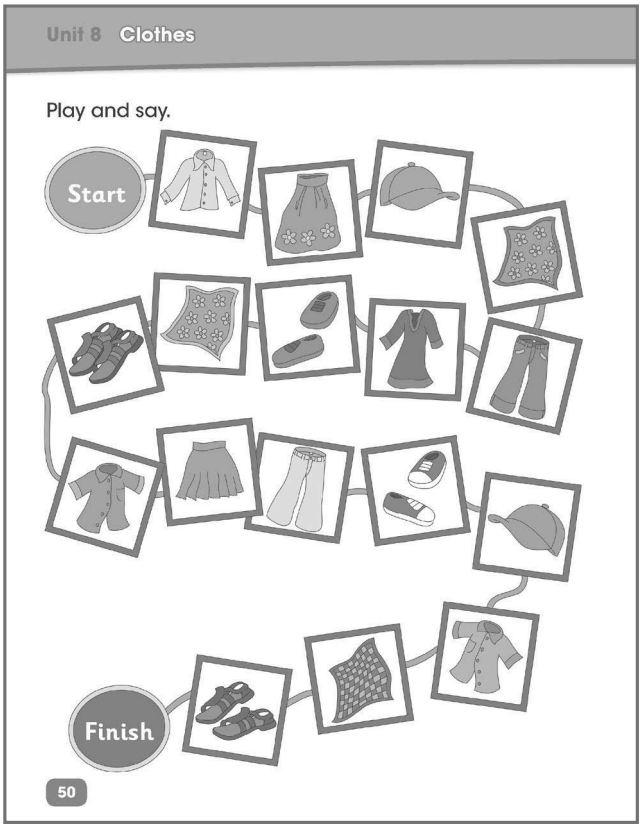
- Get children to adapt the rhyme. Get each group to invent their own line, for example, "Putting on my pink pants" or "Putting on my green shoes." Get a group to say their line together and get the class to repeat it back. Continue with the remaining groups.

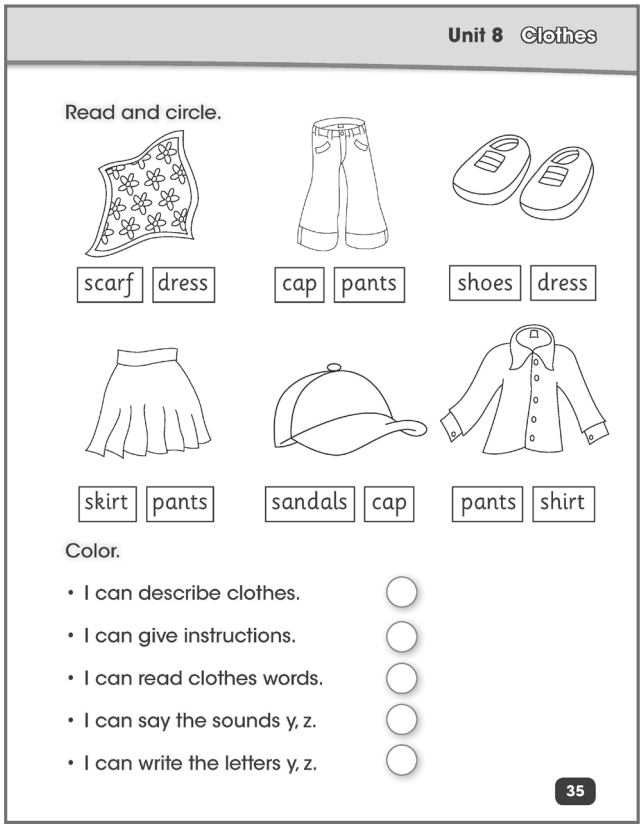
Support

- Before playing "Matching pairs," play games with the clothes cards. For example, get pairs to match the words and pictures on their table, name items of clothing and get pairs to hold up the corresponding cards, name a sequence of clothes and get pairs to organize their word cards in the same order on the table.
- When playing "Matching pairs" get children to play in teams, two against two.

Before the next lesson

- Each child will need a set of word cards from the *Clothes cards* (*Photocopiable Resources* page 312).
- You will need a counter for each child and a die for each pair of children.





Objectives

- To give descriptions
- To act out a story ("The Wind and the Sun")
- To read words (clothes)

Materials

- *Student's Book* page 50
- *Activity Book* page 35
- *Handwriting Book* page 35 (see notes on page 123)
- Audio track 32
- *Clothes cards* (*Photocopiable Resources* page 312)
- Counters
- Dice

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- act out a story,
- read words,
- play a board game (describe clothes).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Act out a story.

Tell children to look at the story on pages 48 and 49 of the *Student's Book*. Get them to remember the story and retell it in their own language.

Organize the class into groups of three. In each group, allocate the roles of the Sun, the Wind, and the boy. Play Track 32 and get groups to act out the story.

3. Read words (clothes).

Distribute the picture cards and word cards to different children in the class. Ask them to come to the front of the class, find their partner, and hold up their cards. Get the class to check that the cards are matched correctly.

Give each child a set of eight word cards from the *Clothes cards* (*Photocopiable Resources* page 312). Get children to choose any four cards and to put the remaining four aside. Demonstrate the game of "Bingo."

- Children put their four word cards face up in front of them.
- The teacher calls out an item of clothing, e.g., "dress."
- If a child has that card, they turn it over.
- Continue calling out the items of clothes one by one.
- The first child to turn over all of their four cards shouts, "Bingo" and wins the game.

Play the game once or twice with the class.

Ask children to look at the activity at the top of page 35 of the *Activity Book*. Get them to read and circle the correct words. When they have finished, ask them to compare and check their answers with a partner.

4. Play (describe clothes).

Hold up the picture card of a skirt. Ask, "What is it?" Help children respond with, "yellow skirt." Do this several times with each clothes picture card.

Hold up, or project, page 50 of the *Student's Book* and show children how to play the game. They can play the game in pairs, threes or fours, but it is best not to have too many counters for the size of the page.

If children need more support they can play with a partner in teams of two.
- Children put their counters on "Start."
- They take turns to roll the dice and move their counter towards the "Finish."
- When they land on a space, they must describe the clothes, for example, "blue cap."
- If the child describes the clothes successfully, they move forwards two spaces and stop there.
- If the child cannot describe the clothes, they move backwards two spaces (and stop there).
- The first child to reach "Finish" is the winner.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 35 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.
- I can describe clothes (e.g., *Student's Book* page 50 and *Activity Book* p34).
- I can give instructions (e.g., Lesson 3).
- I can read clothes words (e.g., *Student's Book* page 45 and *Activity Book* pages 33 and 34).
- I can say the sounds /y/, /z/ (e.g., *Activity Book* page 32).
- I can write the letters *y, z* (e.g., *Activity Book* page 32).

Get children to think about their work and color the circles:
- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend
- Get pairs to play "Feel the letter." One child draws a letter (*a–z*) on the back of another child with their finger. The other child must guess the letter and say the sound. Children change roles.

Support
- Support children when they play games by making it a team game in which pairs of children play each other.
- Support descriptions of clothes by putting a diagram on the board of a color card + a clothes picture card, e.g., *yellow + skirt*.

Before the next lesson
- Refer to the introduction and the *Sounds File* (Track 84) and check you are familiar with the procedure for teaching the sound and form of the letters *a–z*.
- The new words for Unit 9 are recorded as part of the *Sounds File* (Tracks 86, 95).

Lesson 1

Use page 32. These two activities review some of the letters that children have learned in Units 5–7 and practice letter recognition and counting, and writing letter combinations (*va, xe, us, we*).

These can be given as homework or in class. If you do Activity 1 (Count. How many?) in class, you might like to get children to swap books and check each other's work or they can ask each other "How many *ps*?" (Encourage them to use *~s* for the plural, but do not worry if they find this too much together with recognizing and counting the letters.) Monitor to check that they write the numbers correctly.

If you are setting the Activity 2 (Write.) for homework, remind children about the three steps for "Getting ready to write."

Lesson 2

Use page 33. This activity reviews letters and words that children have learned so far. Ask children to name the pictures and for each picture get them to tell you the sound of the initial letter. Get them to point to that letter (*e, b* or *f* in the box at the top of the page.) Remind children to look back in their books if they need to check how to shape the letters using the dots, arrows and tracks.

This can be done as homework or in class. If you do the activity in class, you might like to get children to swap books with a partner and check each other's work, or they can read out alternate words to each other. Monitor to check that they write the letters correctly.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

Lesson 3

Use page 34. This activity gives extra practice in writing the letter *y*. Remind children that the black dots show them where to start and the white dots where to finish.

If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

Lesson 4

Use page 34. This activity gives extra practice in writing the letter *z*. Remind children that the black dots show them where to start and the white dots where to finish.

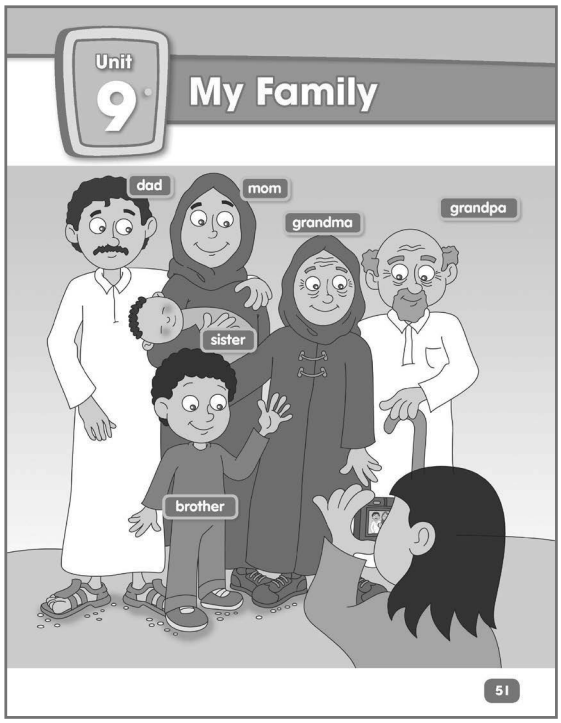
If you are setting this for homework, remind children again about the three steps for "Getting ready to write."

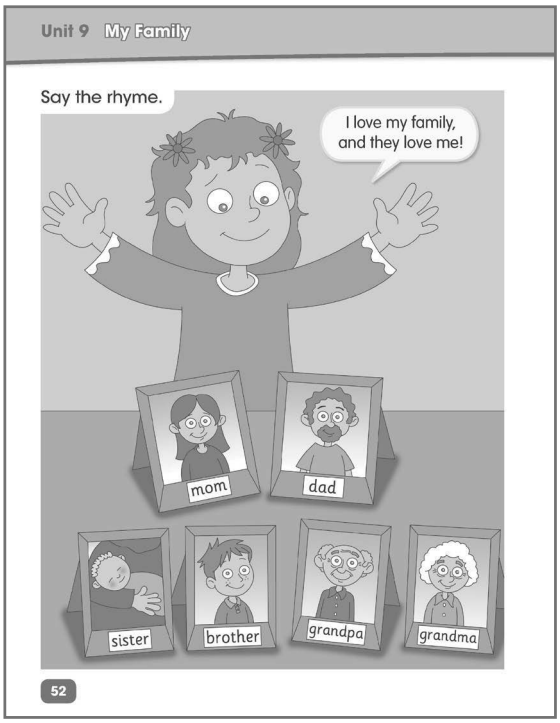
Lesson 5

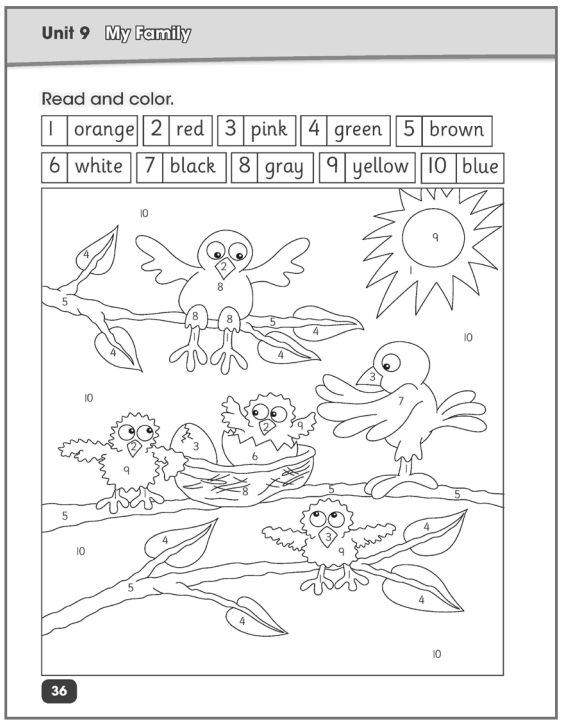
Use page 35. This activity gives further practice in counting and writing numbers 1–10. Before doing the exercise, whether you are setting for homework or doing in class, practice counting again. Start by counting from 1 to 10. Write up numbers on the board and point to individual numbers randomly. Remove numbers from the board, say a number and see if children can give you the next in the sequence. Continue practicing if children need more help.

Once children have completed the activity (either for homework or in class), get them to check each other's answers by pointing to one of the caterpillars and getting their partner to say the number sequence. When children have checked their answers in pairs, check with the whole class. It might be fun to finish up by seeing how fast the children can say each number sequence.

Unit 9 My Family







Objectives

- To name members of the family
- To say a rhyme
- To read words (colors)

Materials

- *Student's Book* pages 51 and 52
- *Activity Book* page 36
- *Handwriting Book* page 36 (see notes on page 135)
- Audio tracks 33 and 34
- Picture cards (*mom, dad, sister, brother, grandpa, grandma*)
- Color cards (*red, blue, yellow, pink, orange, green, brown, black, white, gray*)
- Color word cards (*red, blue, yellow, pink, orange, green, brown, black, white, gray*)

I. Circle Time

Hold up page 51 of the *Student's Book* and get children to guess what the next unit is about. Explain they are going to start a unit called "My Family."

Discuss some of the following points with them:
- Talk about the different people in the family.
- Talk about their favorite family member.
- Talk about how families help each other.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- listen (identify members of the family),
- say a rhyme ("My family"),
- read words (colors).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Name members of the family.

Hold up the *mom* picture card and ask, "Who is it?" Let children respond in their own language and then confirm, "Yes, it's mom." Put the picture card on the board. Do the same with all of the picture cards.

Point to the picture cards on the board. Name each one and get the class to repeat.

Tell children to look at page 51 of the *Student's Book*. Get them to guess whose family it is (Reem and Hassan's). Check that children understand that Reem and Hassan are brother and sister. Find out how many brothers and sisters some children in the class have.

Explain that Reem is going to introduce her family. Play Track 33 and get children to listen and point to the family member on the page. Pause between each sentence and check that children are pointing to the correct picture.

Track 33: Reem's family
This is my mom.
This is my dad.
This is my sister.
This is my grandma.
This is my grandpa.
This is my brother.

Play Track 33 again. This time, get children to point to the family member in the picture and repeat each sentence. While they are working, move around and check they are pointing to the correct picture.

3. Say a rhyme.

Tell children to look at page 52 of the *Student's Book*. Point to Mandy and ask, "Who is it?" When children respond with, "Mandy," point to the smaller pictures and explain that they are photographs of her family.

Get children to help you make up some actions for each member of the family, for example, rock a baby for mom, drive a car for dad. Play Track 34 and encourage the class to join in with the actions.

Track 34: My family
This is my mom and dad,
I love my family, and they love me.
This is my sister, mom, and dad,
I love my family, and they love me.
This is my brother, sister, mom, and dad,
I love my family, and they love me.
This is my grandpa, brother, sister, mom, and dad,
I love my family, and they love me.
This is my grandma, grandpa, brother, sister, mom, and dad,
I love my family, and they love me.

Play Track 34 again. This time, get children to join in with the actions you have chosen to represent family relationships (e.g., mum/rocking a baby) and the chorus, "I love my family, and they love me."

4. Read and color.

Hold up the color cards one by one. Get children to name them and then put them on the board. Introduce *gray* and *white*.

Hold up the color word cards one by one and help the class to read them. When you hold up *white*, read it and get the class to repeat. Do the same with *gray*. Put the word cards below the corresponding color cards.

Remove the color cards, naming them as you do so. Point to different word cards and get the class to read them.

Ask the children to look at page 36 of the *Activity Book*. Show them the coloring key at the top of the page. Call out, "one" and get the class to respond with the color, "orange." Continue with all ten numbers and colors.

Show the class how to color the picture. Children should look at the number and use the key to find the color. Give them time to color the picture. While they are working, move around the class so you can observe and support children.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

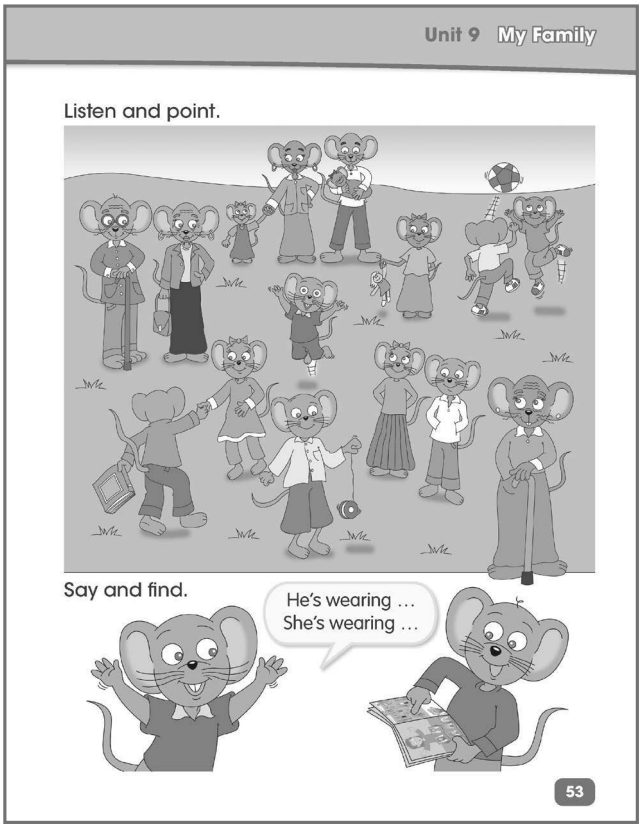
Additional

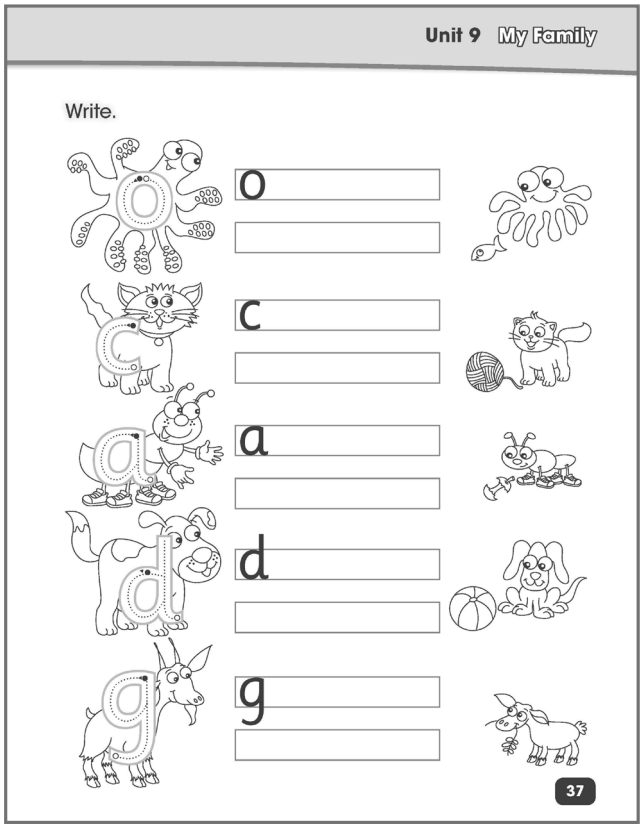
Extend

- Play a group game. Point randomly to a family picture card and ask the whole class, "Who is it?" Let each group quietly discuss and agree on an answer. Nominate a group to give the answer. If they get the answer correct, give the group one point. Continue with different groups and family members. Keep a record of points on the board. When each group has answered three times, stop the game and count up the points. Congratulate the group with the most points.
- Get pairs to play "Who is it?" using page 51 of the *Student's Book*. One child points to a member of the family and asks, "Who is it?" When their partner names the person, they change roles.

Support

- Play "What is it?" with the picture cards (make a random selection of vocabulary learned so far in Units 1–8). Get children to close their eyes, remove an object, and see if they can guess which one is missing.
- When doing the "read and color" activity, organize children into pairs so they can support each other.





Objectives
- To listen to and understand descriptions
- To describe members of the family
- To read words (family members)
- To write letters (counterclockwise circles: *a, c, d, g, o*)

Materials
- *Student's Book* page 53
- *Activity Book* page 37
- *Handwriting Book* page 37 (see notes on page 135)
- Audio track 35
- Picture cards (*mom, dad, sister, brother, grandpa, grandma*)
- Word cards (*mom, dad, sister, brother, grandpa, grandma*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:
- read words (members of the family),
- listen and say,
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (family members).

Play "Who is it?" Name the picture cards with the children and stick them on the board. Get children to close their eyes. Turn one picture card over and get children to open their eyes. Point to the turned over card and ask, "Who is it?" Let children name the turned over picture card. Do this several times, with different picture cards.

Hold up a word card, say the name, and get children to repeat. Put the word card below its corresponding picture card. Do this for all of the word cards.

Point to the word cards and read them with the class.

Take the picture cards and word cards off the board and distribute them to groups around the class. Name a member of the family and get the groups with that word card or picture card to stand up, holding the card. Get the rest of the class to check the two cards match. Do this several times with each family member.

3. Listen and say.

Ask children to look at page 53 of the *Student's Book*. Get them to tell you whose family it is (Kiko's). Get children to find Kiko in the picture and ask,

- "How many brothers has Kiko got?" (5)
- "How many sisters has Kiko got?" (5)
- "How many grandmas has Kiko got?" (2)
- "How many grandpas has Kiko got?" (1)

Get children to tell you what Kiko is wearing, "He's wearing a blue shirt and red pants." Explain that Kiko is going to describe some of his family and that the class must listen and try to find them in the picture. Play Track 35, pausing to allow children enough time to find the members of Kiko's family.

Track 35: Kiko's family

This is my dad. He's wearing a white shirt and blue pants.
This is my brother. He's wearing gray pants and a green shirt.
This is my mom. She's wearing a pink shirt and an orange skirt.
This is my grandpa. He's wearing a blue shirt and brown pants.
This is my grandma. She's wearing a green skirt and a blue shirt.
This is my sister. She's wearing a gray skirt and an orange shirt.

Show children the activity at the bottom of page 53 of the *Student's Book*. Explain that Kiko is playing a game with his friend. Read the text in the speech bubbles and remind the class that we use *he* for boys and *she* for girls. Organize the class into pairs. One child describes a member of Kiko's family using the target language "He's/She's wearing …" Their partner must find and point to the member of the family. Get children to change roles.

4. Write.

Ask the class to look at the letters on page 37 of the *Activity Book*. Get the class to say the sound and do the action for each letter.

Help children to notice that all of the letters have a counterclockwise movement. Get the class to practice making counterclockwise circles in the air. Make this fun by getting them to make different sized circles using different parts of their bodies.

Check that children are ready to write. Remind children to pay attention to the start points, finish points, and the direction arrows. Let children write the letters. Encourage them to write three or four letters on each line. While they are working, move around and check that children are forming the letters correctly.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

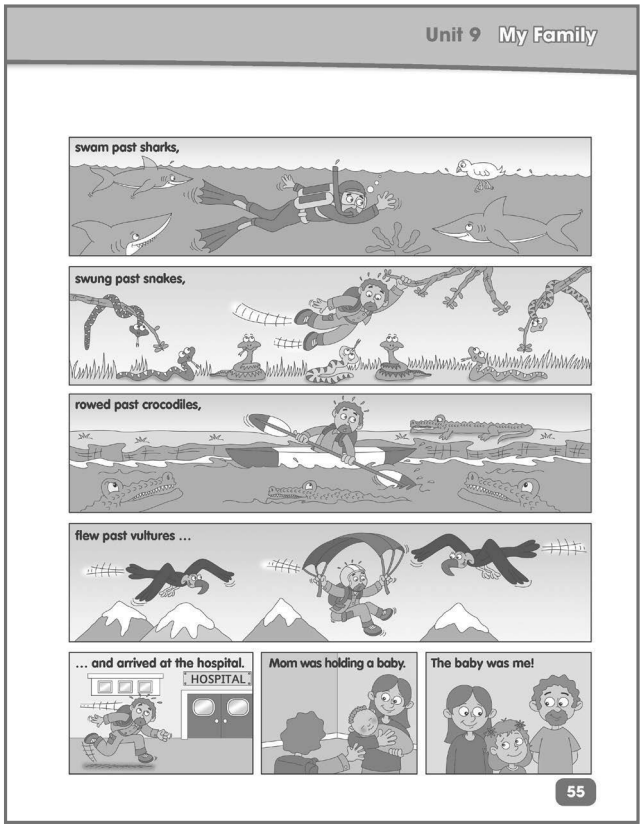
Additional

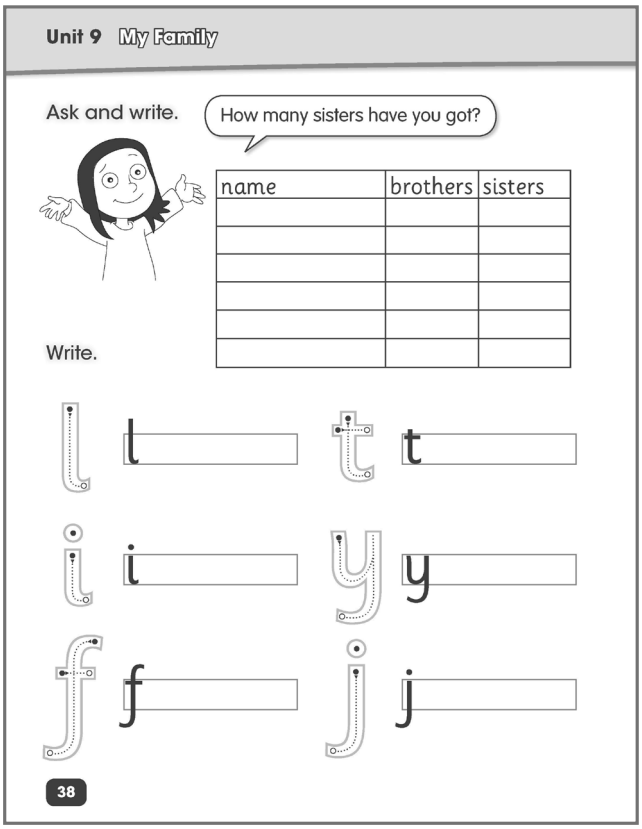
Extend

- Put the family word cards around the walls of the classroom. Say a member of the family and get the class to turn and point to them.
- Let children color the pictures on page 37 of the *Activity Book*.

Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.





Objectives

- To listen to and follow a story
- To read words (family members)
- To ask and answer questions
- To write the numbers *1–10*

Materials

- *Student's Book* pages 54 and 55
- *Activity Book* page 38
- *Handwriting Book* page 38 (see notes on page 135)
- Audio track 36
- Picture cards (*mom, dad, sister, brother, grandpa, grandma*)
- Word cards (*mom, dad, sister, brother, grandpa, grandma*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (family members),
- do a survey,
- listen to a story ("Mandy's Story").

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (family members).

Quickly hold up the family word cards and get the class to read them.

Distribute the picture cards and word cards to 12 children around the class. Ask the children to go to the front of the class and stand next to their partner with the matching card. Get the class to check that the word cards and picture cards are matched correctly. Do this several times with different children.

3. Do a survey (ask and answer questions, write numbers).

Ask a confident child, "How many sisters have you got?" Do this with different children and different family members.

Get the class to ask you some questions about your family.

Ask the class to look at the top of page 38 of the *Activity Book*. Read the rubric and the text in the speech bubble with the class. Explain that children are going to find out some information about brothers and sisters in their group. Organize children into groups of four or less. Get children to write the names of the children in their group in the left-hand column (they can use numbers instead of names). Get children to ask each child in their group, "How many brothers have you got?" and, "How many sisters have you got?" Show them how to write the number in the correct column.

Give groups some time to ask and answer questions and record the information for their group. When they have finished, get children to use the information they collected by asking some questions in L1 such as:

- "Who has the most sisters in your group?"
- "Who has the fewest sisters in your group?"
- "Who has the most brothers in your group?"
- "Who has the fewest brothers in your group?"
- "Who has more sisters than brothers in your group?"
- "Who has more brothers than sisters in your group?"

4. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 54 and 55 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening.

Play Track 36 and encourage children to point and look at the pictures.

Track 36: Mandy's Story
Six years ago my dad was visiting Africa.
One morning, he got a phone call.
It was my mom! Dad had to go home quickly!
Dad packed his bag.
He put on his boots ...
… and jumped on his bike.
Dad raced past tigers,
swam past sharks,
swung past snakes,
rowed past crocodiles,
flew past vultures …
… and arrived at the hospital.
Mom was holding a baby.
The baby was me!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Ask children some questions about the story in their own language, for example; why Mandy's dad wanted to be with Mandy's mom (e.g., to support her at hospital), what dangers Mandy's dad had to overcome to be with Mandy's mom (e.g., sharks, crocodiles, and tigers), and how Mandy's mom and dad will take care of the baby (e.g., feed her, love her, protect her).

Use this opportunity to talk about how family members show love by helping and supporting each other. Get children to tell you how different members of their family help them (e.g., teach them games, buy them clothes, keep them safe, cook them food, look after them when they are ill). Encourage children to think of the many different ways they can help their family.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

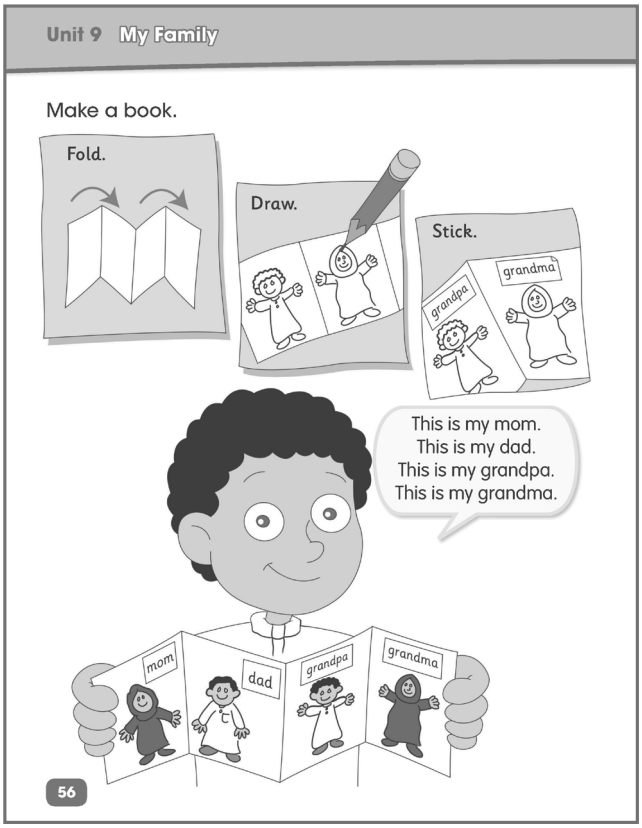
- Use the idea of the survey on page 38 of the *Activity Book* to find out the number of different family members in each group. Get children to ask each other about the number of moms, dads, grandpas, and grandmas they each have.

Support

- When doing the survey, allow children to shorten the questions to "How many sisters?" and "How many brothers?"
- Before doing the survey, get children to revise number shapes by playing "What number?" Organize children into pairs. One child writes a number on their partner's back with their finger. Their partner must guess the number. Children should change roles and continue.

Before the next lesson

- You will need some paper and colored pencils.
- Make a zigzag book about your family to show the class.



Objectives
- To name family members
- To read words (family members)
- To say the sounds of letters a–z

Materials
- *Student's Book* page 56
- *Handwriting Book* page 39 (see notes on page 135)
- Word cards (*mom, dad, sister, brother, grandpa, grandma*)
- Alphabet cards *a–z*
- *Activity Book* stickers
- Paper and colored pencils
- Your own zigzag book about your family

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:
- read words (family),
- play a game ("Whispers"),
- make a book.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read words (family).

Hold up the word cards one by one and get the class to read them. Put the word cards on the board.

Play a game of "Who is it?" Get children to close their eyes. Turn over a word card. Tell children to open their eyes and ask, "Who is it?" Let children name the family member on the card. Do this with each of the word cards.

3. Play a game (alphabet sounds).

Hold up the *a* alphabet card and get the class to say the sound and do the action. Get some children to suggest a word beginning with that sound (e.g., *ant, apple*). Do the same with different letters of the alphabet.

Play "Whispers." Hold up the *s* alphabet card and say the sound. Give groups some time to think of as many words as possible starting with that sound. Go around to each group and let them whisper the words in your ear. Award a point for each word the group suggests (e.g., *snake, skirt, sandals, skip, swim*). Continue the game with different letter sounds. Keep a record of the points on the board. At the end of the game, congratulate the group with the most words.

4. Make a book (read words, name family members).

Show them your zigzag book and tell the class about your family using the target language, for example, "This is my sister."

Ask the class to look at the top of page 56 of the *Student's Book*. Go through the instructions with the class and show them where to find the stickers in the center fold of the *Activity Book*. Give children a strip of paper big enough for their drawings, colored pencils and the word stickers and let them make a simple zigzag book.

Show children the picture of Hassan on page 56 of the *Student's Book*. Read the text in the speech bubble and get children to listen and point to the pictures of Hassan's family in his zigzag book. In groups, get children to take turns holding up their zigzag book and talking about their family. While they are doing the activity, move around the classroom so you can listen to children and support them where necessary.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

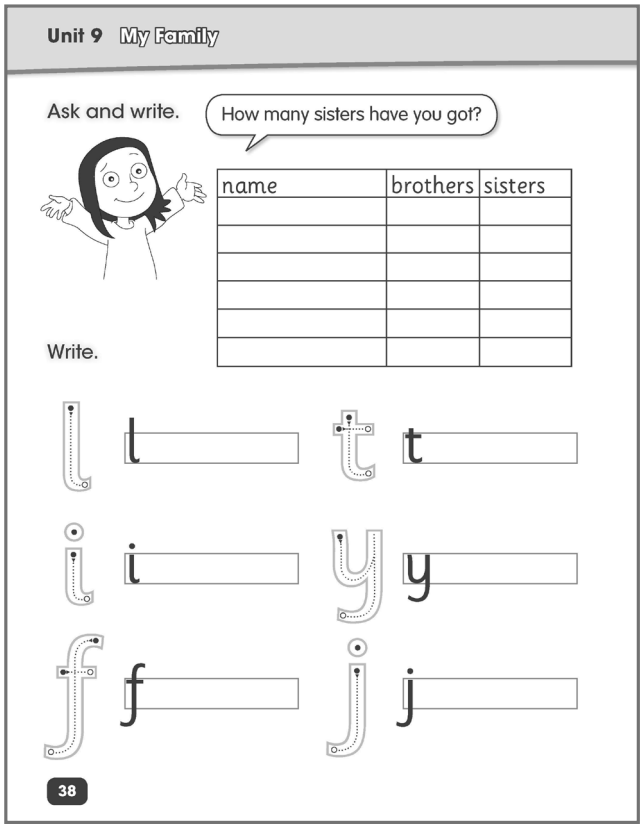
Additional

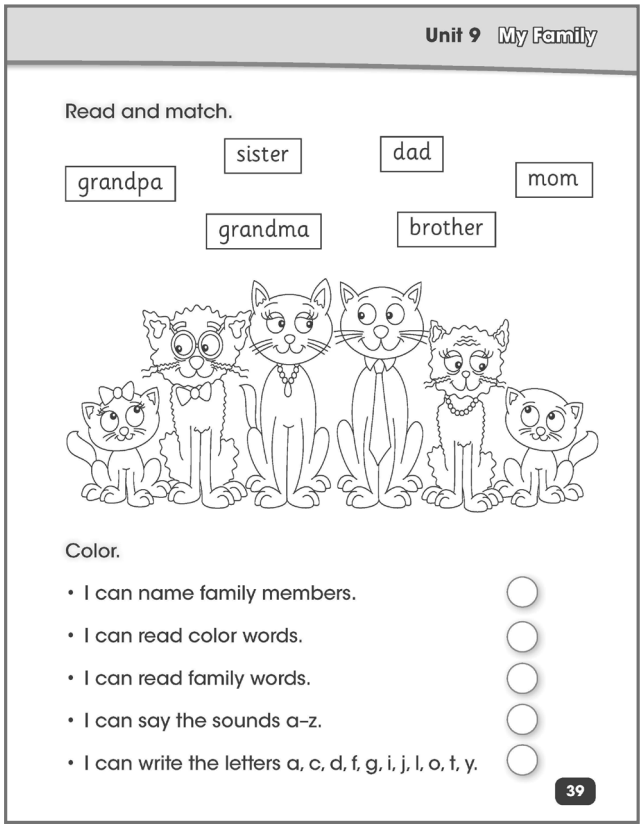
Extend

- Let children make a bigger zigzag book so they can include all of their family members. Encourage children to describe each member of their family by talking about what they are wearing.

Support

- When playing "Whispers" let groups flick through their *Activity Book* and *Student's Book* to help them remember words.





Objectives

- To listen to and understand a story
- To read words (family members)
- To say the sounds /a/–/z/
- To write letters (up and down movement: *f, i, j, l, t, y*)

Materials

- *Activity Book* pages 38 and 39
- Audio track 36
- Picture cards (*mom, dad, sister, brother, grandpa, grandma*)
- Word cards (*mom, dad, sister, brother, grandpa, grandma*)
- Alphabet cards *a–z*

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write,
- play a game (alphabet letters),
- act out a story,
- read words (family members).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write.

Get children to look at the activity at the bottom of page 38 in the *Activity Book*. Say the sound of each letter with the class.

Help children to notice that all of the letters have a down or an up and down movement. Get the class to practice making up and down movements in the air. Make this fun by getting them to make different sized lines using different parts of their bodies.

Say the sound of each letter with the class. Remind children how to form each letter, and to pay attention to the start and finish points and the direction arrows. Let children write each letter three or four times. While they are working, move around and check that children are forming the letters correctly.

Remind them about the three steps for writing:

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

3. Play (alphabet letters).

Hold up the *a* alphabet card and get the class to say the sound. Get some children to suggest a word beginning with that sound (e.g., *ant, apple*). Do the same with different letters of the alphabet.

Organize children into pairs. One child uses their finger to draw a letter on their partner's back. Their partner must say the sound of the letter. Get children to change roles and continue playing the game.

4. Act out a story

Get children to look at the story on pages 54 and 55 of the *Student's Book*. Tell children to imagine that they are Mandy's dad. Read the story and help children think of good actions for each picture.

Play Track 36 and let children listen and act out the story.

5. Read words (family members).

Hold up the family word cards one by one and get different groups to read them.

Ask children to look at the top of page 39 of the *Activity Book*. Get them to match the words and pictures by drawing a line.

Help children check their work by putting the family picture cards and word cards on the board.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 39 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can name family members (e.g., *Student's Book* page 52).
- I can read color words (e.g., *Activity Book* page 36).
- I can read family words (e.g., word card activities and *Activity Book* page 39).
- I can say the sounds /a/–/z/ (e.g., *Activity Book* pages 37 and 38).
- I can write the letters *a, c, d, f, g, i, j, l, o, t, y* (e.g., *Activity Book* pages 37 and 38).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Before the next lesson

- The new words for Unit 10 are recorded as part of the *Sounds File* (Track 96).

Lesson 1

Use page 36. This activity reviews letters and words that children have learned so far. The activity practices both initial sound and letter shape discrimination. Children need to know the word and recognize the initial sound; then they need to recognize the shape of that letter from others of a similar shape.

This can be done as homework or in class. As preparation, get children to work together in pairs and decide on the word for each picture. Check with the class. Then ask children to say the sound for the first letter of each word, e.g. /w/ for "window." Hold up the book and show them that the *w* for "window" has been circled. Ask them to explain why.

If you do the activity in class, get children to swap books and check each other's work, or they can say a word and get their partner to make the initial sound. Monitor to check that they have circled the correct letters.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

Lesson 2

Use page 37. This activity reviews some letters and words that children have learned so far. Ask children to name the pictures and, for each picture, get them to tell you the sound of the initial letter. Get them to point to that letter (*s, p* or *c* in the box at the top of the page.) Remind children to look back in their books if they need to check how to shape the letters using the dots, arrows, and tracks.

This can be done as homework or in class. If you do the activity in class, you might like to get children to swap books with a partner and check each other's work, or they can read out alternate words to each other. Monitor to check that they write the letters correctly.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

Lesson 3

Use page 38. This activity reviews some letters and words that children have learned so far. Children need to know the letter, the words, and recognize the initial sound – three words in each group all start with the same letter, one is an 'odd' sound (e.g., *h,* for *hat, head, ~~orange~~, hand;* "orange" is the odd word).

This can be done as homework or in class. As preparation, get children to work together in pairs and decide on the word for each picture. Check with the class. Then ask children to say the sound for the first letter of each word (e.g. /h/, for "hat, head, hand") and then say the odd word ("orange") and explain why.

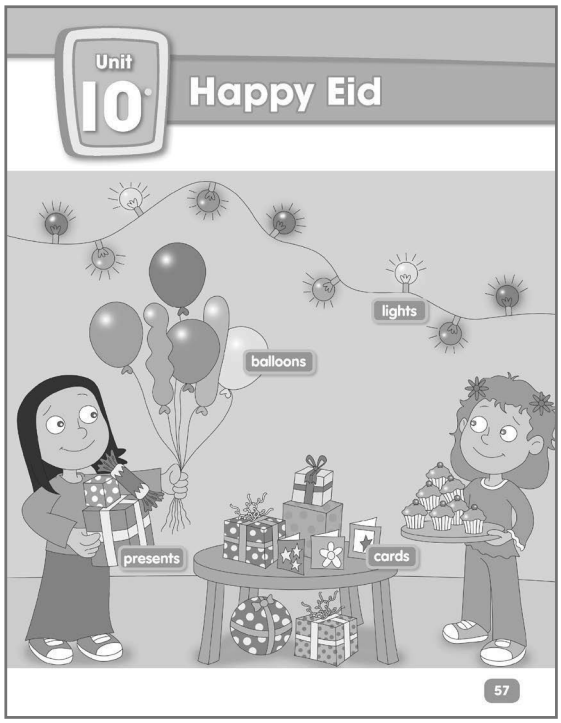
If you do the activity in class, get children to swap books and check they have colored the same odd word, or they can say the odd word and get their partner to say the initial sound. Monitor to check that they have circled the correct letters.

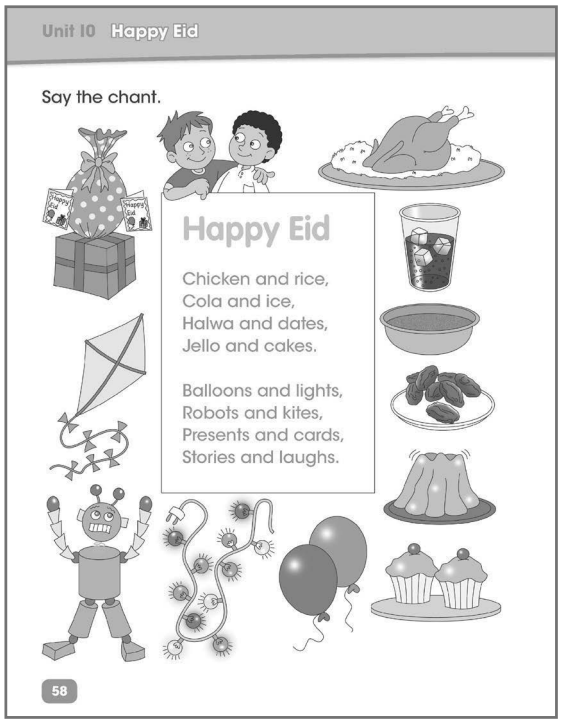
Lesson 4

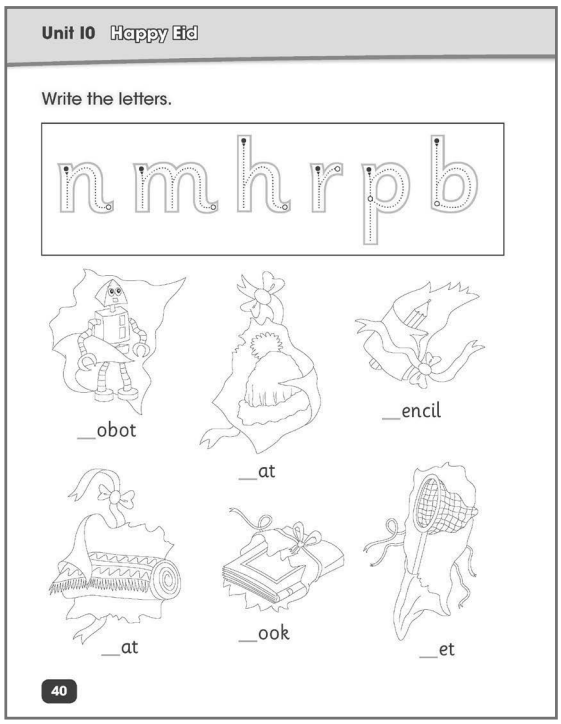
Use page 39. This activity gives further practice in counting and writing numbers 1–10. Before doing the exercise, whether you are setting for homework or doing in class, practice counting again. Start by counting from 1 to 10. Write up numbers on the board and point to individual numbers randomly. Remove numbers from the board, say a number and see if children can give you the next in the sequence. Continue practicing if children need more help.

Once children have completed the activity (either for homework or in class), get students to check each other's answers by asking "How many apples/pins?" When children have checked their answers with a partner, check with the whole class – write the words (*apples (4), pins (8), snakes (7), books (6), balls (10), cakes (9)*) on the board and ask "How many …?" Encourage children to say the *~s* at the end of all the words.

Unit 10 Happy Eid







Objectives

- To listen to and say a rhyme
- To name party objects
- To review alphabet letters
- To write letters (ascending curves: *b, h, k, m, n, p, r*)

Materials

- *Student's Book* pages 57 and 58
- *Activity Book* pages 40
- *Handwriting Book* page 40 (see notes on page 146)
- Audio track 37
- Alphabet poster
- Alphabet cards (*b, h, k, m, n, p, r*)
- Picture cards (*balloons, cards, presents, lights*)

I. Circle Time

Hold up, or project, page 57 of the *Student's Book* and get children to guess what the next unit is about. Explain they are going to start a unit called "Happy Eid." Discuss some of the following points with them:

- Talk about when children feel happy.
- Talk about different celebrations such as Eid and weddings.
- Talk about what children do when they have a celebration.
- Find out if children have ever given or received cards.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons and drawings. For example, in this lesson, children will:
- listen (identify party objects),
- say a rhyme ("Happy Eid"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name party objects.

Hold up the picture card of a balloon and ask, "What is it?" Let children respond in their own language and then confirm, "Yes, it's a balloon." Put the picture card on the board. Do the same with all the picture cards.

Point to the picture cards on the board. Name each one and get the class to repeat.

Get children to look at page 57 of the *Student's Book*. Explain that Mandy and Reem are getting ready for a celebration. Let children guess why they are having a the celebration. Ask, "How many balloons?" Let children respond by calling out the number or holding up their fingers (6). Do the same with the *lights* (9), *presents* (8), *cards*, (3) and *cakes* (7).

Organize children into pairs. Get them to play "What is it?" using page 57 of the Student's Book. One child points to an item in the picture and asks, "What is it?" Their partner looks and names the object. Get children to change roles.

3. Rhyme.

Ask the class to look at page 58 of the *Student's Book*. Get them to name all of the pictures on the page. They will not know the word for *dates*. They might remember *halwa* from the story on pages 36 and 37.

Play Track 37 and encourage children to listen and point to the pictures as they are named in the rhyme.

Track 37: Happy Eid
Chicken and rice,
Cola and ice,
Halwa and dates,
Jello and cakes.

Balloons and lights,
Robots and kites,
Presents and cards,
Stories and laughs.

Play Track 37 again. This time, encourage children to join in if they can.

4. Write.

Hold up an alphabet card and get the class to respond with the sound and the action. For example, hold up the ***k*** alphabet card and let children say the sound while miming flying a kite. Do this with several different sounds.

Ask the class to look at the letters at the top of page 40 of the *Activity Book*. Say the sound of each letter with the class.

Help children to notice that all of the letters have an ascending curve movement. Get the class to practice making ascending curves in the air. Make this fun by getting them to make different sized curves using different parts of their bodies.

Point to the pictures on page 40 of the *Activity Book* and explain that they are all presents. Name the presents with the class, focusing on the initial sound.

Check that children are ready to write. Tell children to complete the word under each picture by writing one of the letters. Let children write the letters. While they are working, move around and check that children are forming the letters correctly.

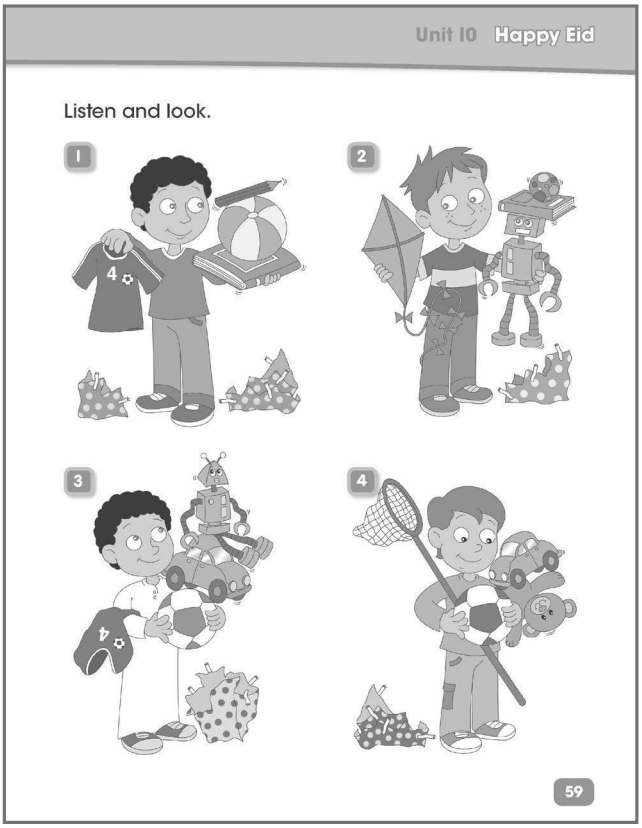
5. Circle Time

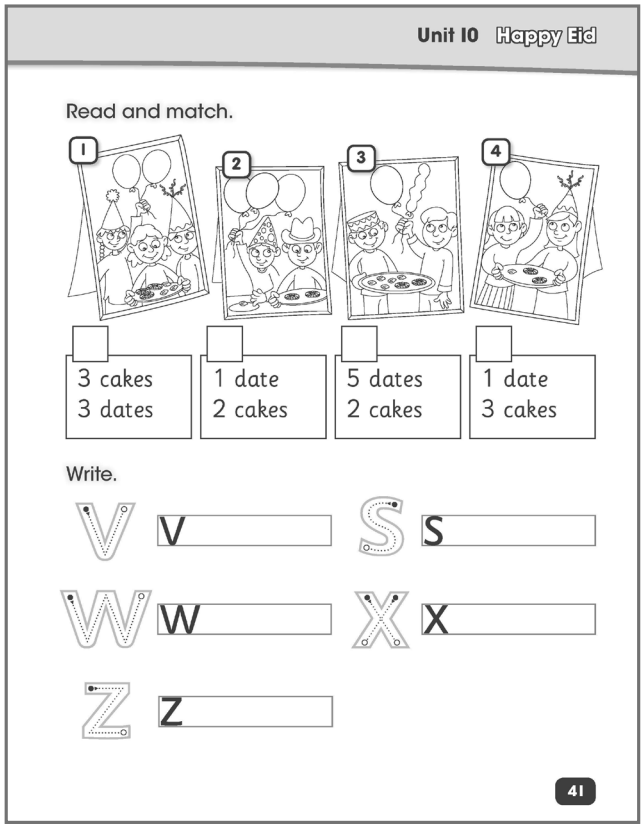
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend
- Get pairs to play "What is it?" using page 58 of the *Student's Book*. One child points to a picture and asks, "What is it?" When their partner names the item, they change roles.
- Let children color the pictures on page 40 of the *Activity Book*.

Support
- Before doing page 40 of the *Activity Book*, hold up a picture card beginning with initial letter *b, h, k, m, n, p, r* (e.g., *bag*) and get a child to come up to the board and write the initial sound, /b/. Do this with different picture cards. You can also give children sheets of plain paper for them to write the initial letters on as you hold up picture cards. They can work in pairs to do this.
- When doing page 40 of the *Activity Book,* organize children into pairs and let them work together.





Objectives

- To listen to and understand descriptions
- To read words (party objects and Units 1–9)
- To review alphabet letters
- Read descriptions (numeral + noun)

Materials

- *Student's Book* page 59
- *Activity Book* page 41
- *Handwriting Book* page 41 (see notes on page 146)
- Audio track 38
- Alphabet poster
- Picture cards (*balloons, cards, presents, lights*)
- Word cards (*balloons, cards, presents, lights*)

1. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (party words),
- listen,
- play a game ("Reading quiz"),
- match.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (party words).

Put the four picture cards on different walls of the classroom. Get children to stand up. Name a picture card and get children to point to it. Do this several times for each picture card.

Hold up a word card, say the name and get children to repeat. Get a child to put the word card below its corresponding picture card. Do this for all of the word cards.

Take the picture cards down, so only the word cards remain on the walls. Name a party word and get children to point to the appropriate word card. Do this several times with each card.

3. Listen (descriptions).

Tell the class to look at page 59 of the *Student's Book*. Explain that each of the boys got some presents. Let children name the different presents they can see in their groups.

Play Track 38. Get children to listen and identify the correct picture. Pause after each description and get children to hold up the same number of fingers as the picture.

Track 38: Presents

There is a kite.	*(2)*
There is a net.	*(4)*
There is a teddy bear.	*(4)*
There is a ball, a robot, and a car.	*(3)*
There is a ball, a book, and a shirt.	*(1)*
There is a ball, a teddy bear, and a net.	*(4)*
There is a ball, a robot, and a kite.	*(2)*

Organize children into pairs. One child describes a picture using, "There is a …" Their partner listens and says the number of the picture, e.g., "three." Get children to change roles and continue playing the game.

4. Game

Do a group "Reading quiz." Write the word *hat* on the board. Give all groups some time to read and agree on the word. Nominate a group to say the word to the class. If they are correct, award the group a point. Continue with different words that the children have learned so far. Keep a record of points on the board and at the end of the quiz, add up the scores and congratulate the winning group.

5. Read (descriptions).

Write the word *hat* on the board and help the class to read it. Do the same with *cake* and *balloon* and the numbers *1–10*.

Get children to look at the top of page 41 of the *Activity Book*. Point to the pictures and explain that they are photographs of children at parties. Get the children to look at the pictures and match them to the descriptions below. Show them how and where to copy and write the number of the picture on the matching description.

When they have finished, help children check their work. Hold up the book, project the page, or sketch the four pictures on the board, and point to Picture 1. Get a confident child to read the first description and write the answer on the board below the picture. Continue in the same way and let the class check and correct their work.

6. Circle Time

Review the lesson. Use the icons or illustrations on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

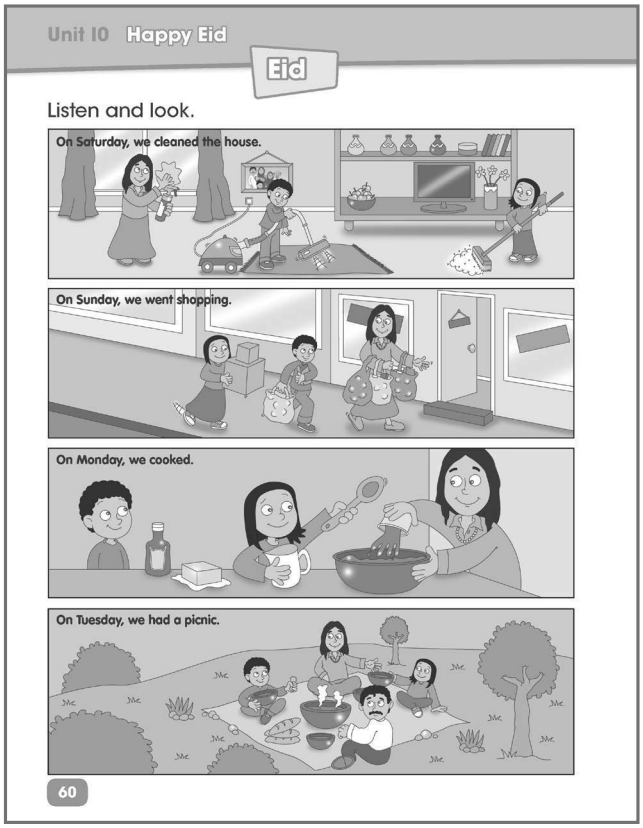
Additional

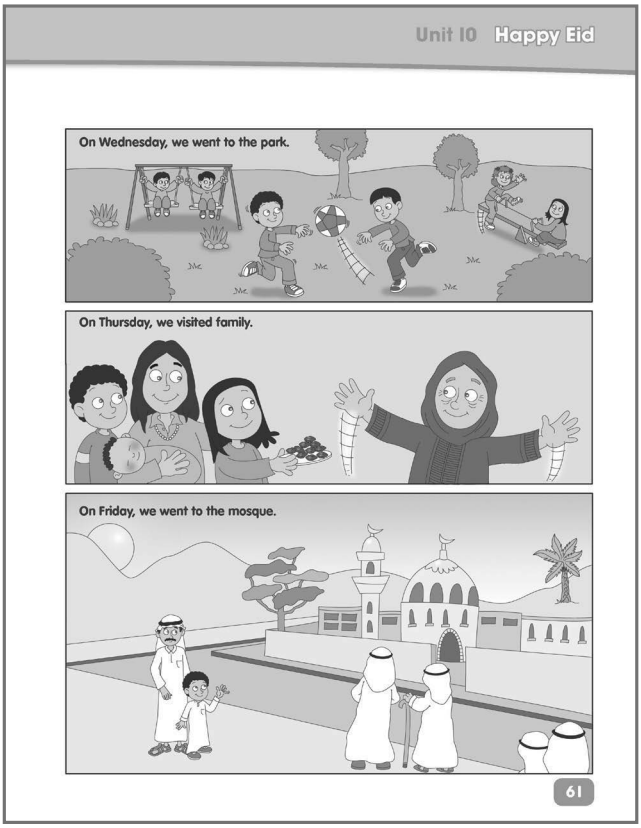
Extend

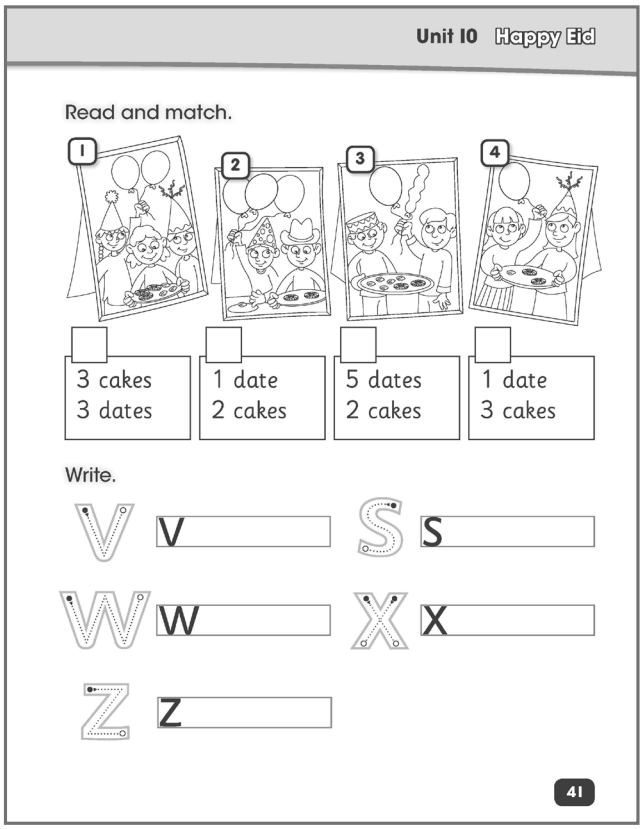
- Get children to play the "Reading quiz" in pairs. One child flicks through the *Student's Book* and writes a word on a piece of paper. Their partner must read the word. Get children to change roles.
- Organize children into pairs. One child describes a picture on page 41 of the *Activity Book* and their partner listens and identifies the correct picture. Get children to change roles.

Support

- When doing the listening activity on page 59 of the *Student's Book*, get children to work in groups. Pause after a description and give groups some time to discuss and agree on the picture. Let them give their answer by holding up fingers if they do not feel comfortable saying the number.







Objectives

- To listen to and follow a story
- To review alphabet letters
- To read words (party objects)

Materials

- *Student's Book* pages 60 and 61
- *Activity Book* page 41
- Audio track 39
- Alphabet cards
- Picture cards (*balloons, cards, presents, lights*)
- Word cards (*balloons, cards, presents, lights*)

I. Circle Time

Introduce the lesson. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board using icons or drawings. For example, in this lesson, children will:

- read words (party words),
- listen to a story ("Eid"),
- write.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (party words).

Ask eight children to stand at the front of the class. Give each child a picture card or word card. Say, "Find your partner." When they have found their partner, ask them to hold up their cards. Get the rest of the class to check that the picture cards and word cards have been matched correctly. Repeat the activity with a different group of children.

Hold up the word cards and get different groups to read them.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 60 and 61 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening.

Play Track 39 and encourage children to point and look at the pictures.

Track 39: Eid
On Saturday, we cleaned the house.
On Sunday, we went shopping.
On Monday, we cooked.
On Tuesday, we had a picnic.
On Wednesday, we went to the park.
On Thursday, we visited family.
On Friday, we went to the mosque.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you what Reem and her family did on each day of the week.

Use this opportunity to talk about special days, including religious celebrations. Ask children what they and their family do to mark special days such as weddings and Eid. Talk about why it is important to mark these times in the year.

Note: From now on, when you introduce each lesson, write the day of the week on the board and read it with the class.

4. Write.

Hold up an alphabet picture card and get the class to respond with the sound and the action. For example, hold up the *v* card and let children say the /v/ sound while miming driving a van. Do this for all the five sounds.

Ask the class to look at the letters on page 41 of the *Activity Book*. Get the class to say the sound and do the action for each letter.

Help children to make the shapes of the letters in the air. Make this fun by getting them to make different sized letters using different parts of their bodies.

Check that children are ready to write. Remind children to pay attention to the start points, finish points, and the direction arrows. Let children write the letters. Encourage them to write three or four letters on each line with a small space between each. While they are working, move around and check that children are forming the letters correctly.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

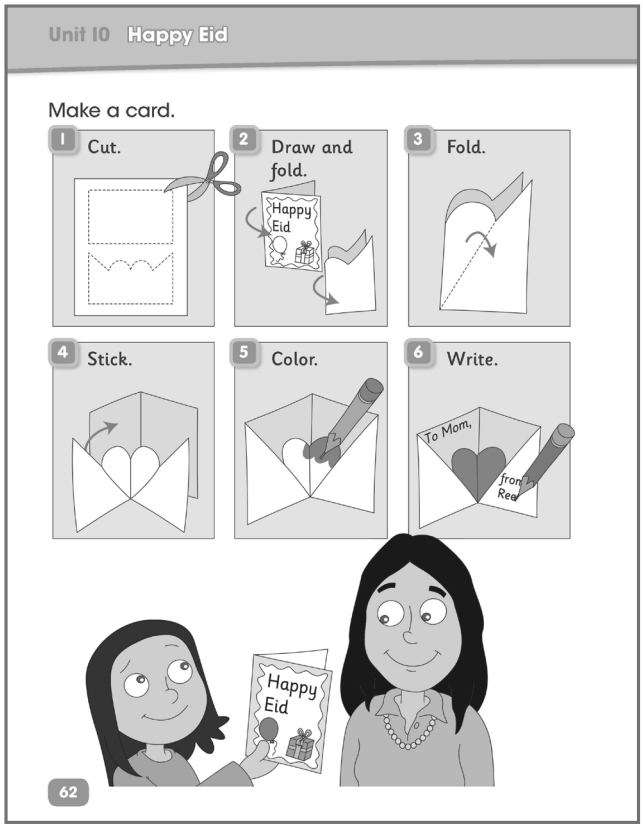
- In pairs, get one child to write an alphabet letter on a piece of paper. Their partner must say the sound of the letter and do its action. For example, one child writes *s* and their partner says the /s/ sound and wiggles their arm like a snake. Get children to take turns.
- Following the story, get children to practice saying the days of the week in order (Saturday–Friday).

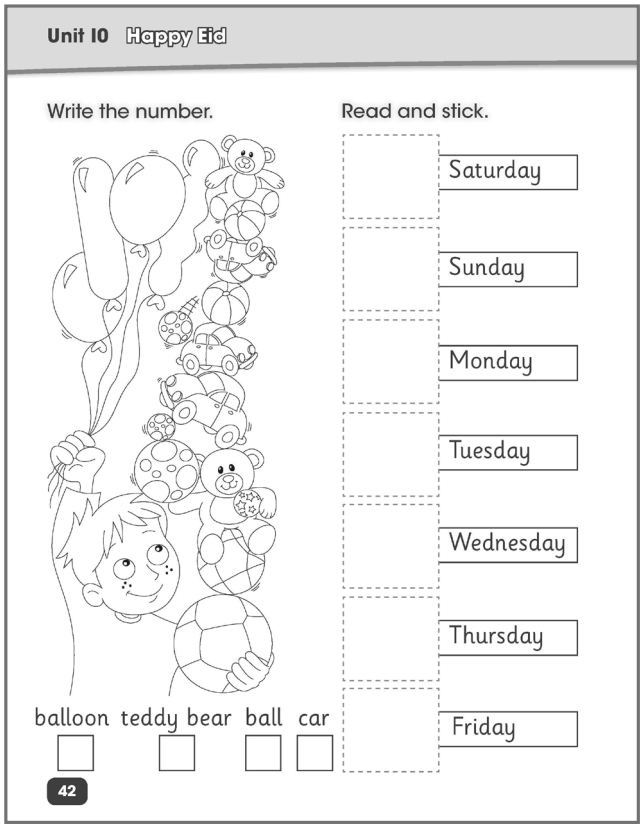
Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson

You will need to prepare a copy of the *Pop-up card* (*Photocopiable Resources* page 314) for each child. Make a card to show the children in the next lesson so you become familiar with the procedure.





Objectives

- To listen to and follow instructions
- To read words (days of the week)
- To write the numbers *1–10*

Materials

- *Student's Book* page 62
- *Activity Book* page 42
- Picture cards (*balloon, card, present, lights*)
- Word cards (*balloon, card, present, lights*)
- *Pop-up cards* (*Photocopiable Resources* page 314), thick paper/thin card, glue, scissors, and colored pencils
- Your own pop-up card

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read words (days of the week),
- write (numbers),
- make a card.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (days of the week).

Get children to look at the story on pages 60 and 61 of the *Student's Book*. Read the text for the first picture. Stop reading and write *Saturday* on the board. Read the word with the class and get them to do an action from that day in the story (e.g., vacuuming the floor, sweeping the floor, dusting). Continue in the same way until each day of the week has an action.

Example actions:

Saturday:	vacuuming the floor
Sunday:	holding heavy bags
Monday:	mixing a cake
Tuesday:	sitting and eating a picnic
Wednesday:	playing football
Thursday:	opening a present
Friday:	praying

Point to a word, read it, and get the class to do the relevant action. Continue until each day has been named two or three times.

3. Write (numbers).

Turn your back to the class and draw a number in the air (so the number is not back to front). Ask, "What number?" Let the class respond with the number. Do this several times.

Organize children into pairs. One child draws a number (*1–10*) on their partner's back with their finger. Their partner feels the number and names it. Get children to change roles and continue playing the game.

Tell children to look at the left side of page 42 of the *Activity Book*. Explain that Sam is holding his presents and get the class to name them (*balloons, teddy bears, balls, cars*).

Show children the four words at the bottom of the activity and read them with the class. Tell children to count the presents and write the number in the boxes below the picture. When they have finished, help children check their answers.

Answers:
Balloons: 4
Teddy bears: 2
Balls: 8
Cars: 3

4. Make a card.

Show your card to the class and explain that they are going to make a card to give to someone on a special day.

Get the class to look at page 62 of the *Student's Book*. Read each instruction to the class and explain what they have to do. If possible, demonstrate making a card as you read the instructions. Make sure children know that they cut on the dotted black line and do not cut out the heart.

When you are happy that the class understand what to do, distribute the materials and let them make a card. Write the words *To Mom* and *from* on the board for children to copy. They can copy their name from the front of their *Activity Book*.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

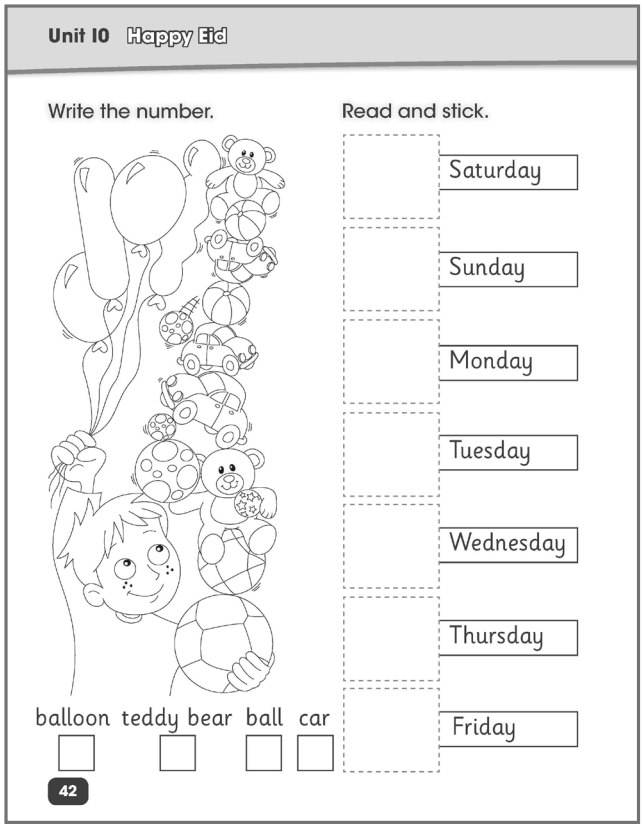
Additional

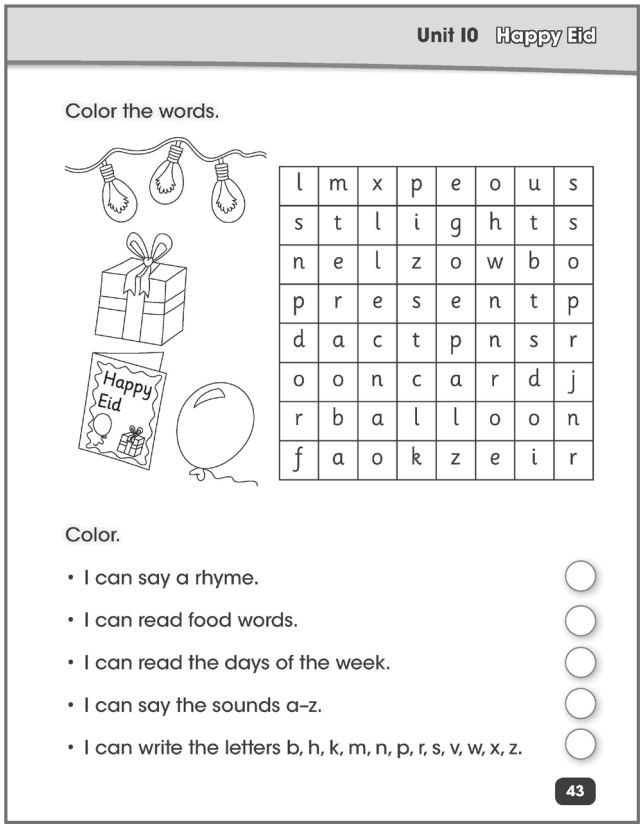
Extend

- Get children to draw their own picture similar to page 42 of the *Activity Book*. Tell them to draw themselves holding different numbers of presents (e.g., balloons, balls, cars, and teddy bears). When they have finished, tell them to give their picture to a friend to count the number of each present.

Support

- While doing days of the week, add a symbol next to each word to help children remember the action.





Objectives

- To listen to and understand a story
- To say a rhyme
- To read words (days of the week)

Materials

- *Student's Book* pages 58, 60, and 61
- *Activity Book* pages 42 and 43
- Audio tracks 37 and 39
- Word cards (*balloons, cards, presents, lights*)
- Story stickers

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a rhyme ("Happy Eid"),
- listen to a story ("Eid"),
- read words.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Get children to look at the rhyme on page 58 of the *Student's Book*. Name the pictures on the page in the same order as they occur in the rhyme. Play Track 37 and get children to join in with the words.

3. Listen.

Get children to look at the story on pages 60 and 61 of the *Student's Book*. Play Track 39 and let them follow the story in their books.

Call out a day of the week and get children to point to the matching picture in the *Student's Book*.

Do a reading quiz. Remind children of the actions they learned in the previous lesson. Write the days of the week on the board. Point to a word and nominate a group to read it and do the corresponding action. Let the class decide if the group did the correct action. If they did, award the group a point. Continue with different words and groups and keep a record of points on the board. At the end of the activity, congratulate the winning group.

Ask children to look at the activity on the right of page 42 of the *Activity Book*. Show them the story stickers in the center fold of the *Activity Book*. Tell children to look at each sticker and match it to the corresponding day of the week.

When they have finished, let children compare and check their stickers with a friend.

4. Read (party words).

Hold up the four word cards and get the class to read them.

Ask children to look at the top of page 43 of the *Activity Book*. Get them to name the pictures (*balloon, card, present, lights*). Point to the wordsearch grid and explain that the four words are hidden in the grid. Let children find and color the words. If they find this difficult, get them to tell you the initial letter of each word and then look at the other letters that follow to the right (all the words read from left to right and horizontally). If necessary, you can hold up the word card for each word.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 43 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can say a rhyme (e.g., *Student's Book* page 58).
- I can read food words (e.g., *Student's Book* page 57, *Activity Book* page 43).
- I can read the days of the week (e.g., *Student's Book* pages 60 and 61, *Activity Book* pages 42).
- I can say the sounds *a–z* (e.g., *Handwriting Book* pages 40 and 41).
- I can write the letters *b, h, k, m, n, p, r, s, v, w, x, z* (e.g., *Activity Book* pages 40 and 41).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get pairs to play "Feel the letter." One child draws a letter (*a–z*) on the back of another child with their finger. The other child must guess the letter and say the sound. Children change roles.

Support

- When placing the stickers, get children to work in pairs and let them refer to the story on pages 60 and 61 of the *Student's Book*.

Before the next lesson

The new words for Unit 11 are recorded as part of the *Sounds File* (Track 97).

Lesson 1

Use pages 40–41. Unit 10 of the *Handwriting Book* reviews the letters of the alphabet. The teaching notes here divide the two activities (pages 40 and 41) between two lessons. However, you may feel it better to divide the writing part of the activities into four sessions (i.e., *a–f*, *g–l*, *m–r* and *s–z*).

Note: From Unit 10 to Unit 20, there are two *Handwriting Book* pages per unit.

Use page 40. This alphabet review activity looks at letters *a–l* and gets children to write these letters next to the correct pictures. The pictures are the same as those on the *Alphabet Poster*.

Before doing the activity you might like to use the *Alphabet Poster* to review the words given for *a–l*. Start by getting the class as a whole to say the names of each illustration (e.g., *ant, bag, cat* …); check names again, but randomly (e.g., *hat, dog, leg*); let children say the sound for each letter and mime the action for each one.

Repeat the alphabet (*a–l*) several times, each time aiming to say *a–l* with more fluency and rhythm.

Revise writing each letter by getting children first to write the letter in the air. Check that all children are making the correct shape. In pairs, get the children to write the letter in the boxes on page 40 using their index finger – one writes and the other watches, then swap. Repeat until they have done all the letters. Now they should be ready to write the letters in pencil.

This activity can be done as homework or in class. It provides a good opportunity to collect in their books to monitor their progress.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write." Encourage them to look back through their books to check how to write any letter they are not sure about.

Lesson 2

Use page 41. This alphabet review activity looks at letters *m–z* and gets children to write these letters next to the correct pictures. The pictures are the same as those on the *Alphabet Poster*.

Before doing the activity, you might like to use the *Alphabet Poster* to review the words given for *m–z*: start by getting the class as a whole to say the names of each illustration (e.g., *mat, net, orange* …); check names again but randomly (e.g., *pin, tiger, yo-yo*); let children say the sound for each letter and mime the action for each one.

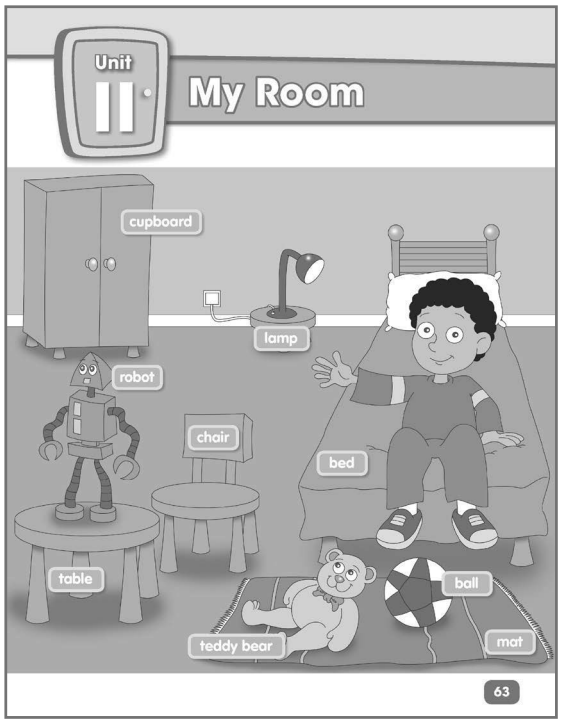
Repeat the alphabet (*m–z*) several times, each time aiming to say *m–z* with more fluency and rhythm.

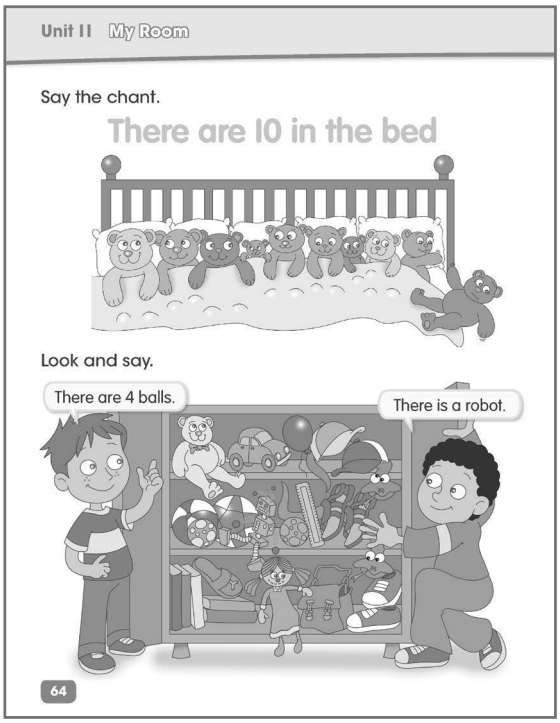
Revise writing each letter by getting children first to write the letter in the air. Check that all are making the correct shape. In pairs, get the children to write the letter using their index finger in the box – one writes and the other watches, then swap. Repeat until they have done all the letters. Now they should be ready to write the letters in pencil.

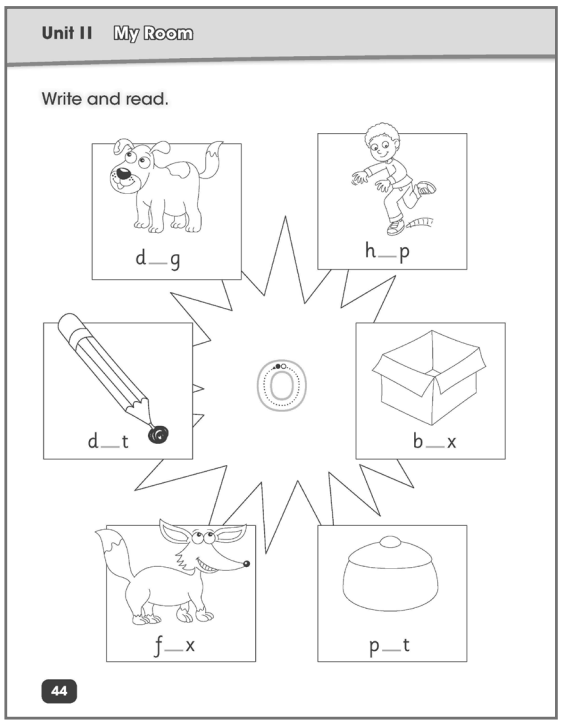
This activity can be done as homework or in class. It provides a good opportunity to collect in their books to monitor their progress.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write." Encourage them to look back through their books to check how to write any letter they are not sure about.

Unit 11 My Room







Objectives

- To listen and identify furniture
- To listen to and say a chant
- To read words (blending sounds in CVC words)
- To write the letter *o*

Materials

- *Student's Book* pages 63 and 64
- *Activity Book* page 44
- *Handwriting Book* page 42 (see notes on page 159)
- Audio tracks 40 and 41
- Picture cards (*bed, lamp, cupboard, mat, table*)
- Word cards (*bed, lamp, cupboard, mat, table*)

I. Circle Time

Hold up, or project, page 63 of the *Student's Book* and tell children they are going to start a unit called "My Room." Discuss some of the following points:

- Talk about which room it is (bedroom).
- Talk about whether children share a room.

- Talk about what children have in their bedroom.
- Talk about what activities children do in their room.
- Talk about what children like about their bedroom.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- listen (identify furniture),
- say a chant ("There are 10 in the bed"),
- write and read.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name furniture.

Get children to look at page 63 of the *Student's Book*. Explain that Ben is sitting in his room. Get children to name different things they can see in Hassan's room.

Use the picture cards to introduce the new vocabulary. Hold up the picture card of a bed and ask, "What is it?" Let children respond in their own language and then confirm, "Yes, it's a bed." Get children to repeat "bed" and put the picture card on the board. Read the corresponding word card with the children and put it below the picture card. Do the same with all the picture cards.

Play Track 40 and get children to listen and point to each object. Pause between each sentence and check that children are pointing to the correct picture.

Track 40: My room
There is a teddy bear.
There is a ball.
There is a robot.
There is a chair.
There is a table.
There is a mat.
There is a bed.
There is a lamp.
There is a cupboard.

Organize children into pairs. One child names an item in Hassan's room on page 63 of the *Student's Book*. Their partner listens and points to the item. Get children to change roles.

3. Say a chant.

Quickly write the numbers *1–10* on the board. Get children to read them forwards and backwards.

Get children to look at the picture at the top of page 64 of the *Student's Book*. Encourage children to count the teddy bears (ten) and guess what is happening (a teddy bear is falling out of bed).

Play Track 41. While children listen, demonstrate some actions. For example, roll your forearms around each other for the words "roll over" and hold up ten fingers for the first verse, nine for the next, and so on.

Track 41: There are 10 in the bed
There are ten in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are nine in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are eight in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are seven in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are six in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are five in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are four in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are three in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are two in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There is one in the bed,
And the little one says, "Roll over, roll over."
So they all roll over,
And one falls out.

There are none in the bed,
And no one says, "Roll over, roll over."

Explain *none* and *no one* if necessary. Play the chant again and get children to join in with the words and actions when they feel ready to do so.

4. Write and read.

Write the letter *o* on the board, making sure you model correct letter formation. Get the class to say the sound and make the action of the letter.

Ask children to look at page 44 of the *Activity Book*. Check that children are ready to write and let them write *o* under the pictures to complete each word.

Demonstrate blending the sounds and reading the words with the class. For example, get children to look at the word under the first picture. Say the sounds "/d/, /o/, /g/" and then blend them together to say, "dog." Give children some time to try and read the other words on the page in pairs.

Check children's reading. For example, ask a confident child to blend the sounds to read the word *dot*. Get children to use the picture and guess the meaning of the word in their own language. Do the same with the words *box*, *fox*, *hop,* and *pot*.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

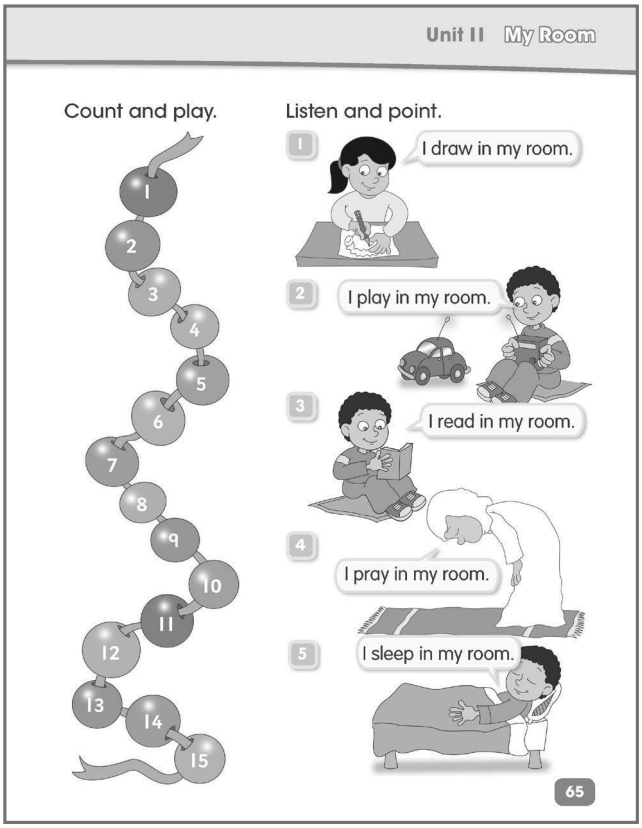
- Get children to name as many items as they can in the classroom using the target language "There is …"
- Let children color the pictures on page 44 of the *Activity Book*.

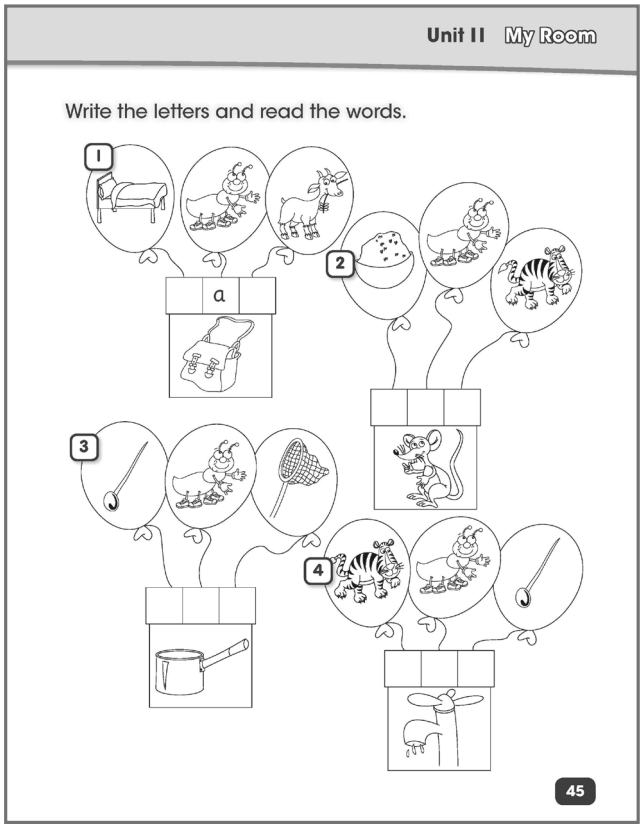
Support

- When doing the activity on page 44 of the *Activity Book*, organize children into pairs so they each have a "writing buddy." One child writes an *o* while their partner takes the role of "teacher" and watches and supports (e.g., checks start and finish points and that the pencil stays on the paper). They change roles and continue.

Before the next lesson

- Refer to the next lesson and check that you are familiar with the procedure for teaching spellings.





Objectives

- To give descriptions ("There is …"/"There are …")
- To read the numbers *1–15*
- To read words (to blend sounds in CVC words)
- To write words (to segment and write sounds)
- To spell the words *is, and, there, are*

Materials

- *Student's Book* pages 64 and 65
- *Activity Book* page 45 and *Spelling* (*Activity Book* page 84)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say (give descriptions),
- count (*1–15*),
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Give descriptions.

Get children to remember some of the items that were in Hassan's room (on page 63 of the *Student's Book*). Remind them that Hassan had a cupboard in his room.

Get children to look at the picture at the bottom of page 64 of the *Student's Book*. Explain that Hassan and Sam are looking in the toy cupboard in Hassan's room. Get children to name as many items in the toy cupboard as they can.

Read the text in the speech bubbles and help children notice that we use "There is …" for one object and "There are …" for more than one object. Use the title of the rhyme "There are 10 in the bed" to add to your explanation. Point to different things in the classroom and get the class to say, "There is …" or "There are …"

Do a group quiz. Name an item in the cupboard, for example, "book." Give all of the groups some time to decide if it is "There is …" or "There are …" Nominate a group to give the description "There are five books." If the group answers correctly, award them two points. Continue with different items in the cupboard and extend the quiz to items in the classroom if necessary. At the end of the quiz, count up the points and congratulate the winning group.

3. Count.

Write the numbers *1–15* on the board. As you write them, say the numbers and get the class to repeat.

Point to the numbers *11–15* and practice saying them with the class. The "teens" are particularly challenging for children and they will need plenty of time and encouragement at this stage.

Ask children to look at the left side of page 65 in the *Student's Book*. Say the numbers in order from *1–15* and get children to listen and point to the beads. While you are doing this, move around and check that children are pointing to the correct numbers.

Say numbers randomly and get children to point to the correct bead.

Organize children into pairs. One child says points to a number and their partner must try to say it. Get children to change roles.

4. Write.

Ask children to look at page 45 of the *Activity Book*. Quickly draw a row of three squares on the board. Direct the class to the first set of three balloons and demonstrate segmenting and writing sounds:

- Get children to name the picture in the first balloon, "bed." Break the word into sounds focusing on the initial sound. Write the letter *b* in the first square.
- Do the same with the picture in the second balloon, "ant," and write *a* in the second square.
- Do the same with the picture in the third balloon, "goat," and write *g* in the third square.

Point to the three letters in the box. Say the sounds "/b/, /a/, /g/" and then blend them together to say, "bag."

Check that children are ready to write and let them complete the activity. Children should write and read the words *bag, rat, pan,* and *tap*.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 84). Explain that children will learn four words each week and that they will have a spelling test on the last day of each week.

The Unit 11 spelling words are *is, and, there, are*. Write these words on the board and read them with the class. While the words are on the board, get children to look at pages 64 and 65 in their Student's Book and find them. (**Note**: The word "there" is on page 64 with a capital *t* – you may need to explain this quickly, but only if asked why *T* is like this, by saying that it is a "big" letter *t* – a capital – because it is the first letter in a sentence.)

Demonstrate the procedure for learning to spell the words:

- Look at the first word (*is*).
- Say the word, "is."
- Cover the word with your hand.
- Write the word in the "Write 1" column.
- Uncover the word and check the spelling.

Check children are ready to write and then get them to follow this procedure for each of the four words so that they complete the "Write 1" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

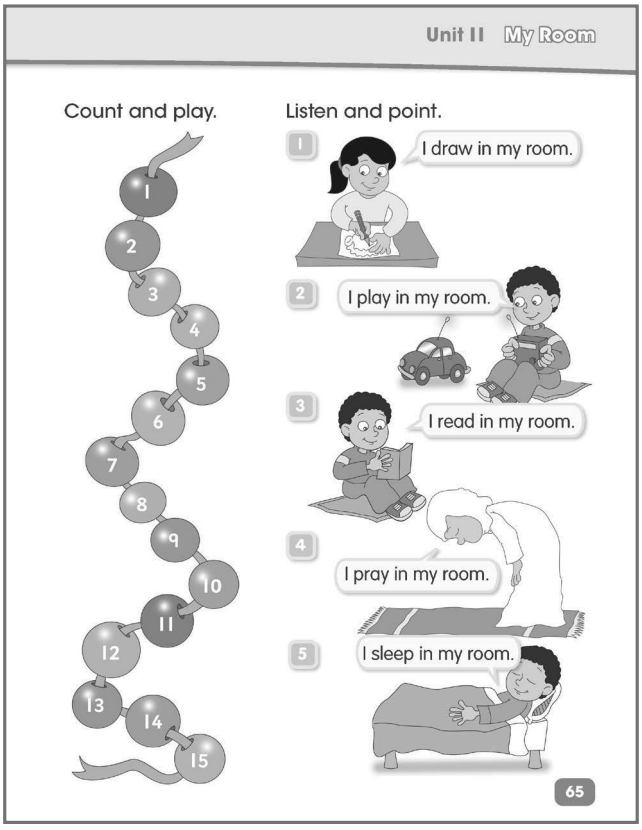
Additional

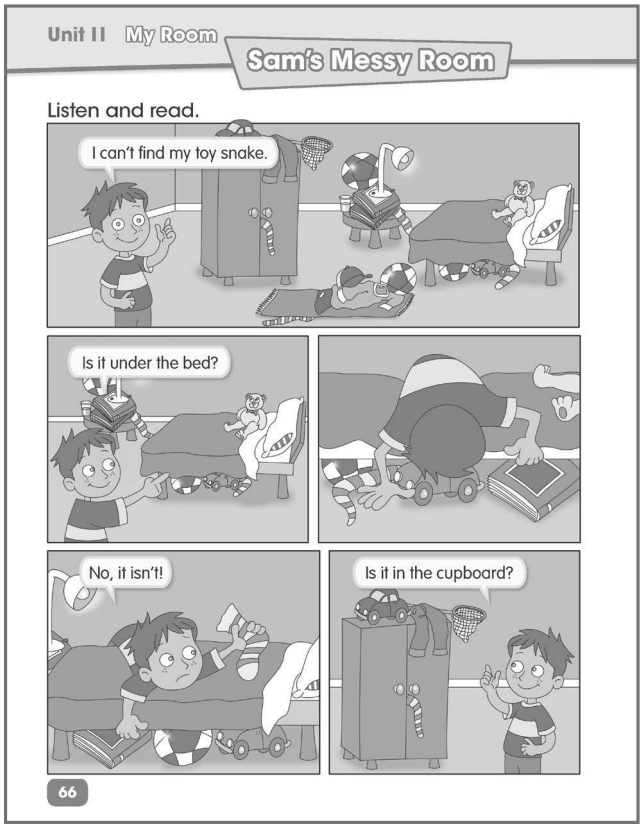
Extend

- Get the class to say the rhyme "There are 15 in the bed." It will follow the same pattern as Track 41, but counting backwards from 15.
- Play "More or less" to reinforce numbers *1–15*. There is a full description of this game in the Unit 11 Additional Activities notes (page 285).
- Let children color the pictures on page 45 of the *Activity Book*.

Support

- When doing the activity on page 45 of the *Activity Book*, organize children into pairs so they can support each other.





Objectives

- To listen to and read a story
- To describe actions
- To spell the words *is, and, there, are*

Materials

- *Student's Book* pages 65, 66, and 67
- *Spelling* (*Activity Book* page 84)
- *Handwriting Book* page 43 (see notes on page 159)
- Audio tracks 42 and 43

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board icons or drawings. For example, in this lesson, children will:

- say (describe actions),
- listen to a story ("Sam's Messy Room"),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say.

Tell the class to look at the pictures on the right side of page 65 of the *Student's Book*. Get them to tell you what the children are doing in each picture. Play Track 42 and tell children to listen and point to each picture.

Track 42: In my room
1. *I draw in my room.*
2. *I play in my room.*
3. *I read in my room.*
4. *I pray in my room.*
5. *I sleep in my room.*

Play Track 42 again, pausing after each line so children can repeat the sentence.

Say the sentence "I read in my room." Use actions to support children. Tell the class to hold up the same number of fingers as the picture (3). Continue until each picture has been described once or twice.

Do a group quiz. Say a number, e.g., "two." Give groups some time to find the corresponding picture on page 65 of the *Student's Book*. Nominate a group to say the sentence "I play in my room." Continue until each picture has been described two or three times.

Ask a few children, "What do you do in your room?" Help them give a personal response using the target language "I … in my room."

3. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 66 and 67 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening. Ask them to name some of the things they can see in Sam's room.

Read the title with the class and explain the word *messy* (untidy). Play Track 43 and encourage children to point and follow the pictures.

Track 43: Sam's Messy Room
I can't find my toy snake.
Is it under the bed?
No, it isn't!
Is it in the cupboard?
No, it isn't!
Is it on the table?
No, it isn't!
Is it under the mat?
Yes, it is!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you why Sam couldn't find his toy snake (his room is too messy). Find out if any children have messy rooms.

Use this opportunity to talk about reasons to keep rooms tidy, for example, we can find things more easily and it is safer when things are not on the floor. Find out who tidies their room at home and talk about taking responsibility for keeping their own room tidy. You may want to extend this idea to keeping the classroom, school and wider environment tidy and clean.

4. Spell.

Tell the class to look at *Spelling* (*Activity Book* page 84). Get them to tell you the Unit 11 spelling words (*is, and, there, are*). Check that children are ready to write and get them to write each word in the next column by following the procedure below:
- Look at the first word.
- Say the word.
- Cover the word.
- Write the word in the "Write 2" column.
- Uncover the word and check.

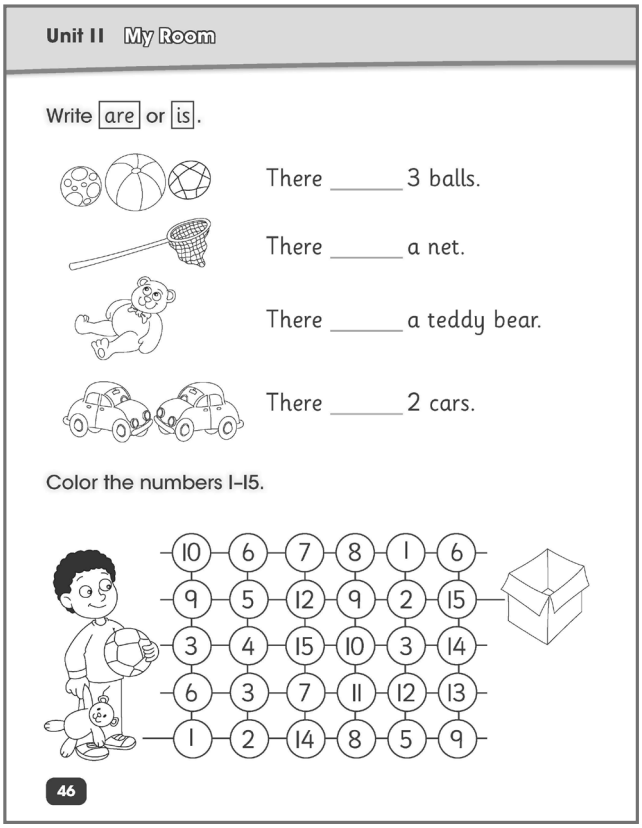
5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend
- Organize children into pairs. One child describes an action on page 65 of the *Student's Book* and their partner responds with the number. Get children to change roles.

Support
- When children are doing the activity on page 65 of the *Student's Book*, develop actions to support *draw, play, read, pray,* and *sleep*.
- Play the story (Track 43) again. Pause after each line and get children to repeat the story.


Unit II My Room

Write are or is.

There _____ 3 balls.

There _____ a net.

There _____ a teddy bear.

There _____ 2 cars.

Color the numbers 1–15.

46

Objectives

- To listen to and say a chant
- To read the numbers *1–15*
- To read words (furniture)
- To write the words *is, are*
- To spell the words *is, and, there, are*

Materials

- *Activity Book* page 46 and *Spelling* (*Activity Book* page 84)
- Audio track 41
- Picture cards (*bed, lamp, cupboard, mat, table*)
- Word cards (*bed, lamp, cupboard, mat, table*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (furniture words),
- write (words),
- color (numbers),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (furniture words).

Hold up the picture cards and get children to name them. Do the same with the word cards.

Distribute the eight cards to different groups in the class. Give some TPR instructions for using the furniture words, for example, "Beds, stand up. Cupboards, touch your nose. Lamps, pick up a book."

Ask ten children to stand at the front of the class and give them the picture cards and word cards. Ask them to find their partner and hold up their cards. Get the class to check that they have matched their cards correctly.

3. Write (*is, are*).

Play Track 41 ("There are 10 in the bed"). Get children to join in with the words and the actions. Help children remember that we use "there is" for one object and "there are" for more than one.

Write *is* and *are* on the board and read them with the class. Put four books in a pile on the table. Point to them and write, "There _____ books." Read the sentence and get children to tell you the missing word. Model writing the word *are* in the sentence. Do a similar example with one object and *is*.

Get children to look at the top of page 46 of the *Activity Book*. Read the rubric with the class. Check children are ready to write and let them complete the sentences.

When they have finished, get some confident children to read out the sentences as you demonstrate writing them on the board. Let children check their work.

4. Color the numbers *1–15*.

Write the numbers *1–15* on the board. Get children to say the numbers as you write them.

Write, "11, 12, 13, __, __" on the board. Get the class to read the numbers and continue with "14" and "15." Do the same with other numbers from *1–15*.

Ask the class to look at the bottom of page 46 of the *Activity Book*. Tell children that Hassan is tidying his room and must put his toys in the toy box. Explain that Hassan must follow the numbers from 1 to 15 to get to the toy box. Show children how to start on number *1*, move along the line to number *2*, and up the line to number *3*. Let children continue the activity by themselves. Get them to color the numbers as they sequence them. When they have finished, let children compare and check their work in pairs.

5. Spell.

Tell the class to look at *Spelling* (*Activity Book* page 84). Get them to tell you the Unit 11 spelling words (*is, and, there, are*). Check that children are ready to write and get them to write each word in the next column by following the procedure below:

- Look at the first word.
- Say the word.
- Cover the word.
- Write the word in the "Write 3" column.
- Uncover the word and check.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

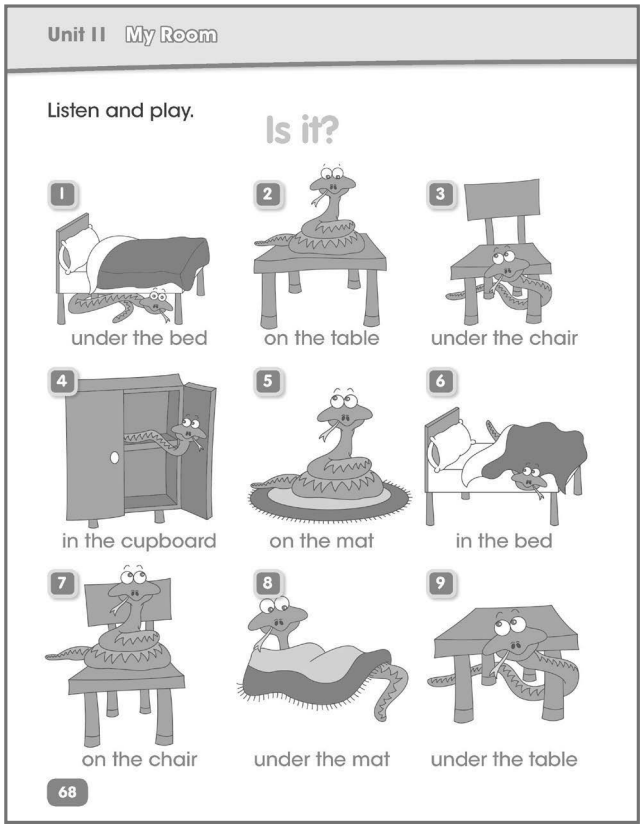
Additional

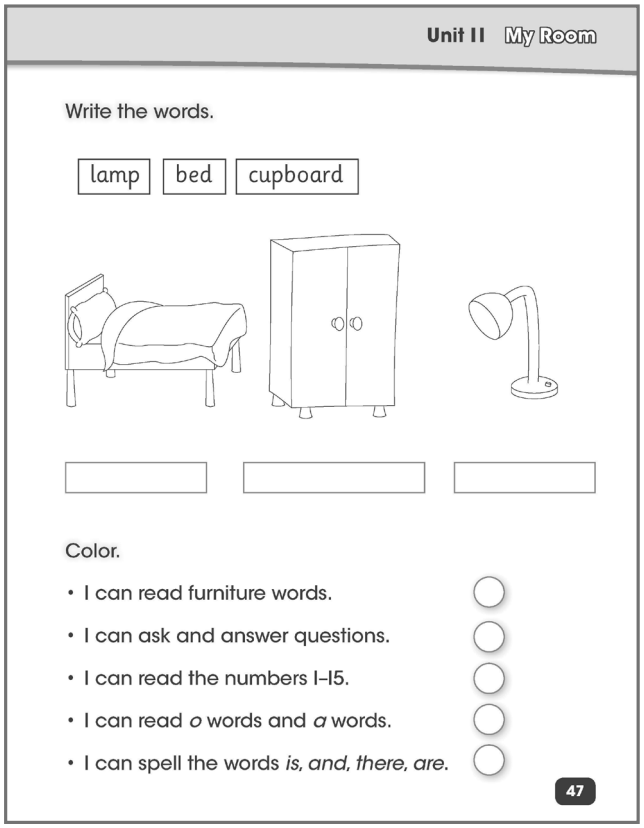
Extend

- Let children draw a picture of one, or more than one, object. Tell them to write a sentence describing their picture, for example, "There are two snakes." Children can copy spellings from their *Student's Books* and use the model sentences on page 46 of the *Activity Book*.

Support

- When doing the number activity on page 46 of the *Activity Book*, let children refer to the beads on page 65 of the *Student's Book*. You can also support children by letting them work with a partner.





Objectives

- To listen to and read a story
- To ask and answer questions ("Is it …?")
- To read the words *in, on, under*
- To write words (furniture)
- To spell the words *is, and, there, are*

Materials

- *Student's Book* page 68
- *Activity Book* page 47 and the *Spelling Tests* (*Activity Book* page 87)
- Audio track 43
- Picture cards (*bed, lamp, cupboard, mat, table*)
- Word cards (*bed, lamp, cupboard, mat, table*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (a story),
- play a game ("Five guesses"),
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and read.

Get children to look at the story on pages 66 and 67 of the *Student's Book*. Play Track 43. Get children to track the words with their fingers and join in with the words.

Ask the question "Is it under the bed?" Let children find the words in the story and respond with the number of the picture, "2." (**Note:** The pictures are not numbered and so children will need to count and follow the correct picture sequence. Continue with different questions and answers in the story.)

3. Play "Five guesses."

Ask the children to look at page 68 of the *Student's Book*. Tell children to look at picture 6. Ask them, "Is it in the cupboard?" Get children to respond, "No, it isn't." Continue until you say, "Is it in the bed?" and children respond, "Yes, it is." Repeat the activity with several pictures.

Demonstrate the game "Five guesses." Choose a picture number, for example, 8. Give the class five chances to guess your picture. If the class manages to describe the picture in five questions, they win a point, but if they don't, you win a point. For example,

Class: "Is it under the bed?"
Teacher: "No, it isn't."
Class: "Is it in the cupboard?"
Teacher: "No, it isn't."
Class: "Is it on the chair?"
Teacher: "No, it isn't."
Class: "Is it under the mat?"
Teacher: "Yes, it is. You win!"

Organize the class into pairs and tell them to play "Five guesses." Make sure children take turns and keep a record of their points.

4. Write.

Hold up the word cards one by one. Get children to read them and put them on the board. Point to the words randomly and get the class to read them.

Ask children to look at the top of page 47 on the *Activity Book*. Check that children are ready to write and tell them to write the words under the pictures. While they are writing, move around the class so you can monitor children's writing.

Help children check their work. Put the picture cards on the board and get children to put the word cards below each one.

5. Spell.

Help children to find the *Spelling Tests* page, (*Activity Book* page 87). Show them the Unit 11 box.

Check that children are ready to write. Say the first word, 'is." Let children write the word in the first row next to the number 1. Continue with the remaining three words, *and*, *there*, and *are*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their partner's spellings.

Extension note: You may wish to make a *Spell* poster to put up on the classroom wall for Units 11–19. On completion of each unit, you can write in the *Spell* words for the unit. Let children write the words on the poster, with each child taking a turn as the units progress to write in one word. Many of these words are not phonetically regular, and children need to learn them as whole units using their visual memory. The poster will become a useful classroom resource. You can encourage children to check spellings for themselves when they are not sure.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 47 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can read furniture words (e.g., word card activities, *Student's Book* page 63 and *Activity Book* page 47).
- I can ask and answer questions (e.g., *Student's Book* pages 66, 67, and 68).
- I can read the numbers 1–15 (e.g., *Student's Book* page 65 and *Activity Book* page 46).
- I can read *o* words and *a* words (e.g., *Activity Book* page 44 and page 45).
- I can spell the words *is, and, there, are* (e.g., *Spelling, Activity Book* page 84).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get children to draw the toy snake somewhere in the room on page 63 of their *Student's Book* and describe where it is. They can do this orally or by writing a phrase similar to those on page 68 of the *Student's Book*.

Support

- Support children when they write the furniture words on page 47 of the *Activity Book*. Get them to write the words in the air. Alternatively, organize children into pairs and get them to play "Feel the word." One child uses their finger to write a word on their partner's back. Their partner guesses the word, and then they change roles.

Before the next lesson

- The new words for Unit 12 are recorded as part of the *Sounds File* (Track 98).

Lesson 1

Use page 42. This activity reviews letters formed with ascending curves (*b, m, p* and *r*). Ask children to name the pictures and, for each picture, get them to tell you the sound of the initial letter. Get them to draw the letters in the air and show them how all these letters make a curve that goes up and over. Look at the dotted-line curves at the top of page 42. Get children to trace the line and remind them to keep their pencils on the paper.

This activity can be done as homework or in class. If you do it in class, you might like to get children to swap books with a partner and check each other's work or children can read out alternate words to each other. Monitor to check that they write the letters correctly.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

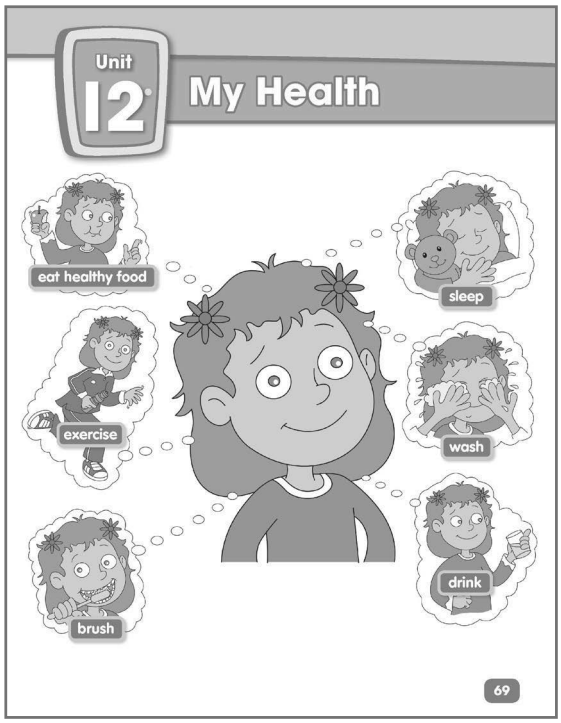
Lesson 3

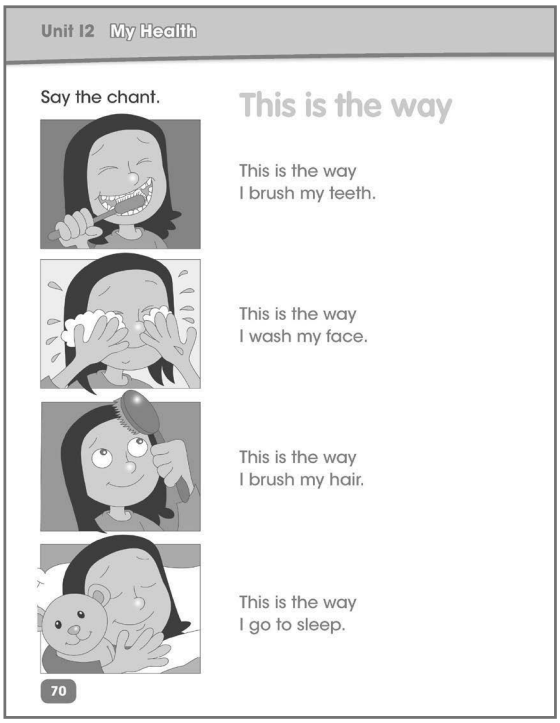
Use page 43. This activity reviews letters and words formed with counterclockwise circles (e.g., *a, c, d, o*). Ask children to name the pictures and, for each picture, get them to tell you the sound of the initial letter. Do the action for each letter. Get them to draw the letters in the air and show them how all these letters start at the top and go round (anticlockwise) and then go back to the beginning before finishing off the letter. Look at the dotted-line circles at the top of page 43. Get children to trace each one. Remind them to keep their pencils on the paper.

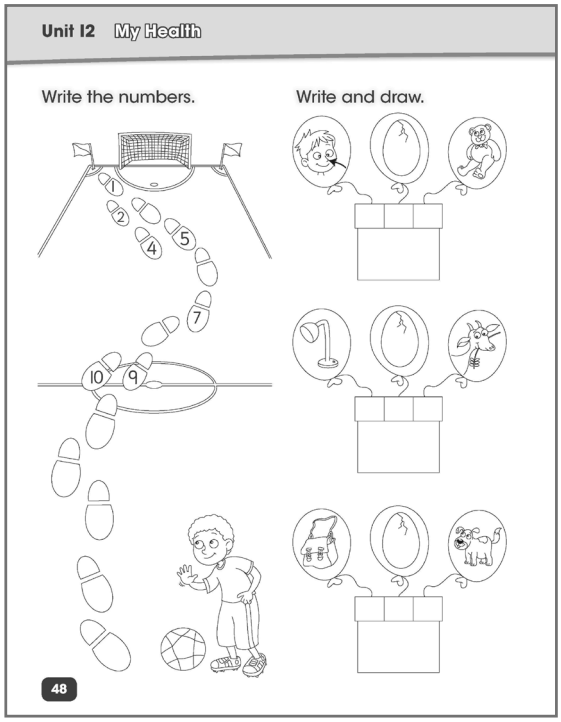
This activity can be done as homework or in class. If you do it in class, you might like to get children to swap books with a partner and check each other's work, or children can read out alternate words to each other. Monitor to check that they write the letters correctly.

If you are setting the activity for homework, remind children about the three steps for "Getting ready to write."

Unit 12 My Health







Objectives

- To listen to and say a rhyme
- To read words
- To write the numbers *1–15*

Materials

- *Student's Book* pages 69 and 70
- *Activity Book* page 48
- Audio track 44
- Picture cards (*brush, drink, eat healthy food, exercise, sleep, wash*)
- Word cards (*brush, drink, eat healthy food, exercise, sleep, wash*)

I. Circle Time

Hold up, or project, page 69 of the Student's Book and tell children they are going to start a unit called "My Health." Let them look at the picture of Mandy and guess the meaning of "health." Talk about how we stay healthy by discussing some of the following points with them.

- Talk about washing regularly and keeping clean.
- Talk about brushing our teeth.

- Talk about which foods are healthy to eat.
- Talk about which drinks are healthy to drink and about drinking enough.
- Talk about being active and different kinds of exercise.
- Talk about the importance of rest and sleep.
- Talk about the importance of playing with, and being with, friends.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- read,
- say a rhyme ("This is the way"),
- write numbers.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Get children to tell you how to stay healthy in their own language. When they suggest playing games or doing exercise, hold up the *exercise* picture card. Name it, get children to repeat the word, and put the picture card on the board. Do the same with the remaining picture cards.

Point to the picture cards and name them. As you do so, talk about the importance of brushing our teeth, washing, eating healthy food, drinking enough, doing exercise, and getting enough sleep.

Hold up the word cards one by one. Read them with the class and put them below the corresponding picture cards.

Point to different pairs of cards and get the class to name them.

3. Say a rhyme.

Tell the class to look at the pictures on page 70 of the *Student's Book*. Get children to tell you what Reem is doing in each picture.

Say, "brush my teeth" and get the class to do the action. Do the same for "wash my face," "brush my hair," and "go to sleep." Play Track 44. Get children to listen and do the actions.

Track 44: This is the way

This is the way I brush my teeth,
Brush my teeth, brush my teeth,
This is the way I brush my teeth,
Early in the morning.

This is the way I wash my face,
Wash my face, wash my face,
This is the way I wash my face,
Early in the morning.

This is the way I brush my hair,
Brush my hair, brush my hair,
This is the way I brush my hair,
Early in the morning.

This is the way I go to sleep,
Go to sleep, go to sleep,
This is the way I go to sleep,
Early in the evening.

Play Track 44 again and encourage children to join in with the words as they do the actions.

4. Write.

Write the numbers *1–15* on the board, making sure you model number formation correctly. As you do so, get children to say the numbers.

Demonstrate how to write the numbers *11–15* on the board. Get children to write the numbers *11–15* in the air and on their desks using their fingers.

Tell the class to look at the activity on the left side of page 48 of the *Activity Book*. Explain that Hassan is keeping healthy by playing soccer. Get children to write the missing numbers on the footsteps. While they are writing, move around the class so you can support and monitor children.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

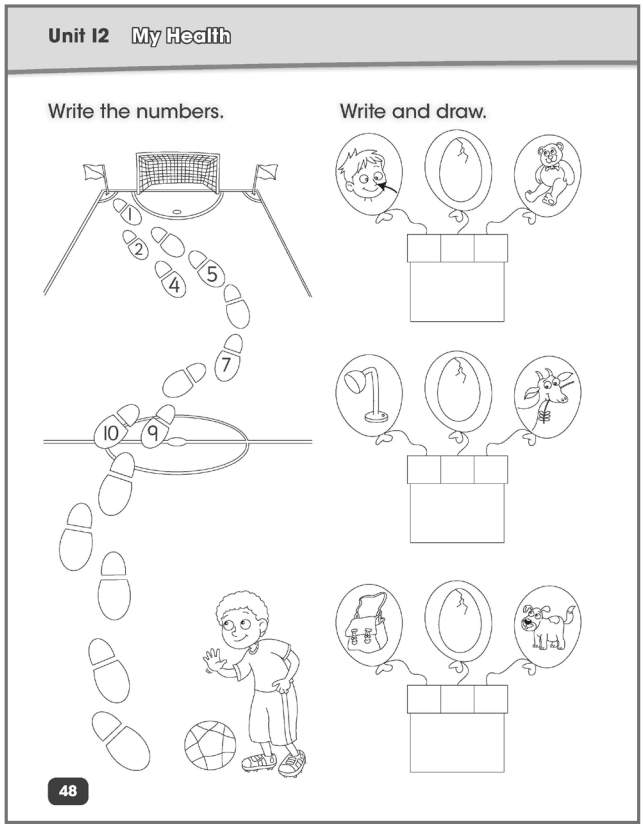
Additional

Extend

- Help the class make up more verses to the rhyme "This is the way." For example, "This is the way I do exercise." and "This is the way I eat an apple."
- Play "More or less" to reinforce numbers *1–15*. There is a full description of this game in the Unit 11 *Additional Activities*, page 285.
- Let children color the picture on the left side of page 48 of the *Activity Book*.

Support

- When writing numbers on page 48 of the *Activity Book*, let children work with a partner.
- Organize children into pairs. One child draws a number from *1–15* on their partner's back. Their partner must guess the number. Make sure children change roles.



Objectives

- To read words
- To write words
- To spell the words *he, she, you, they*

Materials

- *Student's Book* page 71
- *Activity Book* page 48 and *Spelling* (*Activity Book* page 84)
- *Handwriting Book* page 44 (see notes on page 170)
- Audio track 45
- Picture cards (*brush, drink, eat healthy food, exercise, sleep, wash*)
- Word cards (*brush, drink, eat healthy food, exercise, sleep, wash*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write,
- read,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write.

Get children to look at the activity on the right side of page 48 of the *Activity Book*. If necessary, demonstrate the activity. Children have to look at the pictures in the balloons and write the initial sounds in the squares. Then they have to blend the three sounds into a word and draw the item in the box (see teaching notes for this activity in Unit 11, Lesson 2, Activity 4).

Check children are ready to write and let them complete the activity. Children should write and read the words *net, leg,* and *bed*.

When children have finished, read the three words with the class and help them notice that each word has a short *e* sound in the middle.

3. Read.

Hold up the picture cards one by one and get children to name them. Put the picture cards on the board. Do the same with the word cards.

Play "What's wrong?" Get children to close their eyes. Mix up some of the picture cards and word cards. Let children open their eyes. Invite a pair of confident children to rearrange the picture cards and word cards so they match again. See if the class agrees. Do this several times.

Ask the class to look at page 71 of the *Student's Book*. Explain that Hassan is collecting information about how healthy people are. Get children to name the characters in the pictures (Kiko, Velvet, an ant, a bee, a snake, and Sam). Play Track 45 and get children to listen and track the text with their finger.

Track 45: Are you healthy?

1. *Hassan:* *Do you wash?*
   Kiko: *Yes, I do.*
2. *Hassan:* *Do you sleep?*
   Velvet: *Yes, I do.*
3. *Hassan:* *Do you eat healthy food?*
   Ant: *No, I don't.*
4. *Hassan:* *Do you brush your teeth?*
   Bee: *No, I don't.*
5. *Hassan:* *Do you exercise?*
   Snake: *No, I don't.*
6. *Hassan:* *Do you play with your friends?*
   Sam: *Yes, I do.*

Get children to tell you who was healthy (Kiko, Velvet, and Sam) and who was unhealthy (ant, bee, and snake).

Organize the class into two halves. Tell one half to play the role of Hassan and the other half to play the role of the characters. Play Track 45 again, pausing the recording if necessary, so children can repeat their lines. Get children to swap roles and do the same again.

Ask, "Do you eat healthy food?' Get children to look at page 71 of the *Student's Book* and respond with the picture number, "three." Do the same with the other pictures. Invite some confident children to take the role of the teacher and ask a question.

4. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 84).

The Unit 12 spelling words are *he, she, you, they*. Write these words on the board and read them with the class. Demonstrate the procedure for learning the words:

- Look at the first word (*he*).
- Say the word, "he."
- Cover the word with your hand.
- Write the word in the "Write 1" column.
- Uncover the word and check the spelling.

Check children are ready to write and then get them to follow this procedure for each of the four words so that they complete the first column.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

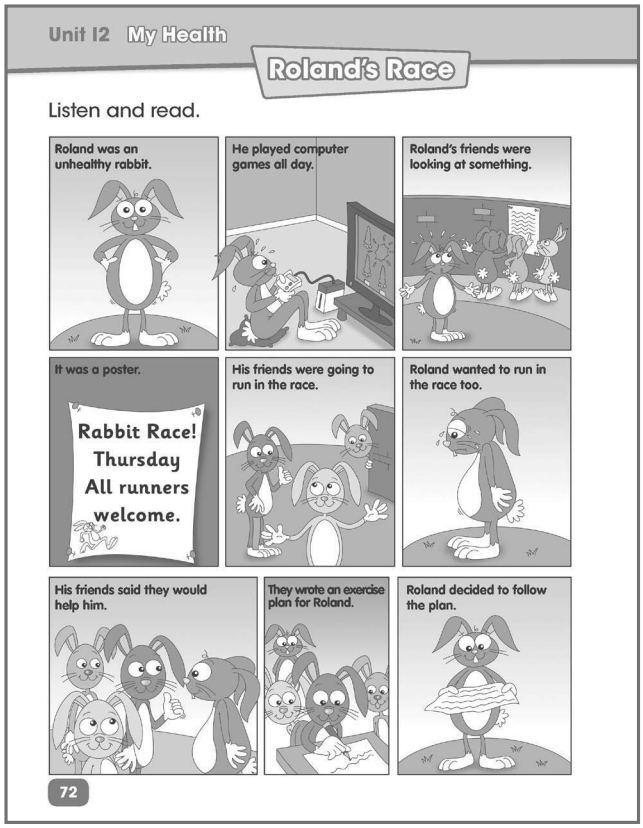
Additional

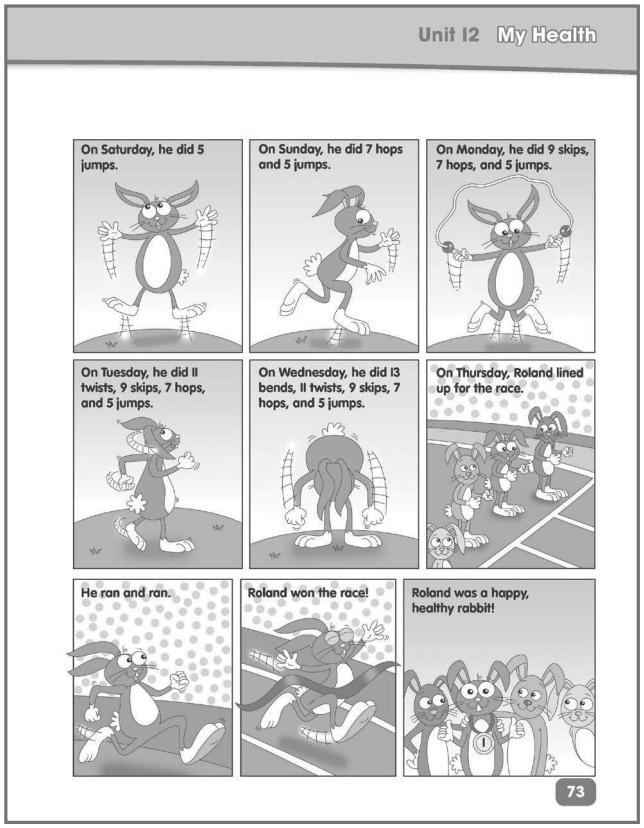
Extend

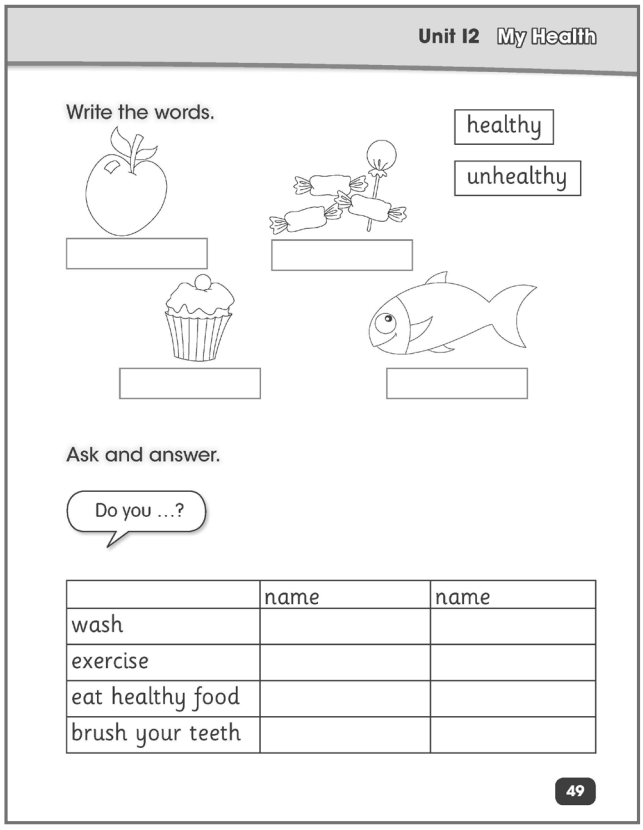
- Organize children into pairs. One child says a picture number on page 71 of the *Student's Book*, e.g., "four." Their partner must find the picture and ask the question, e.g., "Do you brush your teeth?" Get children to change roles and continue.

Support

- When doing the activity on the right side of page 48 of the *Activity Book*, organize children into pairs so they can support each other.
- Put the spelling words (*he, she, you, they*) in sentences to help children understand their meaning and usage.







Objectives

- To listen to and read a story
- To write words
- To spell the words *he, she, you, they*

Materials

- *Student's Book* pages 72 and 73
- *Activity Book* page 49 and *Spelling* (*Activity Book* page 84)
- Audio track 46

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write,
- listen to a story ("Roland's Race"),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write.

Write the words *healthy* and *unhealthy* on the board and read them with the class. Spend some time talking about which foods are healthy and which foods are unhealthy (if too many are eaten) and why. Let children give some examples of healthy and unhealthy foods in their own language.

Get the class to look at the activity at the top of page 49 of the *Activity Book*. Get the children to name the foods.

Check that children are ready to write. Get them to copy the word *healthy* or *unhealthy* under each picture. While they are working, move around the class so you can support and monitor children's writing.

3. Listen and read.

Tell the class they are going to listen to a story. Get them to look at page 72 and 73 of the *Student's Book*. Give them some time to look at the pictures and guess what is happening.

Read the title with the class and explain the word *race*. Play Track 46 and encourage children to point and follow the pictures.

Track 46: Roland's Race
Roland was an unhealthy rabbit.
He played computer games all day.
Roland's friends were looking at something.
It was a poster.
It said, "Rabbit Race! Thursday. All runners welcome."
His friends were going to run in the race.
Roland wanted to run in the race too.
His friends said they would help him.
They wrote an exercise plan for Roland.
Roland decided to follow the plan.
On Saturday, he did 5 jumps.
On Sunday, he did 7 hops, and 5 jumps.
On Monday, he did 9 skips, 7 hops, and 5 jumps.
On Tuesday, he did 11 twists, 9 skips, 7 hops, and 5 jumps.
On Wednesday, he did 13 bends, 11 twists, 9 skips, 7 hops, and 5 jumps.
On Thursday, Roland lined up for the race.
He ran and ran.
Roland won the race!
Roland was a happy, healthy rabbit!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Find out if any children have run in a race.

Get children to tell you why Roland was unhealthy (he didn't do any exercise). Use this opportunity to talk about keeping fit and doing exercise. Explain that all exercise is good, from walking to playing soccer.

Play Track 46 again. Encourage children to join in with the repetitive parts of the story when Roland follows his exercise plan.

4. Spell.

Tell the class to look at *Spelling* (*Activity Book* page 84). Ask children to tell you the Unit 12 spelling words, (*he, she, you, they*). Check that they are ready to write and get them to write each word in the next column by following the procedure below:

- Look at the first word.
- Say the word.
- Cover the word.
- Write the word in the "Write 2" column.
- Uncover the word and check.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

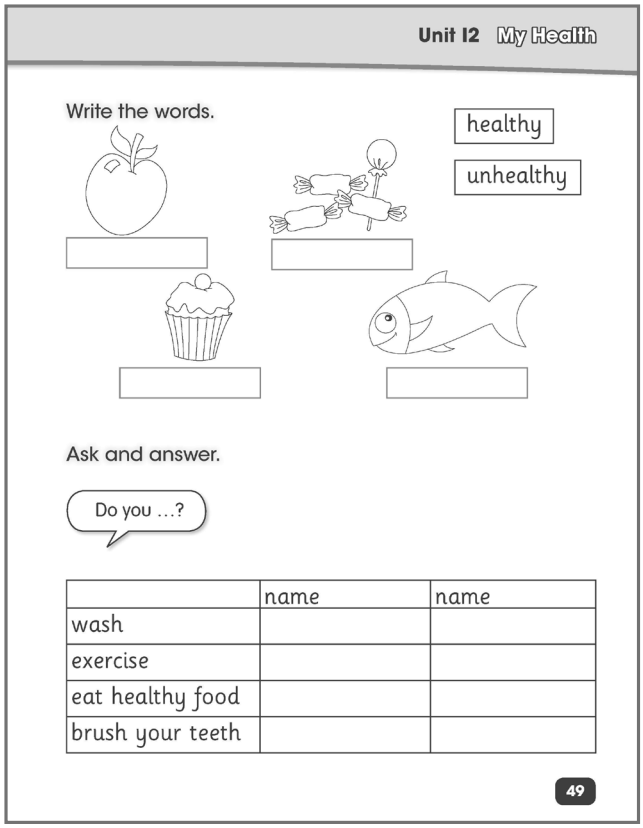
Additional

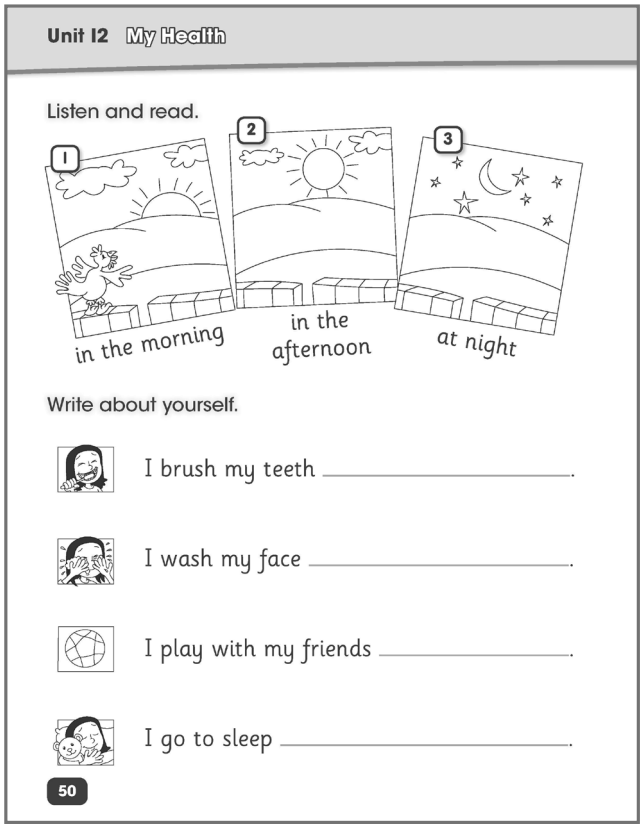
Extend

- Get children to make a list of healthy and unhealthy foods. Children can look back at Unit 6 of their *Student's Book*.
- Give different exercise plans to the class and get them to do the actions. For example, "4 skips, 15 jumps, 3 bends."

Support

- When doing the activity at the top of page 49, put a check mark next to the word *healthy* on the board and a cross next to the word *unhealthy*. For children who are not able to write these words, get them to put an *X* or a check mark under each picture.





Objectives

- To ask and answer questions
- To read phrases
- To write phrases
- To spell the words *he, she, you, they*

Materials

- *Student's Book* page 71
- *Activity Book* pages 49 and 50 and *Spelling* (*Activity Book* page 84)
- *Handwriting Book* page 45 (see notes on page 170)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say (ask and answer),
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Ask and answer questions.

Get children to look at page 71 of the *Student's Book*. Say a picture number, for example, "five." Get children to tell you the question "Do you exercise?" Continue until all of the questions have been covered.

Ask a few confident children questions from page 71 of the *Student's Book*. For example, "Do you exercise?" Let them give a personal response.

Copy, or project, the table on page 49 of the *Activity Book* onto the board. Choose a confident child to help you demonstrate the activity. Write the child's name in one of the two boxes at the top of the table. Ask the child, "Do you wash?" If they respond, "Yes, I do," then put a check mark under their name. Continue asking questions and completing the table for the child.

Get the class to choose two friends in their group and complete their tables by asking and answering questions. If children are not able to write the names of their friends in this activity, get children either to write the numbers *1, 2, 3,* or to draw their faces.

When they have finished, ask, "Does … exercise?" Get them to look at their table and tell you, "Yes" or, "No."

3. Write (phrases).

Ask children to look at the three pictures on page 50 of the *Activity Book*. Encourage them to tell you what time of day each picture shows.

Read the first phrase, "in the morning," and get children to track the words with their fingers. Do the same with pictures 2 and 3. Find out what children do in the morning, in the afternoon, and at night.

Say a phrase and get children to hold up the same number of fingers as the picture. For example, when you say, "at night," the children hold up three fingers.

Get children to look at the activity at the bottom of the page. Read the sentences with the class. Tell children to think about themselves and write one of the phrases from the top of the page on each line. While they are writing, move around the class and offer support and encouragement to children.

When they have finished, invite some confident children to read one of their lines to the class.

4. Spell.

Tell the class to look at *Spelling* (*Activity Book* page 84). Get them to tell you the Unit 12 spelling words (*he, she, you, they*). Check that children are ready to write and get them to write each word in the next column by following the procedure below:

- Look at the first word.
- Say the word.
- Cover the word.
- Write the word in the "Write 3" column.
- Uncover the word and check.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

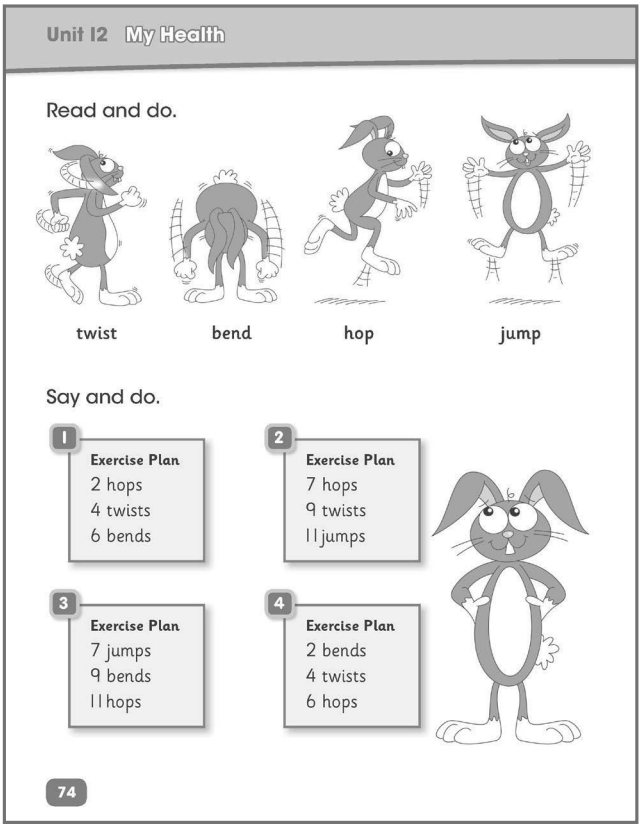
Additional

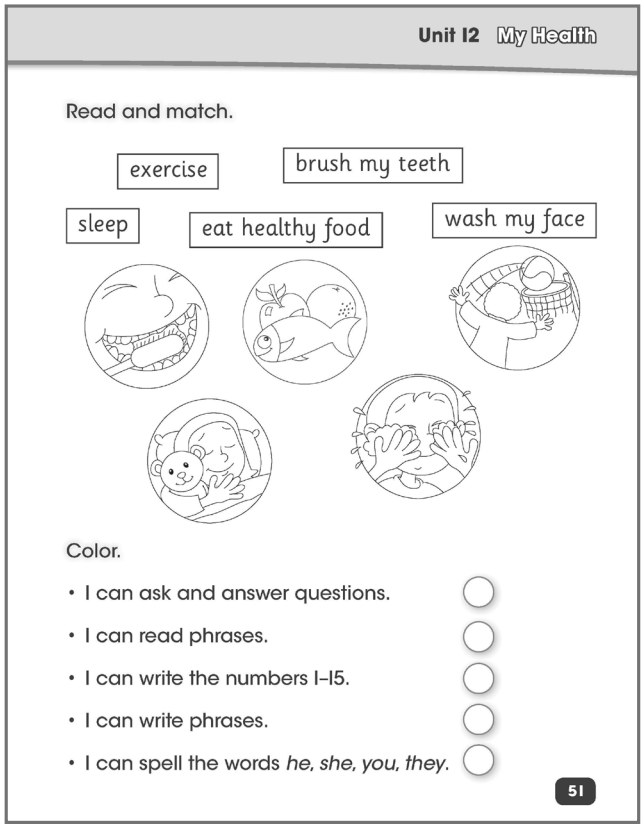
Extend

- Get children to do a "Question mingle." Remind children of the questions on page 71 of the *Student's Book*. Tell children to stand up and get them to walk around asking some of the questions to other children.

Support

- Before getting children to remember the questions on page 71 of the *Student's Book*, play Track 45 to remind children of the target language.





Objectives

- To listen to and read a story
- To say a rhyme
- To read words
- To read phrases
- To spell the words *he, she, you, they*

Materials

- *Student's Book* page 74
- *Activity Book* page 51 and *Spelling Tests* (*Activity Book* page 87)
- Audio tracks 44 and 46
- Word cards (*brush, drink, eat healthy food, exercise, sleep, wash*)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (a story),
- say a rhyme,
- read (phrases),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read and do.

Get children to look at the story on pages 72 and 73 of the *Student's Book*. Get the class to tell you which exercises Roland did on his exercise plan. Get children to hop, jump, skip, twist, and bend. Play Track 46 again. Encourage children to do the same exercises as Roland.

Tell the class to look at the activity at the top of page 74 of the *Student's Book*. Read the words with the children.

Get children to look at the bottom of page 74. Read an exercise plan, for example, "2 bends, 4 twists, 6 hops." Get children to say the number of the plan (4).

Organize children into pairs. One child says the number of an exercise plan and their partner reads it and does the actions. Get children to change roles.

3. Say a rhyme.

Play Track 44 ("This is the way") and get children to join in with the words and actions.

4. Read and match.

Hold up the word cards (*brush, drink, eat healthy food, exercise, sleep, wash*) one by one and get children to read them. Put the cards on the board. Point to the words randomly and get the class to read them. Point to each word and put it in a sentence, e.g., "I brush my teeth."

Ask children to look at the top of page 51 in the *Activity Book*. Check that children are ready to write and tell them to draw a line from the words to the pictures.

Get children to check their work by comparing their books with a friend.

5. Spell.

Help children to find *Spelling Tests* (*Activity Book* page 87). Show them the Unit 12 box.

Check that children are ready to write. Say the first word, "he." Let children write the word in the first row next to the number 1. Continue with the remaining three words, *she, you,* and *they*.

You may wish to collect the books and correct them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and correct their partner's spellings.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 51 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can ask and answer questions (e.g., *Student's Book* page 71 and *Activity Book* page 49).
- I can read phrases (e.g., *Activity Book* pages 50 and page 51).
- I can write numbers *1–15* (e.g., *Activity Book* page 48).
- I can write phrases (e.g., *Activity Book* page 50).
- I can spell the words *he, she, you, they* (e.g., *Spelling, Activity Book* page 84).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get children to find examples of the spelling words (*he, she, you, they*) in the *Student's Book*.
- Get children to write a number, from *1–15*, on their partner's back using their finger. Their partner must guess the number.

Before the next lesson

- Make sure you are familiar with the shape and formation of the capital letters A–F on page 52 of the *Activity Book*.
- The new words for Unit 13 are recorded as part of the *Sounds File* (Track 99).

Lesson 2

Use page 44. This activity reviews letters *v, w, u, k, x* and numbers 7–15.

If you do the first part of this activity in class, get the children to start by writing the five letters on the left of the page. Use this as a check to see if the class remembers the three steps for "Getting ready to write":

- Sit correctly
- Hold the pencil correctly
- Position the book correctly

Do not prompt the class this time, rather see if they do it naturally. If not, you will need to remind them. Monitor as they write the letters and check that they are starting at the black dot, following the arrow and ending at the white dot.

You might like to set the second part of the activity for homework. Remind children that they should count as they write each letter and also that they should count again when they have finished to check they have written the correct number.

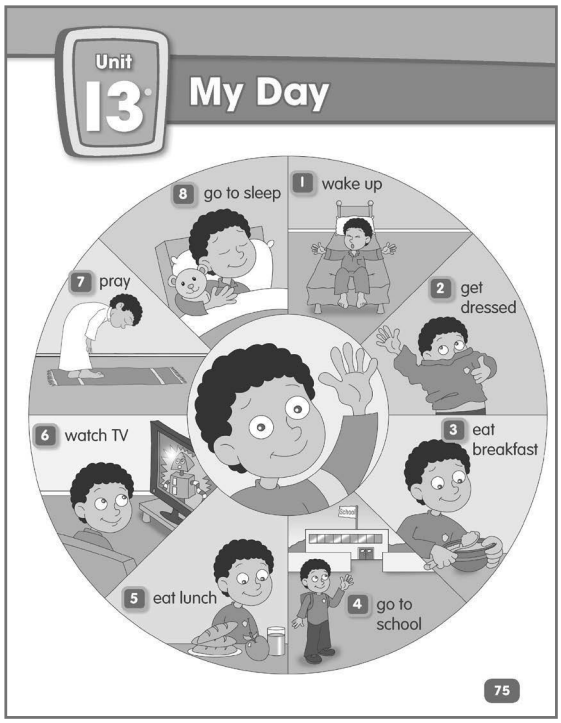
Lesson 4

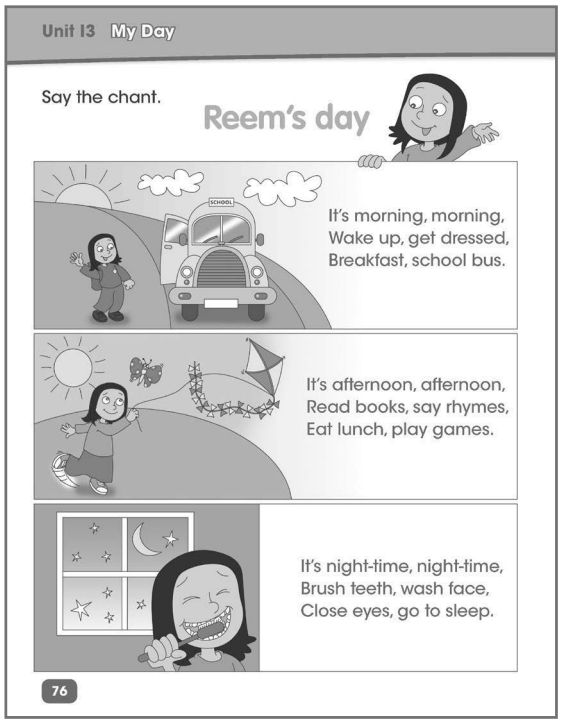
Use page 45. Write the words *fan, van, pan* and *man* on the board. Ask the children to say what is the same about the words (each ends in *~an*). Ask children what is different (the initial letter sound). Get children to tell you the initial letter for each word.

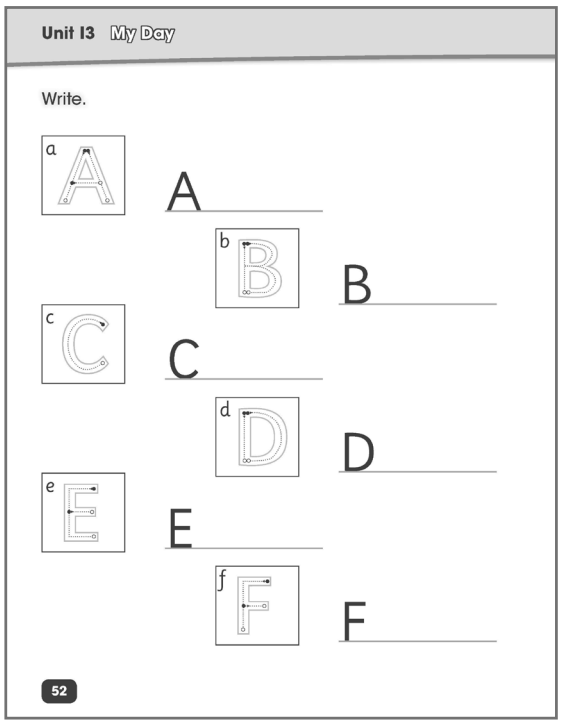
Demonstrate blending the sounds and reading the words with the class. For example, get children to look at the word under the first picture. Say the sounds "/f/, /a/, /n/" and then blend them together to say, "fan." Give children some time to say the other words on the page in pairs. Check with the class.

Check that children are ready to write and let them write the words below each picture. If they are doing this at home, remind them to look back at their books if they are not sure about how to write a letter.

Unit 13 My Day







Objectives

- To listen to and understand descriptions
- To listen to and say a rhyme
- To talk about daily activities
- To write capital letters *A–F*

Materials

- *Student's Book* pages 75 and 76
- *Activity Book* page 52
- Audio tracks 47 and 48

I. Circle Time

Hold up page 75 of the *Student's Book* and tell children they are going to start a unit called "My Day." Discuss some of the following points with them:

- Talk about things they do in the morning, in the afternoon, and at night.
- Talk about which activities they do every day.
- Talk about the different days of the week and the different things they do on school days and the weekend.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- listen (description),
- say a rhyme ("Reem's day"),
- write capital letters (*A–F*).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen to and understand a description.

Get children to look at page 75 of the *Student's Book*. Explain that Hassan is describing what he does every day. Get children to look at the different pictures and name some of the things Hassan does.

Get children to look at picture 1 and read the text with the class, "wake up." Do the same with all of the pictures and get children to follow in their books.

Play Track 47 and get children to listen and point to each picture. As they listen, move around the class and help children point to the correct picture.

Track 47: Hassan's day
In the morning, I wake up, I get dressed, and I eat my breakfast.
Then I go to school. I finish school in the afternoon.
When I get home, I eat my lunch and watch a little TV.
At night, I pray and I go to sleep.

Describe one of Hassan's daily activities and get the class to respond with the corresponding picture. For example, say, "get dressed" and let the class respond with, "two."

3. Say a rhyme.

Ask children to look at the pictures on page 76 of the *Student's Book*. Help children describe what Reem is doing in each picture and what time of day it is. Get children to think of different things they do in the morning, afternoon and at night.

Play Track 48. While children listen, demonstrate some actions. For example, yawn and stretch for "wake up" and tie shoelaces for "get dressed," and so on.

Track 48: Reem's day
It's morning, morning,
[Repeat]
Wake up, get dressed,
[Repeat]
Breakfast, school bus.
[Repeat]

It's afternoon, afternoon,
[Repeat]
Read books, say rhymes,
[Repeat]
Eat lunch, play games.
[Repeat]

It's night-time, night-time,
[Repeat]
Brush teeth, wash face,
[Repeat]
Close eyes, go to sleep.
[Repeat]

Explain that breakfast is the meal we have in the morning and lunch is the meal we have in the early afternoon.

Play the rhyme again and get children to join in with the repeated lines and actions when they feel ready to do so.

4. Write.

Get children to look at page 52 of the *Activity Book*. Tell children that every letter in the alphabet has a big "capital" letter. Get children to find examples of capital letters in their books. Again, help them notice that capital letters:

- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

You may want to give a simple explanation of a sentence as "a group of words that make sense. A sentence starts with a capital letter and ends with a period."

Get children to draw each capital letter from *A–F* in the air and on their desk using their index fingers. Check that children are ready to write and let them complete the capital letters *A–F* on page 52. They should write two or three letters on each line.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

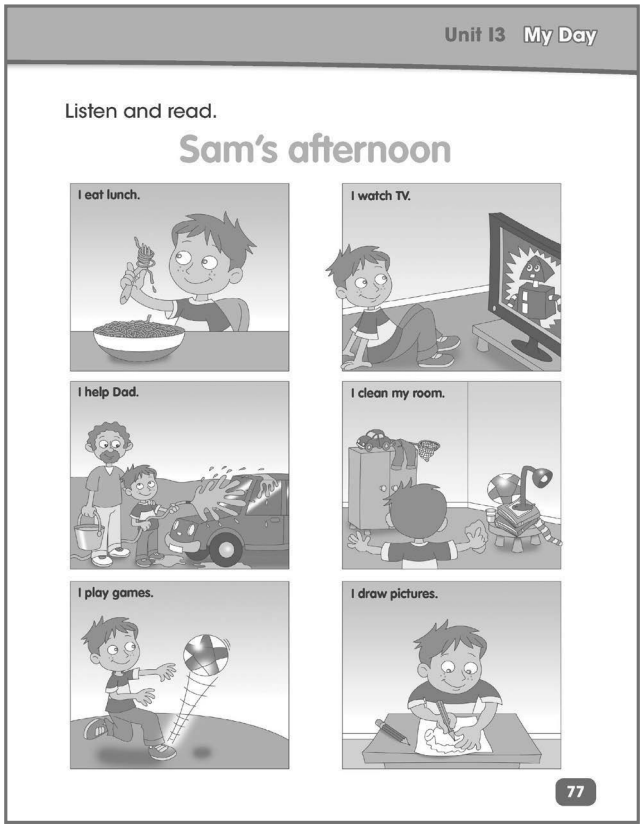
Additional

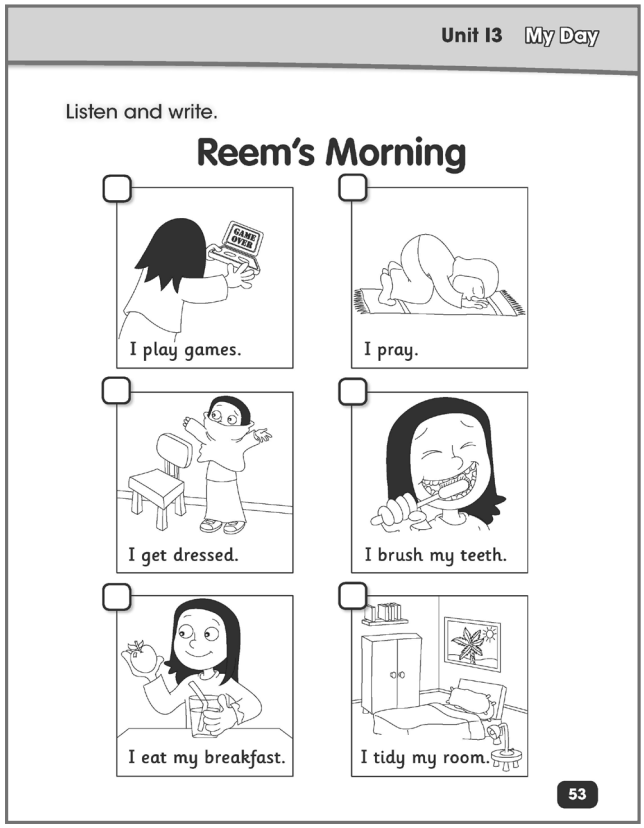
Extend

- Get children to think of the names of children in the class that start with the capital letters *A*–*F*.

Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a capital letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.





Objectives

- To listen to and understand descriptions
- To listen to and sequence events
- To read words and phrases
- To write words (segment and write sounds)
- To spell the words *but, like, can, can't*

Materials

- *Student's Book* page 77
- *Activity Book* page 53 and *Spelling* (*Activity Book* page 84)
- *Handwriting Book* page 46
- Audio tracks 49 and 50
- Picture cards (*wake up, get dressed, go to school, play, watch TV, read*)
- Word cards (*wake up, get dressed, go to school, play, watch TV, read*)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read,
- write,
- listen,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Hold up the picture card of the boy waking up and say, "wake up." Get children to repeat and act out the action. Do the same with the remaining picture cards and put them on the board. Point to different picture cards and get children to call out the matching action.

Hold up the word card *watch TV* and help children read it. Put it below the corresponding picture card. Do the same with the remaining word cards.

Play "What's wrong?" Get the class to close their eyes. Change the position of some of the picture and word cards. Get children to open their eyes and ask, "What's wrong?" Invite a pair of children to rearrange the cards so they match. Do this several times.

3. Listen and read.

Organize children into groups. Hold up, or project, page 77 of the *Student's Book*. Point to a picture and get a group to tell you what Sam is doing. Do this with all of the pictures.

Tell children to look at page 77 of the *Student's Book*. Play Track 49 and get them to listen and track the words with their finger.

Track 49: Sam's Afternoon
I eat lunch.
I watch TV.
I help Dad.
I clean my room.
I play games.
I draw pictures.

4. Listen and write.

Get children to look at page 53 of the *Activity Book*. Tell children that the pictures show what Reem does in the morning on the weekend. Explain that the pictures are jumbled up. Play Track 50 and get children to number the pictures.

Track 50: Reem's Morning
1. *I get dressed.*
2. *I pray.*
3. *I eat my breakfast.*
4. *I brush my teeth.*
5. *I tidy my room.*
6. *I play games.*

When they have finished numbering the pictures, help children check their work. Read a sentence and let the class call out the number of the picture.

Do a group quiz. Say a picture number, for example, "four." Nominate a group to say the sentence "I brush my teeth." Award a point to the group if they read the sentence correctly. Continue until each picture has been described two or three times. Keep a record of points on the board and congratulate the winning group at the end of the activity.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 84).

The Unit 13 spelling words are *but, like, can, can't*. Write these words on the board and read them with the class. Demonstrate the procedure for learning the words:
- Look at the first word, *but*.
- Say the word, "but."
- Cover the word with your hand.
- Write the word in the "Write 1" column.
- Uncover the word and check the spelling.

Check that children are ready to write and then get them to follow this procedure for each of the four words so that they complete the first column.

6. Circle Time

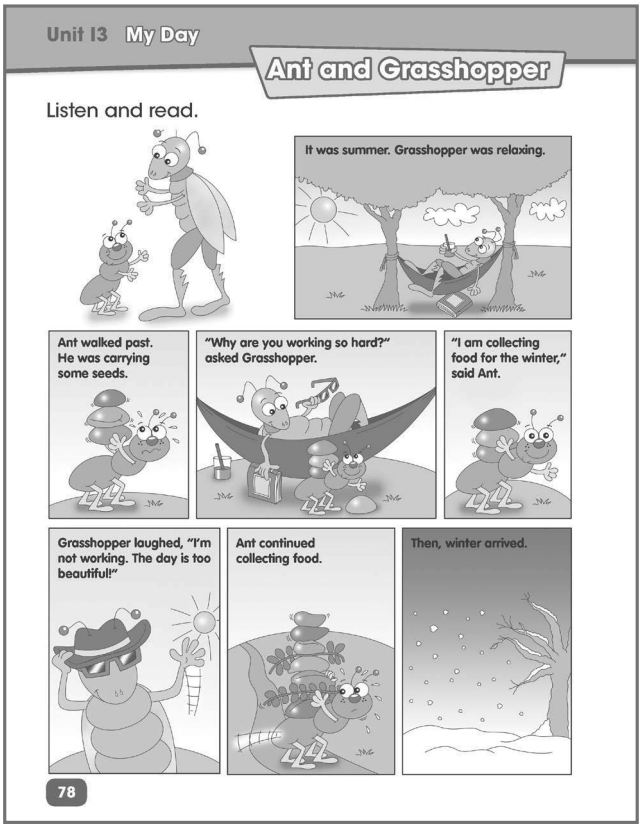
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

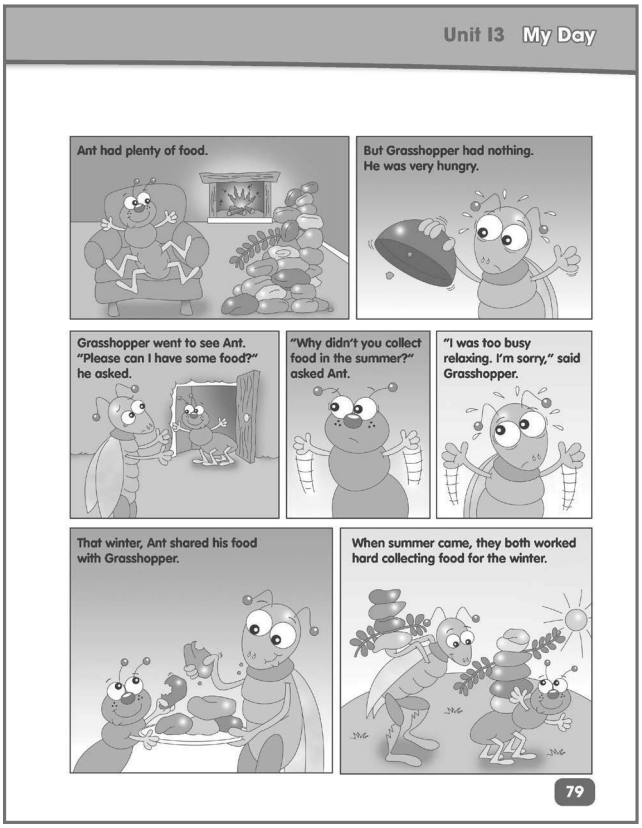
Additional

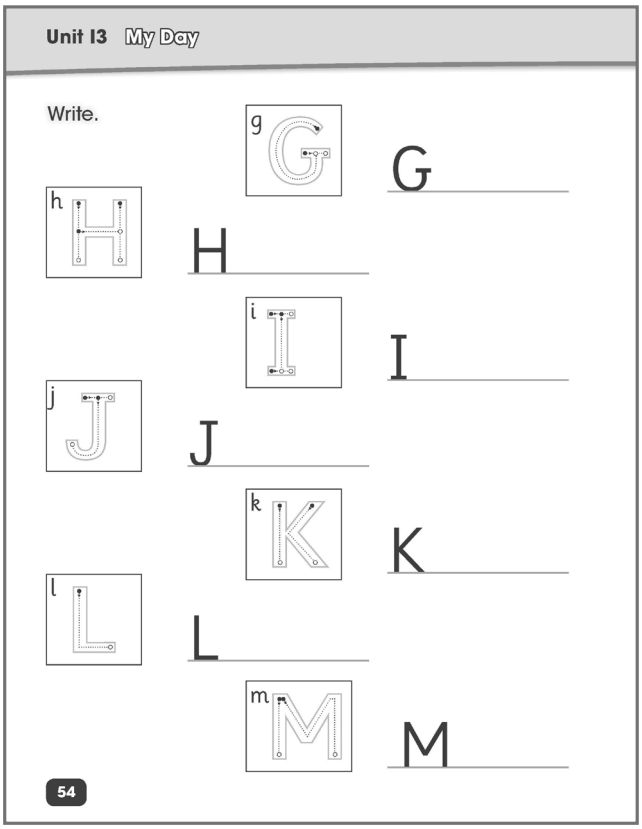
Extend
- Organize children into pairs. One child calls out the number of a picture on page 53 of the *Activity Book*, for example, "five." Their partner must describe the picture, "I tidy my room." Get children to take turns.
- Let children color the pictures on page 53 of the *Activity Book*.

Support
- When doing the activity on page 53 of the *Activity Book*, organize children into pairs so they can support each other.

Before the next lesson
- Make sure you are familiar with the shape and formation of the capital letters *G–M* on page 54 of the *Activity Book*.







Objectives

- To listen to and read a story
- To write capital letters *G–M*
- To spell the words *but, like, can, can't*

Materials

- *Student's Book* pages 78 and 79
- *Activity Book* page 54 and *Spelling* (*Activity Book* page 84)
- Audio track 51

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- listen to a story ("Ant and Grasshopper"),
- write capital letters (*G–M*),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 78 and 79 of the *Student's Book*. Use the pictures at the beginning of the story to name the characters, *Ant* and *Grasshopper*. You may also wish to introduce the seasons, *winter* and *summer*. Get the class to look at the pictures and guess what happens in the story.

Play Track 51. Let children listen and follow the story by looking at the pictures and the words.

Track 51: Ant and Grasshopper
It was summer. Grasshopper was relaxing.
Ant walked past. He was carrying some seeds.
"Why are you working so hard?" asked Grasshopper.
"I am collecting food for the winter," said Ant.
Grasshopper laughed, "I'm not working. The day is too beautiful!"
Ant continued collecting food.
Then, winter arrived.
Ant had plenty of food.
But Grasshopper had nothing. He was very hungry.
Grasshopper went to see Ant. "Please can I have some food?" he asked.
"Why didn't you collect food in the summer?" asked Ant.
"I was too busy relaxing. I'm sorry," said Grasshopper.
That winter, Ant shared his food with Grasshopper.
When summer came, they both worked hard collecting food for the winter.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you what Grasshopper did in the summer (relax in the sun) and what Ant did in the summer (collect food for the winter).

Use this opportunity to talk about the importance of working hard and that sometimes we have to work when we may not feel like it. Talk about the rewards that work brings, such as new knowledge and experiences, helping and supporting other people, and feelings of achievement and satisfaction. Find out if any children can remember working hard at something and feeling a sense of achievement and satisfaction afterwards. You can extend the discussion to include the qualities of perseverance and a belief in one's own abilities.

3. Write.

Get children to look at page 54 of the *Activity Book*. Remind children that every letter in the alphabet has a big "capital" letter. Get children to find examples of capital letters in their books. Again, help them notice that capital letters:

- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

Get children to draw each capital letter from *G–M* in the air and on their desk using their index fingers. Check that children are ready to write and let them complete the capital letters *G–M*.
They should write two or three letters on each line.

4. Spell.

Tell the class to look at *Spelling* (*Activity Book* page 84). Get them to tell you the Unit 13 words (*but, like, can, can't*). Check that children are ready to write and get them to write each word in the next column by following the procedure below:

- Look at the first word.
- Say the word.
- Cover the word.
- Write the word in the "Write 2" column.
- Uncover the word and check.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

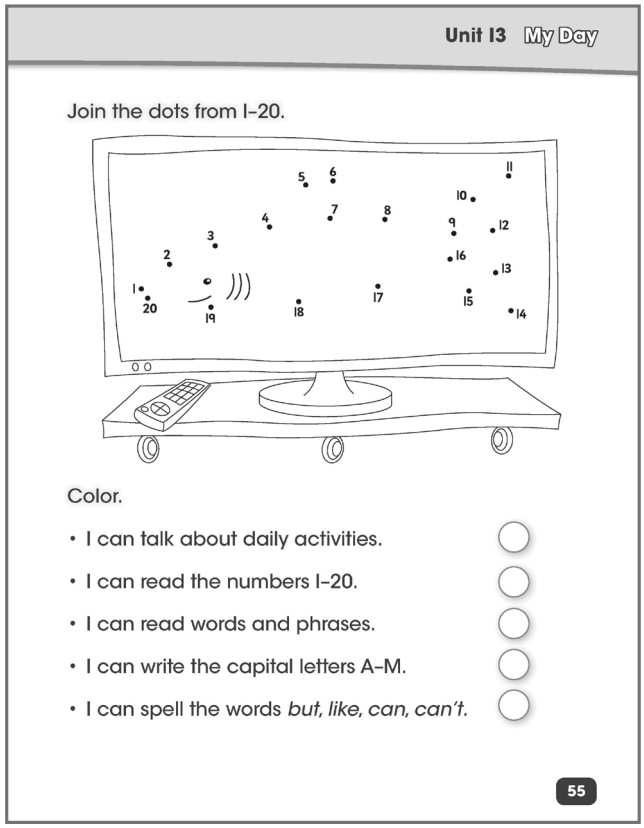
Additional

Extend

- Get children to think of the names of children in the class that start with the capital letters *G–M*.
- Divide the class into two halves. Tell one half take the role of Ant and one half to take the role of Grasshopper. Play Track 51 and get the two halves of the class to act out the roles of Ant and Grasshopper in the story.

Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a capital letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.


Unit 13 My Day

Join the dots from 1–20.

Color.

- I can talk about daily activities.
- I can read the numbers 1–20.
- I can read words and phrases.
- I can write the capital letters A–M.
- I can spell the words *but, like, can, can't.*

55

Objectives

- To name days of the week
- To read words and phrases
- To read the numbers *1–20*
- To spell the words *but, like, can, can't*

Materials

- *Activity Book* pages 55 and *Spelling* (*Activity Book* page 84)
- *Handwriting Book* page 47
- Picture cards (*wake up, get dressed, go to school, play, watch TV, read*)
- Word cards (*wake up, get dressed, go to school, play, watch TV, read*)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words and phrases),
- read numbers,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Hold up the picture cards and get children to name them. Do the same with the word cards.

Distribute the 12 cards to groups in the class. Say a phrase, for example, "I read a book," and get groups with the corresponding picture cards and word cards to hold them up. Continue with the remaining cards. You can make the activity more challenging and fun by saying the phrases quicker and by putting the words into sentences, for example, "I read a book every day."

Ask 12 children to stand at the front of the class and give them the picture cards and word cards. Ask them to find their partner and hold up their cards. Get the class to check they have matched their cards correctly.

Take away the picture cards so that only children holding up word cards remain. Point to the different word cards and get children to say the action.

3. Write.

Ask children, "What day is it?" When they tell you the day of the week, write it on the board, e.g., "Saturday." Get the class to recall and name the following six days of the week, e.g., "Sunday," "Monday," "Tuesday," etc. Point to the initial letter of each word and help children notice that days of the week begin with a capital letter.

Tell children to look at pages 52 and 54 of the *Activity Book*. Help them remember that capital letters:

- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week and titles),
- start sentences.

Get children to find which capitals letters *A–M* are used to write the first letter of the days of the week (*Monday*, *Friday*). Explain that they will learn the other capital letters later on.

4. Read numbers.

Draw a table of two rows and ten columns. Write the numbers *1–10* across the top row and the numbers *11–20* in the second row. Get children to say the numbers as you write them. Read the numbers *16–20* several times with the class.

Point to the numbers and encourage children to notice any patterns they can see. For example, the numbers in each column share a digit and the numbers in the second row are preceded with a *1*, except *20*.

Get the class to look at the television at the top of page 55 of the *Activity Book*. Ask children to guess what's on TV. Check that children are ready to write and get them to join the dots from *1* to *20*.

When they have finished, children should have the outline of a shark on their TV. Let them compare their picture with a friend to check that they have sequenced the numbers correctly.

5. Spell.

Tell the class to look at *Spelling* (*Activity Book* page 84). Get them to tell you the Unit 13 words (*but, like, can, can't*). Check that children are ready to write and get them to write each word in the next column by following the procedure below:

- Look at the first word.
- Say the word.
- Cover the word.
- Write the word in the "Write 3" column.
- Uncover the word and check.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

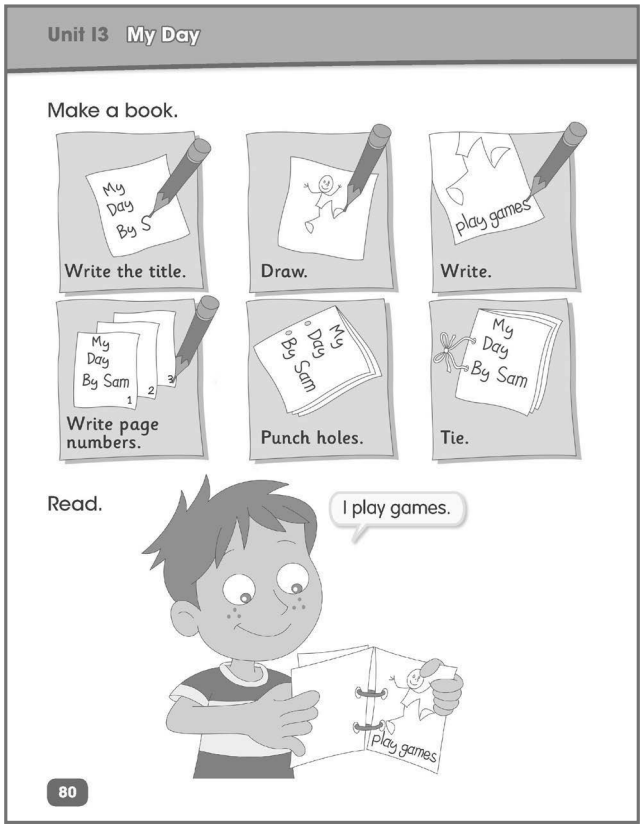
- When reading the word cards at the end of Activity 2, get children to put the words or phrases in full sentences, for example, "I wake up in the morning," or "I read in the morning, in the afternoon, and at night."
- Let children color the picture of the shark on page 55 of the *Activity Book*. Encourage them to add fish and underwater creatures to their picture.

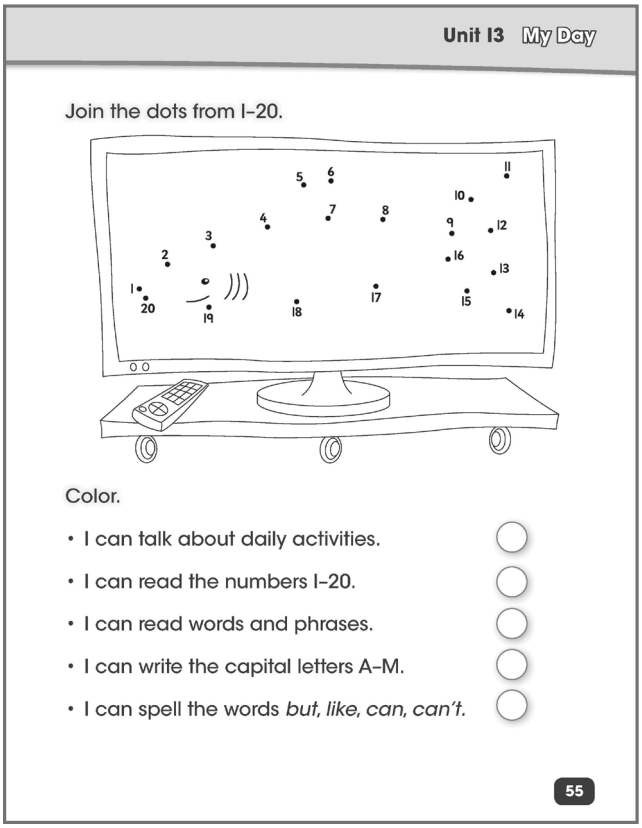
Support

- Before writing in the lines to join the dots (1–20), organize children into pairs so they each have a "writing buddy." One child joins up the numbers using their index finger, while their partner takes the role of "teacher" and watches and supports. Children should change roles and repeat.

Before the next lesson

- You will need to prepare paper (e.g., by cutting A4 paper in half) and string for each child in the next lesson. You will also need a hole punch. Familiarize yourself with the procedure for making the book on page 80 of the *Student's Book*. Make a book about your day to show the children.





Objectives

- To listen to and read a story
- To listen to and say a rhyme
- To talk about daily activities
- To read and follow instructions
- To spell the words *but, like, can, can't*

Materials

- *Student's Book* page 80
- *Activity Book* page 55 and the *Spelling Tests* page (*Activity Book* page 87)
- Audio tracks 48 and 51
- Your own book about daily activities, paper, string, and a hole punch
- A4 paper (cut in half), string, hole punch

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board icons or drawings. For example, in this lesson, children will:

- read a story,
- say a rhyme,
- make a book,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and read.

Get children to look at the story on pages 78 and 79 of the *Student's Book*. Organize children into pairs. Play Track 51 and get one child to act out the role of Ant and the other to act out the role of Grasshopper in the story.

3. Say a rhyme.

Play Track 48. Encourage children to join in with the repeated lines and the actions.

4. Make a book.

Ask children to look at page 80 of the *Student's Book*. Explain that they are going to make a book about activities they do every day. Show the class your book and read it to them.

Show children the top of page 80. Point to each picture and read the instructions with the class. Support the meaning with gesture and mime and demonstrate the instructions if necessary.

Check that children are ready to write. Distribute the materials and let them follow the instructions and make a book. Encourage children to use capital letters for the title of their book, "My Day." They should draw a picture and write a sentence on each page of their book. The sentences should start with a capital *I* and finish with a period. They can copy sentences from page 77 of the *Student's Book* and page 53 of the *Activity Book*. You will have to help them punch holes in their pages.

When they have finished, get children to take turns reading their books, or a favorite page, to their group.

5. Spell.

Help children to find the *Spelling Tests* page (*Activity Book* page 87). Show them the Unit 13 box.

Check that children are ready to write. Say the first word, "but." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *like, can,* and *can't*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their partner's spellings.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 55 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can talk about daily activities (e.g., *Student's Book* page 80).
- I can read the numbers *1–20* (e.g., *Activity Book* page 55).
- I can read words and phrases (e.g., word card activities, *Student's Book* pages 75 and 77, and *Activity Book* page 53).
- I can write capital letters *A–M* (e.g., *Activity Book* pages 52 and 54).
- I can spell the words *but, like, can, can't* (e.g., *Spelling, Activity Book* page 84).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- When making the book on page 80 of the *Student's Book*, get children to write when they do the activity, for example, "I wake up in the morning," or "I clean my room in afternoon."

Support

- When making the book on page 80 of the *Student's Book*, let some children make short books of two or three pages.

Before the next lesson

- The new words for Unit 14 are recorded as part of the *Sounds File* (Track 100).

Lesson 2

Use page 46. This activity reviews numbers 11–15. Write numbers 1–15 on the board and see if they can say the full sequence. Practice in other ways: start counting from different numbers (e.g., from 4, from 7, etc.), practice counting round the class (e.g., first child says, "1", second child says, "2" and so on). Follow on with children working in pairs and tracing out the big numbers on the left of the page with their index fingers – one child traces and the other watches to see it is correct, pairs swap. Monitor to see that children are forming the numbers correctly.

Children should be ready to complete the exercise, either in class or for homework.

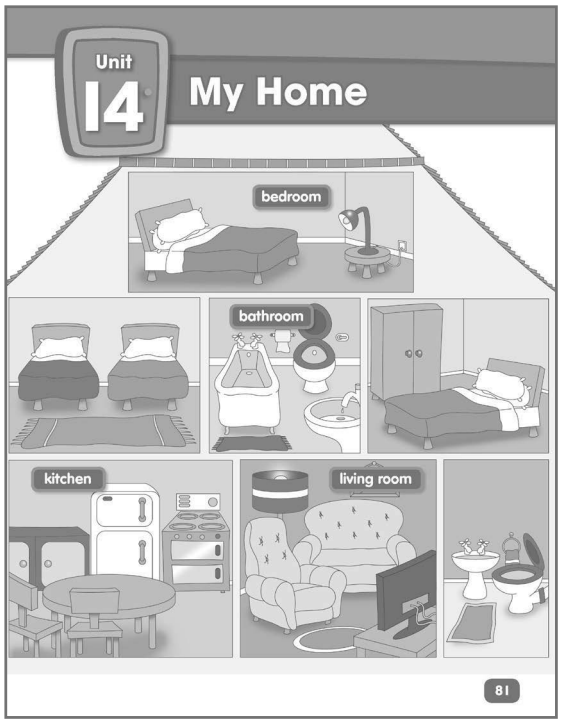
Lesson 4

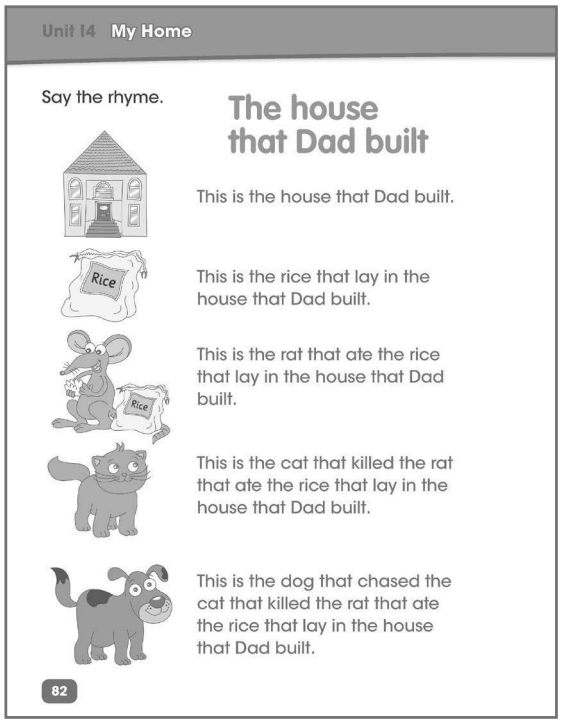
Use page 47. Before you set this activity either for homework or in class, it is best to check that children can read the food words. Use the picture cards to practice naming the food items and word cards to read the words. Give as much practice as is necessary.

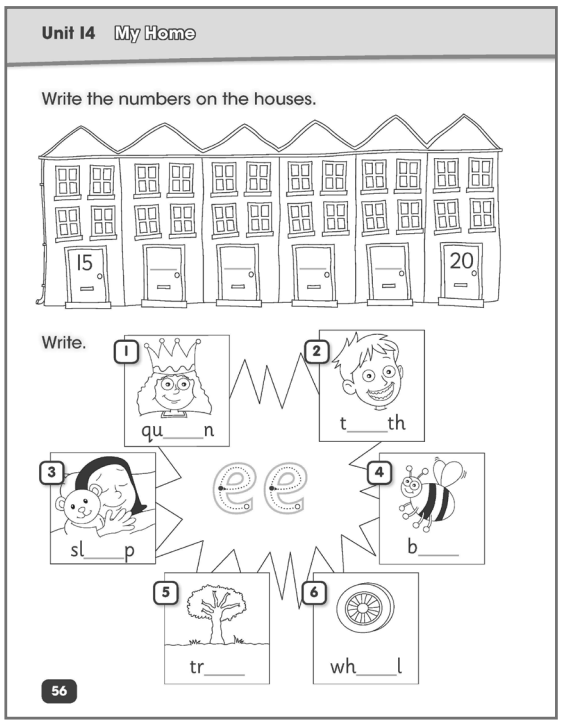
Look at the table at the bottom of the page. See if they remember the words *healthy* and *unhealthy*. Get children to work in pairs and decide which food goes in which column. Allow them to have their own opinions.

Children should be ready to complete the exercise, either in class or for homework. You might want to collect in their books after this stage to check how they have managed this 'free' writing task and whether they have been able to keep the words inside the table.

Unit 14 My Home







Objectives

- To listen and identify rooms (*bedroom, bathroom, kitchen, living room*)
- To listen to and say a rhyme
- To write the numbers *10–20*
- To read and write the digraph /ee/

Materials

- *Student's Book* pages 81 and 82
- *Activity Book* page 56
- *Handwriting Book* page 48 (see notes on page 196)
- Audio tracks 52 and 53

I. Circle Time

Hold up page 81 of the *Student's Book* and tell children they are going to start a unit called "My Home." Discuss some of the following points with them:

- Talk about the different rooms in a house.
- Talk about what people do in different rooms.
- Talk about the different furniture in each room.

- Talk about different types of houses (e.g., houses, apartments, caravans, tents).
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- listen (identify rooms),
- say a rhyme ("The house that Dad built"),
- write (numbers),
- write (sounds).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name rooms.

Get children to look at the house on page 81 of the *Student's Book*. Write the word "bedroom" on the board and read it with the class. Ask children to find a bedroom in the house. Get them to tell you what they can see in the bedroom (e.g., *bed, lamp, table, cupboard*). Do the same for "kitchen," "living room," and "bathroom."

Get children to act out being the rooms. For example, point to the word *kitchen* and read it. Get children to act out being in the kitchen by washing up, cooking or eating. Continue reading the room words and getting children to act them out.

Tell the class to look at page 81 of the *Student's Book*. Explain that the characters are playing in the house. Play Track 52. Pause after the sound effects and let the class guess the room. Play the last line to check their answer.

Track 52: Where's Kiko?

1. Where's Kiko?
He's in the kitchen.

2. Where's Kiko?
He's in the bedroom.

3. Where's Kiko?
He's in the bathroom.

4. Where's Kiko?
He's in the living room.

Organize children into pairs. One child acts out a room in the house and their partner names the room. Get them to take turns.

3. Say a rhyme.

Get the class to look at page 82 of the *Student's Book*. Read the title of the rhyme and find out if any children live in a house that their parents designed or built.

Get children to name the pictures on the left of the page. Play Track 53. Encourage children to join in with the words.

Track 53: The house that Dad built

This is the house that Dad built.
This is the rice that lay in the house that Dad built.
This is the rat that ate the rice that lay in the house that Dad built.
This is the cat that killed the rat that ate the rice that lay in the house that Dad built.
This is the dog that chased the cat that killed the rat that ate the rice that lay in the house that Dad built.

4. Write (numbers).

Write the numbers *10–20* on the board. As you do so, get children to read and say the numbers. Point to different numbers and get children to read them.

Organize children into pairs. One child writes a number between *10* and *20* on their partner's back with their finger. Their partner must guess the number. Get children to change roles.

Get the class to look at the top of page 56 of the *Activity Book*. Find out if children live in a house/apartment with a number. Check that children are ready to write and let them write the numbers from *16–19* (numbers 15 and 20 are done) on the doors of the houses.

5. Write (/ee/ sound).

Write the letters "ee" on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the long vowel sound, /ee/.

Ask children to look at the activity at the bottom of page 56 of the *Activity Book*. Check that children are ready to write and let them write "ee" under the pictures and complete each word.

When they have finished writing, say a number and get children to say the word. For example, say, "four" and let children read and say "bee."

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

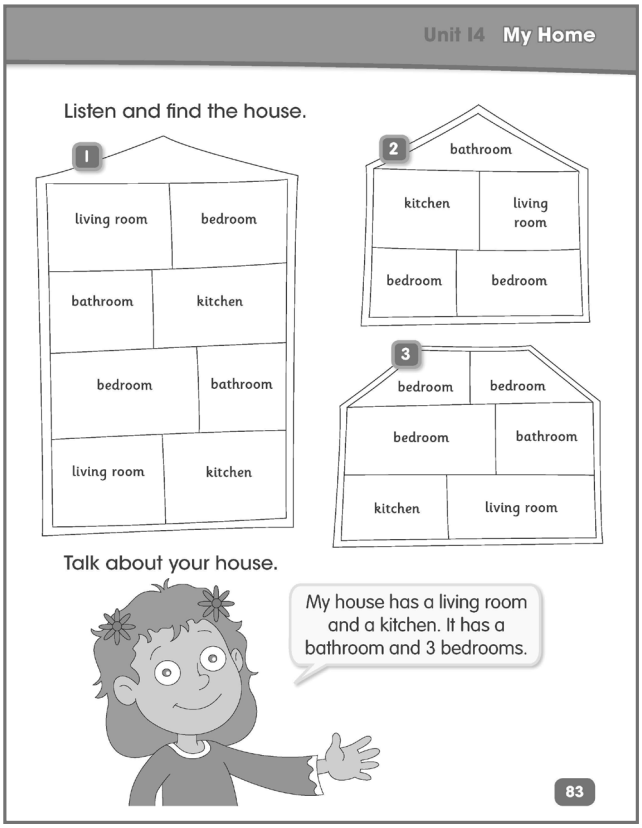
- Play "Bingo." Tell children to draw a grid of four squares. Ask them to choose four numbers between *10* and *20* and to write them in the squares. Different children will have different numbers on their grid. Call out the numbers *10–20* in random order. If a child has one of the numbers you call out on their grid, they should cross it out. The first child to cross out all four numbers shouts "Bingo" and wins the game.
- Let children color the pictures on page 56 of the *Activity Book*.

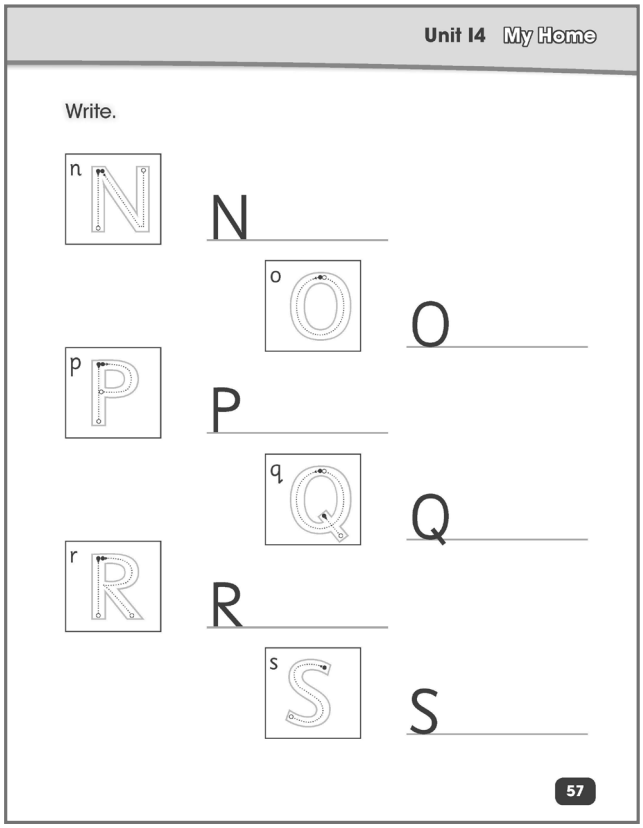
Support

- When writing numbers, let children refer to a number line (you can draw one on the board).

Before the next lesson

- Make sure you are familiar with the shape and formation of the capital letters *N–S* on page 57 of the *Activity Book*.





Objectives

- To listen to and understand descriptions
- To identify and name furniture
- To give descriptions (rooms in a house)
- To write capital letters *N–S*
- To spell the words *in, on, under, next*

Materials

- *Student's Book* page 83
- *Activity Book* page 57 and *Spelling* (*Activity Book* page 85)
- Audio track 54
- Picture cards (*sofa, television, fridge, stove, bathtub, toilet*)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- listen and say (descriptions),
- say (furniture words),
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and read.

Get children to remember the four different rooms in a house. As they say them, write them on the board. Play "What is it?" with the four words. Get children to close their eyes. Rub out a word and get children to open their eyes. Point to the blank space and ask, "What is it?" Let children call out the missing room.

Ask children to look at page 83 of the *Student's Book*. Let them look at the houses and read the words with a friend. Play Track 54. Pause after each description and let children find the house and call out the number.

Track 54: My House

My house has three bedrooms.	(3)
My house has one living room and two bedrooms.	(2)
My house has two living rooms and two kitchens.	(1)
My house has two bedrooms, a kitchen, a living room, and a bathroom.	(2)
My house has two bedrooms, two bathrooms, and two kitchens.	(1)

Get children to look at Mandy at the bottom of page 83 of the *Student's Book*. Explain that Mandy is describing her house. Read the description in the speech bubble with the class and get children to guess which house she lives in (3). Remind children that we use *a* to mean *one*.

Tell children about your own house. Then get children to take turns describing the rooms in their own house to their group.

3. Name furniture.

Get children to remember and name some things they can find in a room, for example, *chair, table, bed, lamp, cupboard*.

Hold up the *sofa* picture card and name it. Get the class to repeat the word once or twice. Do the same for all of the picture cards.

Put the sofa and television picture cards together on one wall of the classroom. Explain, "This is the living room." Put the fridge and stove picture cards together on a different wall as the "kitchen." Put the toilet and bathtub picture cards together on a different wall as the "bathroom." Name a room and get children to point to the corresponding picture cards.

Name a picture card and get children to point to and name the room. For example, when you say, "sofa," the class should point to the picture card and say, "living room."

4. Write.

Tell children to look at page 57 of the *Activity Book*. Help them remember what they know about capital letters. Remind them that capital letters:

- are "big",
- always sit "on the line",
- have the same sound as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

Get children to focus on page 57 of the *Activity Book*. Get children to draw each capital letter from *N–S* in the air and on their desk using their index fingers. Check that children are ready to write and let them complete the capital letters *N–S*. They should write two or three letters on each line.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

The Unit 14 spelling words are *in, on, under, next*. Write these words on the board and read them with the class.

Check that children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 1" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

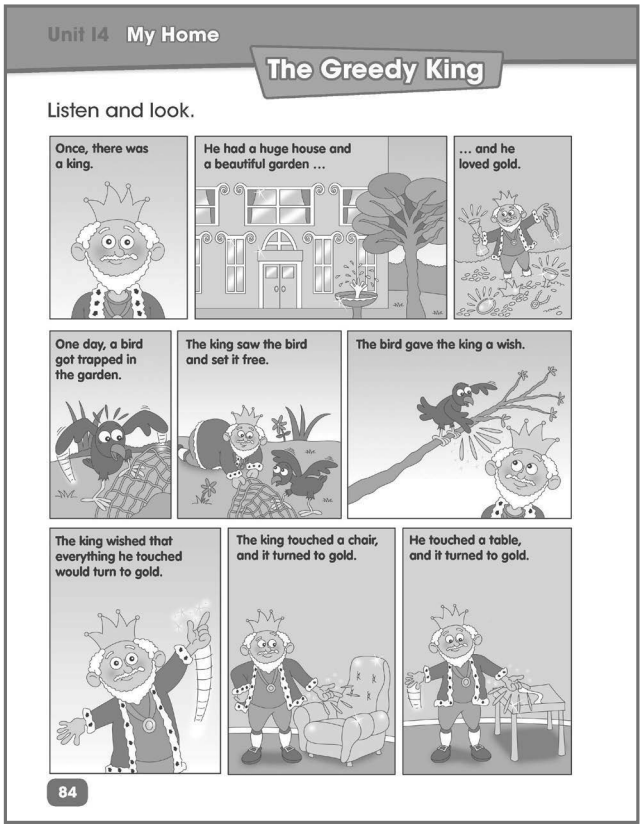
- Increase the challenge in the game "What is it?" Draw the outline of a house on the board. Divide the house into six or more rooms and label them, similar to page 83 of the *Student's Book*. When children close their eyes, rub out the name of one room and see if they can remember which room it was.
- After reading the description on page 83 of the *Student's Book*, write some more simple descriptions on the board and get children to read them and identify the house.
- When putting the furniture cards on different walls of the classroom, add picture cards (*bed*) and (*cupboard*) from Unit 11 to make a "bedroom."

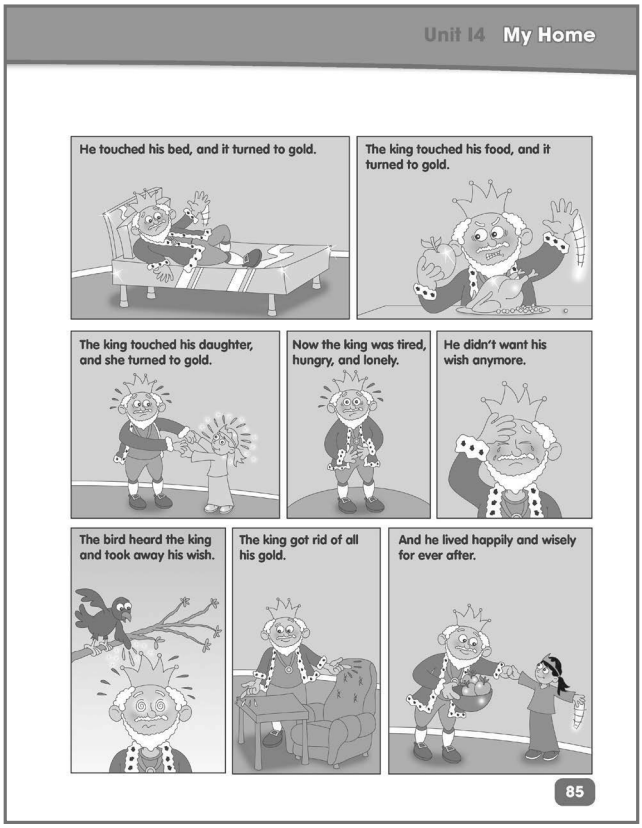
Support

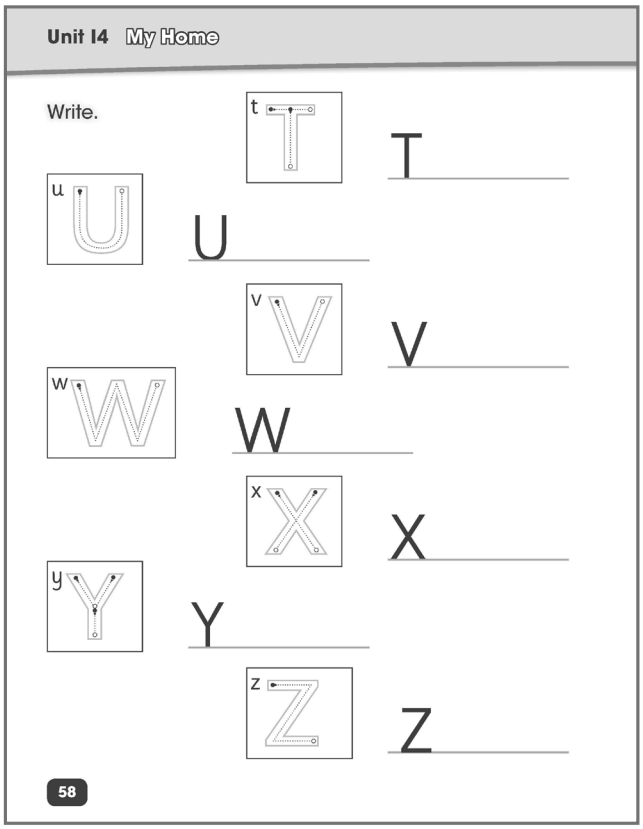
- When children are listening to the descriptions of houses on page 83 of the *Student's Book*, organize them into pairs so they can support each other.

Before the next lesson

- Make sure you are familiar with the shape and formation of the capital letters *T–Z* on page 58 of the *Activity Book*.







Objectives

- To listen to and read a story
- To read words (furniture)
- To write capital letters (*T–Z*)
- To spell the words *in, on, under, next*

Materials

- *Student's Book* pages 84 and 85
- *Activity Book* page 58 and *Spelling* (*Activity Book* page 85)
- Audio track 55
- Picture cards (*sofa, television, fridge, stove, bathtub, toilet*)
- Word cards (*sofa, television, fridge, stove, bathtub, toilet*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- listen to a story ("The Greedy King"),
- write (capital letters),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (furniture words).

Hold up the *sofa* picture card and get the class to name it. Put it on the board. Do the same with the other picture cards.

Hold up the *sofa* word card and help children read it (for example, by making the initial sound). Put the word card below the matching picture card. Repeat the procedure for the remaining word cards.

Point to the word cards and picture cards and name them with the class.

Give the 12 picture and word cards to different children in the class. Say, "bathtub." Get the two children with the corresponding picture card and word card to hold up their cards. Let the class look and decide if the cards match. Do the same with the other items of furniture.

3. Listen and look.

Tell the class they are going to listen to a story. Get them to look at pages 84 and 85 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story.

Play Track 55. Let children listen and follow the story by looking at the pictures and the words.

Track 55: The Greedy King
Once there was a king.
He had a huge house and a beautiful garden …
… and he loved gold.
One day, a bird got trapped in the garden.
The king saw the bird and set it free.
The bird gave the king a wish.
The king wished that everything he touched would turn to gold.
The king touched a chair, and it turned to gold.
He touched a table, and it turned to gold.
He touched his bed, and it turned to gold.
The king touched his food, and it turned to gold.
The king touched his daughter, and she turned to gold.
Now the king was tired, hungry, and lonely.
He didn't want his wish anymore.
The bird heard the king and took away his wish.
The king got rid of all of his gold.
And he lived happily and wisely for ever after.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you what the king wished for (gold). Get them to tell you how he felt when he had his wish (e.g., sad, tired, hungry, and lonely) and why (e.g., he couldn't eat gold or talk to gold). Get children to try and explain the word *greedy* in their own language (to want too much of something). Talk about the fact that great wealth and riches didn't make the king happy.

Use this opportunity to talk about greed. Explain that greed can apply to food and possessions. Talk about the difference between *wanting* something and *needing* something. Find out if children want things they don't need and why. You may wish to link the idea of greed to the importance of appreciating what we do have and not wanting more than we need.

4. Write.

Tell children to look at page 58 of the *Activity Book*. Help them remember what they know about capital letters. Remind them that capital letters:

- are "big",
- always sit "on the line",
- have the same sound as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

Get children to focus on page 58 of the *Activity Book*. Get children to draw each capital letter from *T–Z* in the air and on their desk using their index fingers. Check that children are ready to write and let them complete the capital letters *T–Z*. They should write two or three letters on each line.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

Show children the Unit 14 words (*in, on, under, next*) and read them with the class. Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 2" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

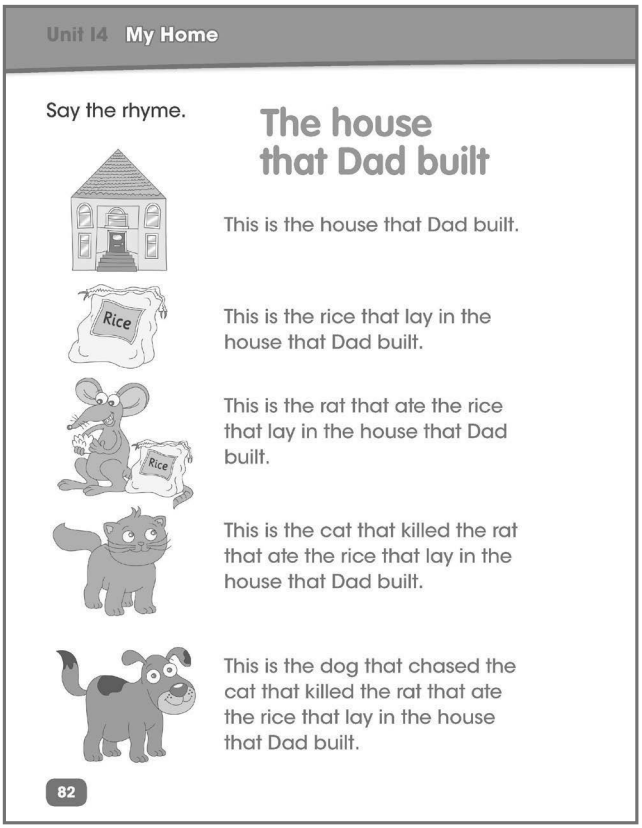
- Get children to think of the names of children in the class that start with the capital letters *N–Z*.
- Do an active listening activity. Name four groups in the class, "King," "Gold," "Wish," and "Daughter." Play the story (Track 55) again. When a group hears their word in the story they should stand up and sit down again.

Support

- When doing handwriting, organize children into pairs so they each have a "writing buddy." One child writes a capital letter while their partner takes the role of "teacher" and watches and supports. Children should change roles and continue.

Before the next lesson

- Prepare sets of *Sentence cards* (*Photocopiable Resources* page 317). You will need a set for each pair of children.


Unit 14 My Home

Say the rhyme.

The house that Dad built

This is the house that Dad built.

This is the rice that lay in the house that Dad built.

This is the rat that ate the rice that lay in the house that Dad built.

This is the cat that killed the rat that ate the rice that lay in the house that Dad built.

This is the dog that chased the cat that killed the rat that ate the rice that lay in the house that Dad built.

82

Objectives
- To listen to and say a rhyme
- To read words (furniture)
- To write sentences
- To spell the words *in, on, under, next*

Materials
- *Student's Book* page 82
- *Sentence cards* (Photocopiable Resources page 317) and *Spelling* (*Activity Book* page 85)
- *Handwriting Book* page 49 (see notes on page 196)
- Audio track 53
- Picture cards (*sofa, television, fridge, stove, bathtub, toilet*)
- Word cards (*sofa, television, fridge, stove, bathtub, toilet*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:
- say a rhyme ("The house that Dad built"),
- read and write (sentences),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Get the class to look at page 82 of the *Student's Book*. Play Track 53. Encourage children to join in with the words.

3. Read and write.

Get 12 children to stand at the front of the class. Give them the picture and word cards. Ask the children to find their partner, stand next to them and hold up their cards. Get the class to check that the word and picture cards match.

Get the children to put the matching picture and word cards on the board. Then point to each word card and get the children to read it. Then remove the picture cards and get children to read the word cards.

Put the *sofa* picture card on the board and ask, "What is it?" Confirm their answer by saying, "Yes, it is a sofa." Draw a writing guideline next to the picture card and write the sentence, "It is a sofa." As you do so, model:
- starting with a capital letter ,
- putting spaces between the words (e.g., use a finger space),
- copying the spelling of *sofa* from the word card on the board,
- ending with a period.

Read the finished sentence with the class. Repeat the process with a different picture card.

Give each pair of children a set of *Sentence cards* (*Photocopiable Resources* page 317). Tell them to use the cards to make as many sentences as they can. While they are making the sentences, move around the classroom, making sure they start with a capital letter and end with a period. When they have finished, get children to take turns reading one of their sentences to the class.

4. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

Show children the Unit 14 words (*in, on, under, next*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 3" column.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

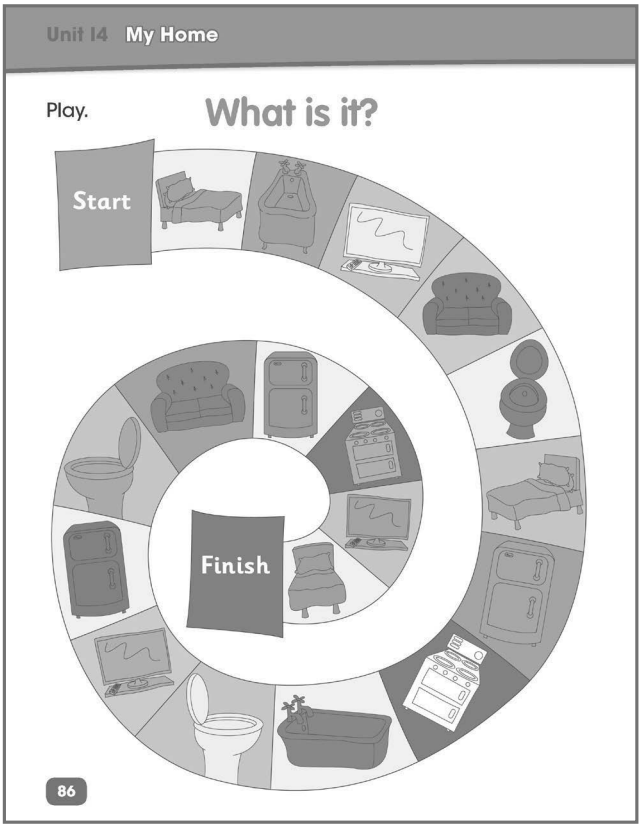
- Give a large piece of poster paper to each group. Get pairs to stick their sentences on the paper. Ask them to add pictures of furniture to illustrate their sentences. Tell groups to write their names at the bottom of the poster (starting with capital letters). Display the posters in the classroom to celebrate their achievement and as a reference for future sentence work.

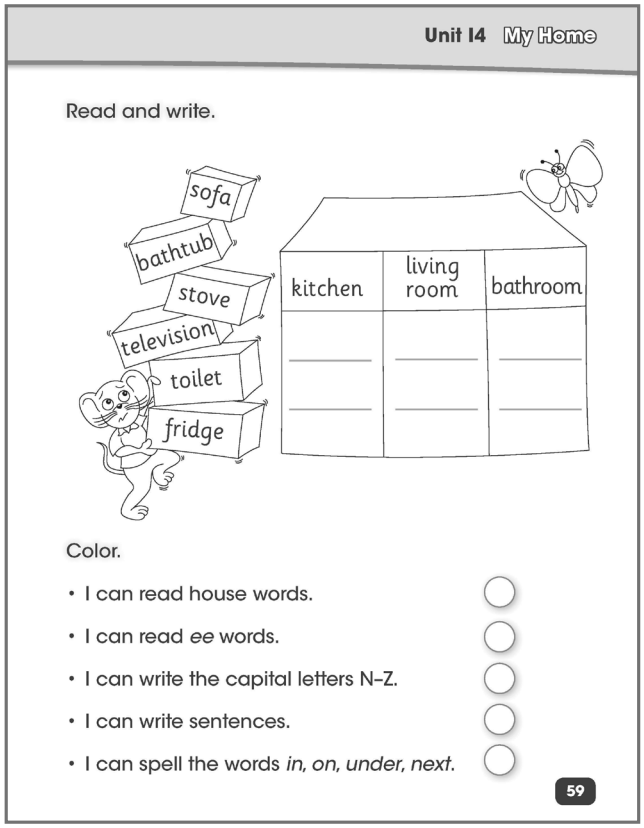
Support

- Before distributing the sentence cards, use the furniture word cards on the board to play a game of "What is it?"
- Instead of writing full "It is a …" sentences, children only write the furniture words. If children have severe motor skill problems, let them stick the sentence cards into their books to make sentences.

Before the next lesson

- Each pair of children will need dice and two counters for the board game on page 86 of the *Student's Book*.





Objectives

- To listen to and read a story
- To identify and name furniture
- To read and write words (furniture)
- To spell the words *in, on, under, next*

Materials

- *Student's Book* page 86
- *Activity Book* page 59 and the *Spelling Tests* page (*Activity Book* page 87)
- Audio track 55
- Picture cards (*sofa, television, fridge, stove, bathtub, toilet*)
- Word cards (*sofa, television, fridge, stove, bathtub, toilet*)
- Dice and counters

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- act (a story),
- play a game,
- write (furniture words),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and read.

Get children to look at the story on pages 84 and 85 of the *Student's Book*. Get them to tell you as much as they can about the story.

Organize the class into groups of three. Allocate the roles of the king, the bird, and the daughter to children in each group. Play Track 55. Get children to act out the story. When they have finished, reallocate the roles in the groups and let children act out the story again.

3. Play (name furniture).

Hold up the picture card of a sofa and ask, "What is it?" Help the class respond with a sentence, "It is a blue sofa." Do the same with the remaining five picture cards. When they get to the *toilet* picture card, introduce and teach the color *purple*.

Do a group activity. Point to a picture card and ask, "What is it?" Nominate a group to give the sentence "It is a yellow fridge." Continue until all of the groups have described a picture card.

Get children to look at the picture cards and remember any other colors they know (e.g., *green, red, orange, pink, black, white, gray*).

Project page 86 of the *Student's Book* onto the board (or sketch it a quick outline) and show children how to play the game.
- Players put their counters on "Start."
- They take turns to roll the dice and move their counter towards the "Finish."
- When they land on a space, they must name the furniture, for example, "It is a red sofa."
- If the child describes the furniture successfully, they move forwards two spaces and stop there.
- If the child cannot describe the furniture, they move backwards two spaces (and stop there).
- The first child to reach "Finish" is the winner.

When you are happy that children know what to do, organize the class into pairs, distribute the dice and counters, and let them play the game.

4. Write.

Hold up the *sofa* word card and get the class to read it. Ask, "What room is it in?" Get children to respond with "living room." Do the same with all of the word cards.

Ask children to look at page 59 of the *Activity Book*. Explain that Kiko is helping his friend move to a new house and that he needs help to sort the furniture into the correct rooms. Check that children are ready to write and get them to write the furniture words in the correct room of the house.

When they have finished, help children check their work. Draw three columns on the board and label them "kitchen," "living room," and "bathroom." Get children to tell you which furniture words to write under each room. When the table is completed, get children to compare and check their work with the answers on the board.

5. Spell.

Help children to find the *Spelling Tests* page, (*Activity Book* page 87). Show them the Unit 14 box.

Check that children are ready to write. Say the first word, "in." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *on, under,* and *next*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their friend's spellings.

6. Circle Time

Review the lesson. Use the illustrations, or icons, on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 59 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.
- I can read house words (e.g., word card activities, *Student's Book* pages 81 and 83 and *Activity Book* page 59).
- I can read /ee/ words (e.g., *Activity Book* page 56).
- I can write the capital letters *N–Z* (e.g., *Activity Book* pages 57 and 58).
- I can write sentences (e.g., *Photocopiable Resources* page 317).
- I can spell the words *in, on, under, next* (e.g., *Spelling, Activity Book* page 85).

Get children to think about their work and color the circles:
- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend
- When playing the "name the furniture" game, get children to write the sentences.

Support
- Before playing the board game, use the color cards to review color vocabulary. When playing the board game, allow children to name the furniture without describing the color. For example, "It is a sofa," or "sofa."
- Differentiate the "read and write" activity on page 59 of the *Activity Book*. Tell the class to choose and write three of the words for furniture going into the house. Children who finish writing three words can continue writing all of the words. For those who finish quickly, get them to add more furniture to each room; for example, they may put *a lamp* and *a mat* in the living room.

Before the next lesson
- The new words for Unit 15 are recorded as part of the *Sounds File* (Track 101).

Lesson 1

Use page 48. Remind children that every letter in the alphabet has a big "capital" letter. Get children to find examples of capital letters in their books. Again, help them notice that capital letters:

- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

Get children to draw each capital letter from *A–F* in the air and on their desks using their index fingers. Monitor to see that they are forming the capital letters correctly.

For homework, or in class, ask children to complete the capital letters *A–F*. They should write two or three letters on each line.

Lesson 4

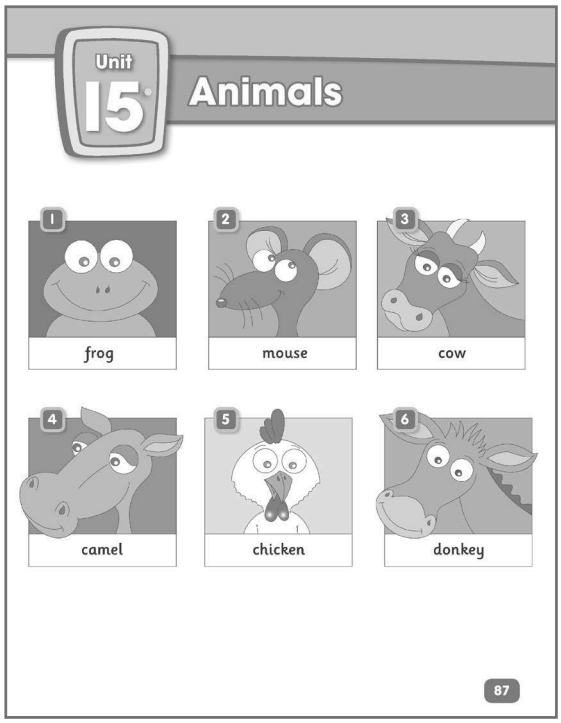
Use page 49. Remind children that every letter in the alphabet has a big "capital" letter. Get children to find examples of capital letters in their books. Again, help them notice that capital letters:

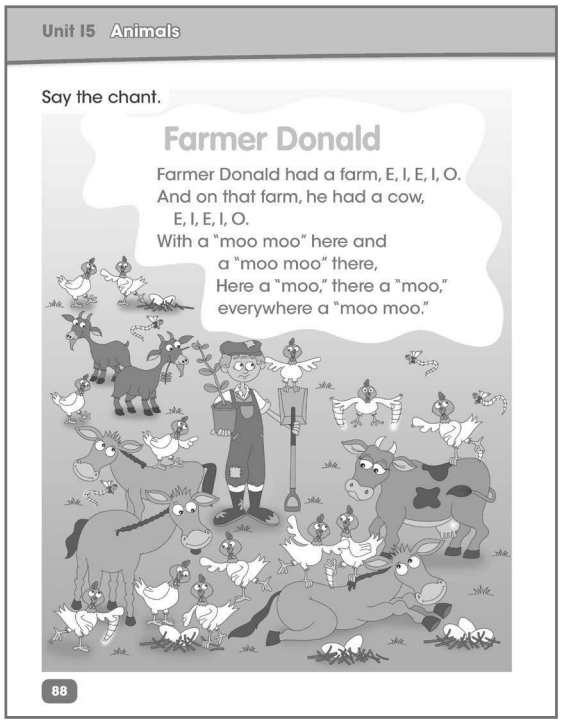
- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

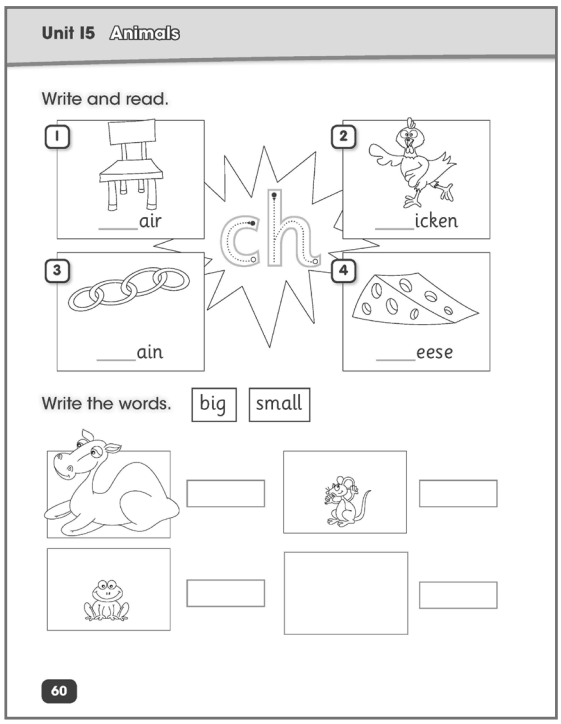
Get children to draw each capital letter from *G–M* in the air and on their desks using their index fingers. Monitor to see that they are forming the capital letters correctly.

For homework, or in class, ask children to complete the capital letters *G–M*. They should write two or three letters on each line.

Unit 15 Animals







Objectives

- To listen and identify animals
- To listen to and say a chant
- To describe size (*big/small*)
- To read and write the digraph /ch/

Materials

- *Student's Book* pages 87 and 88
- *Activity Book* page 60
- *Handwriting Book* page 50 (see notes on page 210)
- Audio tracks 56, 57, and 58
- Picture cards (*frog, mouse, cow, camel, chicken, donkey*)

I. Circle Time

Hold up, or project, page 87 of the *Student's Book* and tell children they are going to start a unit called "Animals." Discuss some of the following points with them:

- Talk about what animals they already know in English.
- Talk about what animals they have at home.

- Talk about the different colors of animals.
- Talk about what animals can do.
- Talk about the different sizes of animals.
- Talk about wild and domestic animals (e.g., cats and lions).
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- listen (identify animals),
- say a chant ("Farmer Donald"),
- talk (size),
- write (sounds).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name animals.

Hold up the picture card of a frog and put it on the board. Say, "frog," and get children to repeat. Get children to make the noise of a frog. Do the same with the picture cards *mouse, cow, camel, chicken,* and *donkey*.

Point to the animal picture cards in random order. Say the name and get children to make the noise.

Get children to look at the page 87 of the *Student's Book*. Play Track 56 and get children to listen and point to the animals on page 87 of the *Student's Book*.

Track 56: Which animal 1?

1. *frog*
2. *mouse*
3. *cow*
4. *camel*
5. *chicken*
6. *donkey*

Tell children they are going to hear the animals in a different order. Play Track 57 and get children to listen and either call out the name of the animal or hold up the same number of fingers as the picture.

Track 57: Which animal 2?

[donkey sound] *(6)*
[chicken sound] *(5)*
[camel sound] *(4)*
[frog sound] *(1)*
[cow sound] *(3)*
[mouse sound] *(2)*

Organize children into pairs. One child makes the sound of an animal on page 87 of the *Student's Book*. Their partner listens and names the animal. Get them to change roles.

3. Say a chant.

Get the class to look at page 88 of the *Student's Book* and read the title with the children. Get children to name the animals they can see in the picture. Ask them some number questions such as:

- How many donkeys are there? (3)
- How many goats are there? (2)
- How many cows are there? (1)
- How many chickens are there? (13)
- How many eggs are there? (9)

Put the picture cards of a cow, a goat, and a chicken on the board. Point to the picture cards in order and get children to name them. Play Track 58. Teach the class hand movements for *here, there,* and *everywhere*. Encourage children to join in with the animal sounds and actions.

Track 58: Farmer Donald

Farmer Donald had a farm, E, I, E, I, O.
And on that farm, he had a cow, E, I, E, I, O.
With a "moo moo" here and a "moo moo" there,
Here a "moo," there a "moo," everywhere a "moo-moo."
Farmer Donald had a farm, E, I, E, I, O.

Farmer Donald had a farm, E, I, E, I, O.
And on that farm, he had a goat, E, I, E, I, O.
With a "baa baa" here and a "baa baa" there,
Here a "baa," there a "baa," everywhere a "baa baa."
Farmer Donald had a farm, E, I, E, I, O.

Farmer Donald had a farm, E, I, E, I, O.
And on that farm, he had a chicken, E, I, E, I, O.
With a "cluck cluck" here and a "cluck cluck" there,
Here a "cluck," there a "cluck," everywhere a "cluck cluck."
Farmer Donald had a farm, E, I, E, I, O.

4. Talk (size).

Say, "big." As you do so, use mime and gesture to illustrate the meaning. Get children to repeat the word. Do the same for "small."

Hold up the picture card of a mouse and say, "big or small?" Help children respond with, "small." Do the same with other picture cards and objects in the classroom.

5. Write and read (/ch/ sound).

Write the letters "ch" on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the sound /ch/.

Ask children to look at the activity at the top of page 60 of the *Activity Book*. Check that children are ready to write and let them write "ch" under the pictures and complete each word.

When they have finished writing, say a number and get children to say the word. For example, say "four" and help children read and say, "cheese."

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

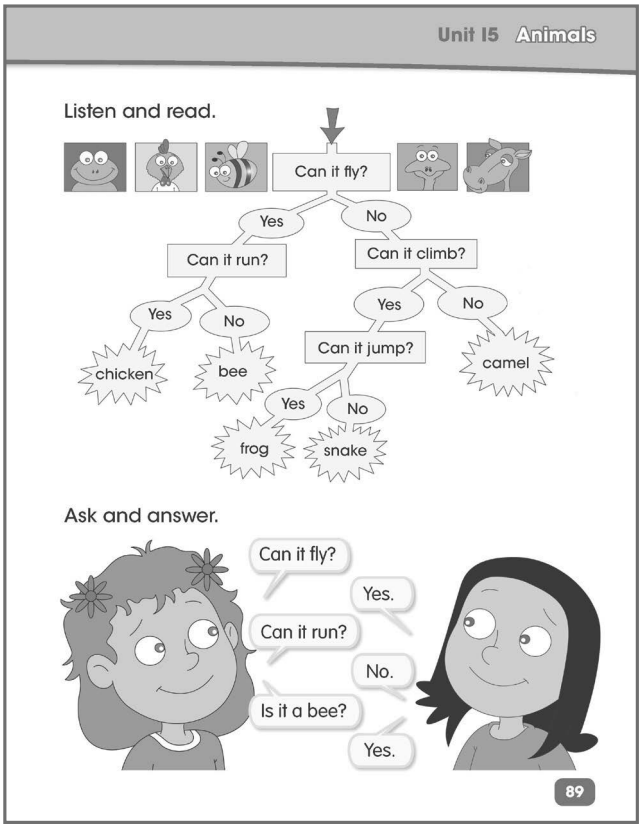
Additional

Extend

- Do a "group quiz." Ask different questions about the picture on page 88 of the *Student's Book*. For example, ask, "How many donkey legs?" "How many goat eyes?" "What color is Farmer Donald's shirt?" "What color is the cow?" and "How many animals say, 'cluck'"?'
- Do a quick group challenge. Get groups to think of as many animals as they can in English. Congratulate the group that can think of the most animals.
- Let children color the pictures at the top of page 60 of the *Activity Book*.

Support

- Before writing the /ch/ sound, get children to practice saying the sound. Get them to repeat the sound as you say it faster and faster.



Objectives

- To understand questions and answers
- To ask and answer questions (ability)
- To read words (animals)
- To read questions (ability)
- To write the words *big, small*
- To spell the words *big, small, the, walk*

Materials

- *Student's Book* page 89
- *Activity Book* page 60 and *Spelling* (*Activity Book* page 85)
- Audio track 59
- Picture cards (*frog, mouse, cow, camel, chicken, donkey*)
- Word cards (*frog, mouse, cow, camel, chicken, donkey*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- play a game ("Guess the animal"),
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Hold up the *frog* picture card and get the class to name it. Put the picture card on the board. Do the same with all of the animal picture cards.

Hold up the *frog* word card. Read it with the class. Put the word card below the matching picture card. Do the same with the remaining word cards. Point to the word cards and get the class to read them.

Play a game of "What's wrong?" Get the class to close their eyes. Change over some of the cards. Get the class to open their eyes and invite a pair of children to rearrange the picture and word cards so they match again. Play the game several times.

3. Play a game ("Guess the animal").

Get children to stand up and do a TPR activity. Say a verb (from Unit 5) and get the class to do the action. For example, *jump, hop, swim, skip, cycle*, and *run*.

Use simple actions to teach the class the new verbs *climb, walk,* and *fly*. Continue the TPR activity and include the new verbs.

Write "Can a goat fly?" on the board. Track your finger under the words as you ask the class, "Can a goat fly?" Use actions to help children understand the question. When they answer, "No," write the word on the board and check children understand the meaning. Do the same with, "Can goats walk?" and "Yes."

Ask the class to look at page 89 of the *Student's Book*. Explain that Mandy and Reem are playing a guessing game. Play Track 59. Show children how to use their fingers to track along the diagram as they listen. Pause the recording before the final "Yes" and see if children can answer the question themselves.

Track 59: Can it?
Reem: Can it fly?
Mandy: Yes.
Reem: Can it run?
Mandy: No.
Reem: Is it a bee?
Mandy: Yes.

Get the class to look at the bottom of page 89 of the *Student's Book*. Divide the class into two. Tell one half to take the role of

Mandy and one half to take the role of Reem. Help the "Mandy" half read the first question, "Can it fly?" Help the "Reem" half respond with, "Yes." Continue until the text is completed. Get the class to change roles and repeat the activity.

Organize the class into pairs. One child thinks of one of the six animals at the top of the page. Their partner uses the diagram to ask "Can it …?" questions and find out the animal. Get children to change roles.

4. Write.

Use mime and gesture to remind children about the words *big* and *small*. Write "big" on the board and read it with the class. Do the same with "small."

Ask the class to look at the pictures at the bottom of page 60 of the *Activity Book*. Check that children are ready to write. Tell them to think about the animals and decide whether they are "big" or "small." Get them to write the word in the space next to each picture. In the fourth square, get children to draw their favorite animal and write "big" or "small" next to it.

When they have finished, let children show each other the animal they drew. You may wish to make a list of their "big" and "small" animals on the board.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85)

The Unit 15 spelling words are *big, small, the, walk*. Write these words on the board and read them with the class. Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 1" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

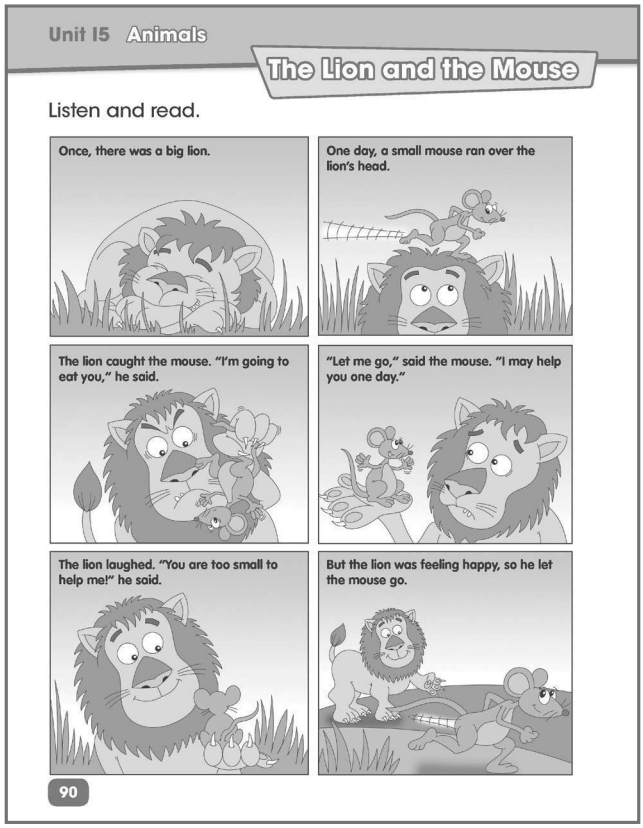
Additional

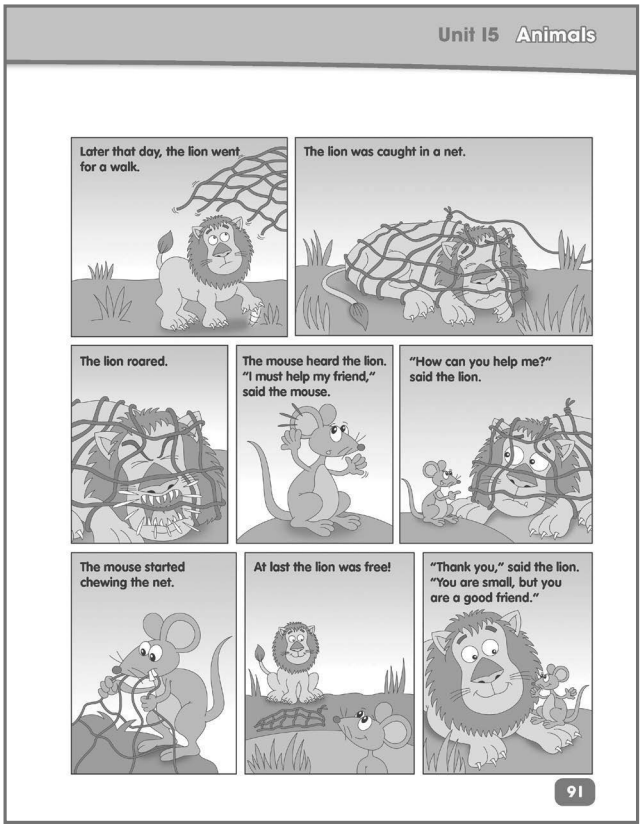
Extend

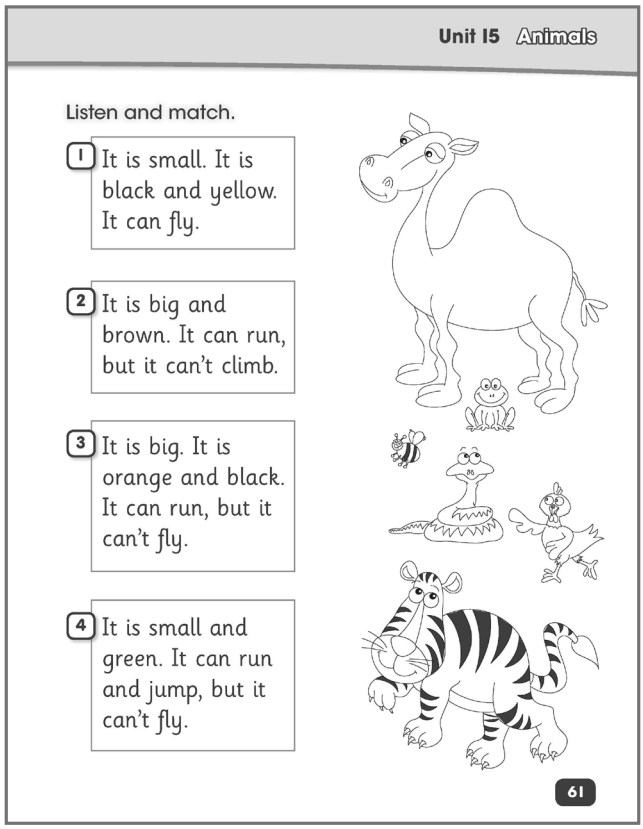
- Organize the class into pairs. Get one child to say an action word. Their partner listens and does the action. Get them to change over and continue the game.

Support

- When reading the verbs on the board, draw a symbol to help children remember the words. For example, draw a pair of wings next to *fly* and a ladder next to *climb*.







Objectives

- To read descriptions
- To listen to and read a story
- To spell the words *big, small, the, walk*

Materials

- *Student's Book* pages 90 and 91
- *Activity Book* page 61 and *Spelling* page (*Activity Book* page 85)
- Audio tracks 60 and 61
- Word cards (*frog, mouse, cow, camel, chicken, donkey*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words and descriptions),
- listen to a story ("The Lion and the Mouse"),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and match.

Hold up the *frog* word card and let the class read it. Put the word card on the wall. Continue until the six word cards are around the classroom.

Play a guessing game with the class. Describe the animals on the word cards and get children to point to the word cards. For example, "It is green and it can jump." (frog). "It is gray. It can run but it can't fly." (donkey). Use simple actions to help children understand the questions.

Ask the class to look at page 61 of the *Activity Book*. Point to the texts on the left of the page and explain that each one describes an animal. Play Track 60. Let children listen and track the text with their finger. Pause the recording after each description to give children time to draw a line from each text to the animal it describes.

When they have finished, help children check their work. Say, "number 1" and let the class respond with, "bee." Write the answer on the board. Continue until all of the answers are on the board.

Track 60: Descriptions

1. *It is small. It is black and yellow. It can fly.*
2. *It is big and brown. It can run, but it can't climb.*
3. *It is big. It is orange and black. It can run, but it can't fly.*
4. *It is small and green. It can run and jump, but it can't fly.*

Answers:
1. bee
2. camel
3. tiger
4. frog

3. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 90 and 91 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story.

Play Track 61. Let children listen and follow the story by looking at the pictures and the words.

Track 61: The Lion and the Mouse

Once, there was a big lion.
One day, a small mouse ran over the lion's head.
The lion caught the mouse. "I'm going to eat you," he said.
"Let me go," said the mouse. "I may help you one day."
The lion laughed. "You are too small to help me!" he said.
But the lion was feeling happy, so he let the mouse go.
Later that day, the lion went for a walk.
The lion was caught in a net.
The lion roared.
The mouse heard the lion. "I must help my friend," said the mouse.
"How can you help me?" said the lion.
The mouse started chewing the net.
At last the lion was free!
"Thank you," said the lion. "You are small, but you are a good friend."

Ask children if they enjoyed the story and get them to tell you their favorite parts. Ask the class why the lion thought that the mouse could not help him (because he was too small). Get the class to tell you how the mouse helped the lion (he chewed through the net). Finally, ask the class what the lion thought about the mouse at the end of the story (he respected the mouse). Find out if any children have "misjudged" a friend.

Use this opportunity to talk about not judging others. Explain that friends can come in any shape or size and that we should think positively about the people we meet and respect them. Talk about the qualities that people have which are often hidden from sight, such as kindness, perseverance, optimism, creativity, forgiveness, and honesty.

4. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

Show children the Unit 15 words and read them with the class (*big, small, the, walk*). Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 2" column.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

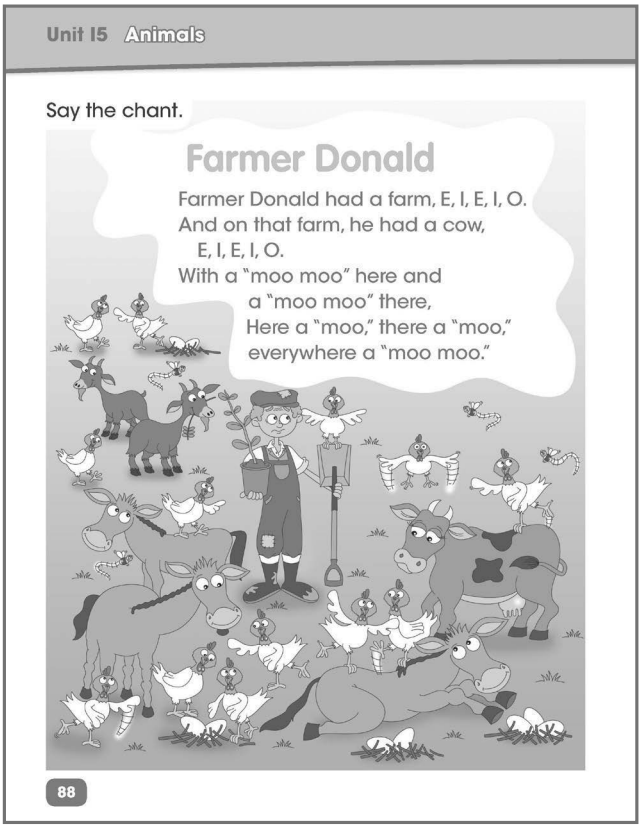
Additional

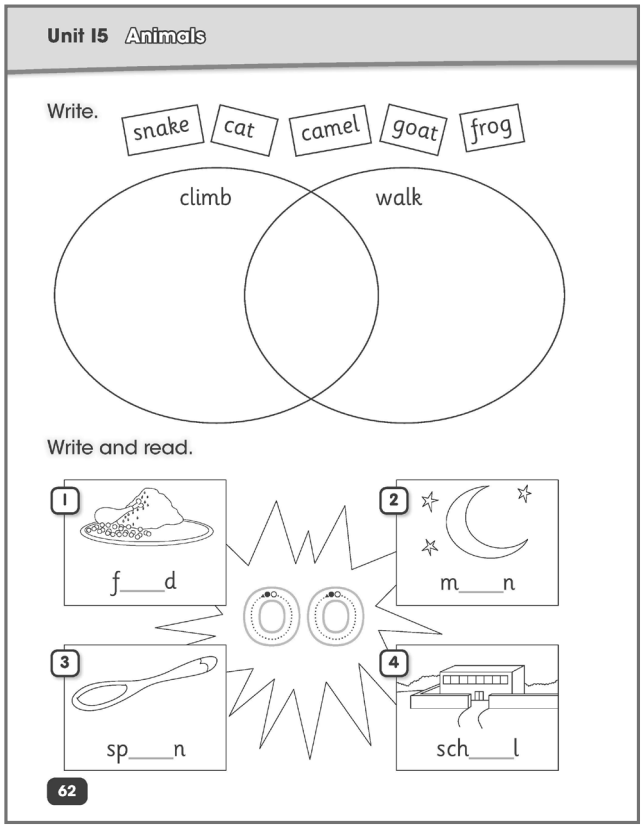
Extend

- Organize children into pairs. Get one child to play the part of the lion and one child to play the part of the mouse. Play Track 61 again and get children to listen and act out the story.

Support

- Before reading the descriptions on page 61 of the *Activity Book*, do a group "Reading quiz." Write "big" on the board. Nominate a group to read the word. If they get the word correct, award the group a point. Continue the quiz and get children to read "small," "walk," "climb," "swim," "run," "hop," "jump," and color words.
- When children do the activity on page 61 of the *Activity Book*, let them work in pairs so they can support each other.





Objectives

- To listen to and say a chant
- To read and write the digraph /oo/
- To write words (animals)
- To spell the words *big, small, the, walk*

Materials

- *Student's Book* page 88
- *Activity Book* page 62 and *Spelling* (*Activity Book* page 85)
- *Handwriting Book* page 51 (see notes on page 210)
- Audio track 58

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- chant,
- write (animals),
- write (sounds),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a chant.

Get the class to look at page 88 of the *Student's Book*. Play Track 58. Encourage children to join in with the words.

Get the class make up new verses for the chant. Help them suggest a new animal for each verse and add the sound it makes. For example, Farmer Donald could have a donkey ("ee–orr"), a frog ("croak"), a dog ("woof"), or a mouse ("squeak") on his farm. Get the class to say the new verses of the chant.

3. Write (animals).

Get children to look at the top of page 62 of the *Activity Book*. Help the class read the animal words at the top of the activity. Explain that they are going to sort the animals. Hold up, or project, the page and point to the three sections of the diagram. Explain the following.

- The left circle is for animals that can climb.
- The right circle is for animals that can walk.
- The middle section (where the circles overlap) is for animals that can climb and walk.

Check that children are ready to write. Let children write the animals in the different sections of the diagram.

When they have finished, draw the two circles on the board. Point to the "climb" circle and ask, "Which animals can climb?" Get children to read the diagram and respond with, "A snake can climb." Encourage them to make longer sentences, "A snake can climb, but it can't walk." or, "A frog can climb and walk." As you collect the feedback, write the animals in the diagram. Allow children to make personal responses based on their experience. Accept all reasonable answers and use the opportunity to discuss the different abilities of animals.

4. Write (/oo/ sound).

Write the letters "oo" on the board, making sure you model correct letter formation. Explain that when these two letters are together, they often make the long vowel sound, /oo/.

Ask children to look at the activity at the bottom of page 62 of the *Activity Book*. Check that children are ready to write and let them write "oo" under the pictures and complete each word.

When they have finished writing, say a number and get children to say the word. For example say, "two" and help children read and say, "moon."

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

Show children the Unit 15 words (*big, small, the, walk*) and read them with the class. Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 3" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

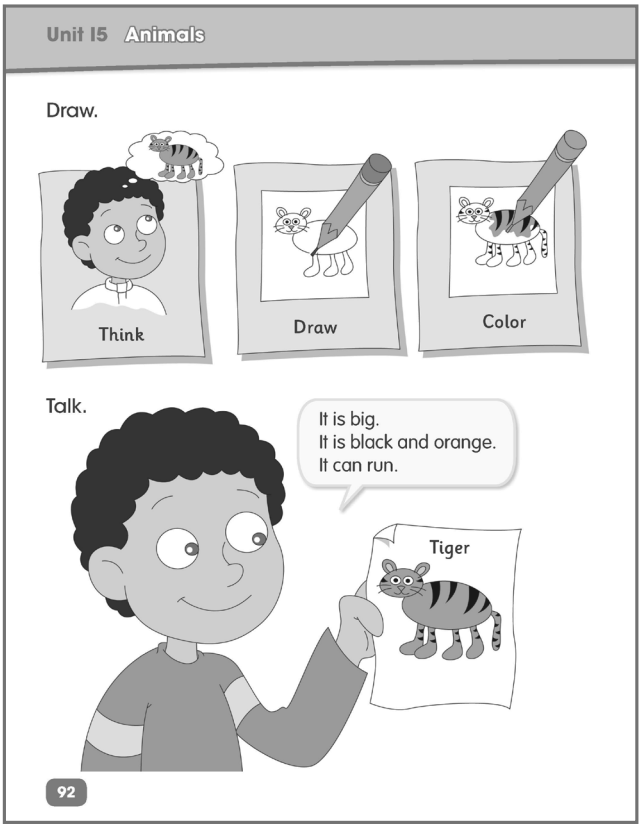
- When sorting the animals on page 62 of the *Activity Book*, get children to add animals of their own to the diagram. You can also get children to make their own diagram with different headings, for example, "two legs," "four legs," "climb," and "fly."
- Get children to use the completed diagram on page 62 of the *Activity Book* to talk about animal abilities. For example, "A snake can climb." Help children add, "A snake can climb, but it can't walk." if they are able.

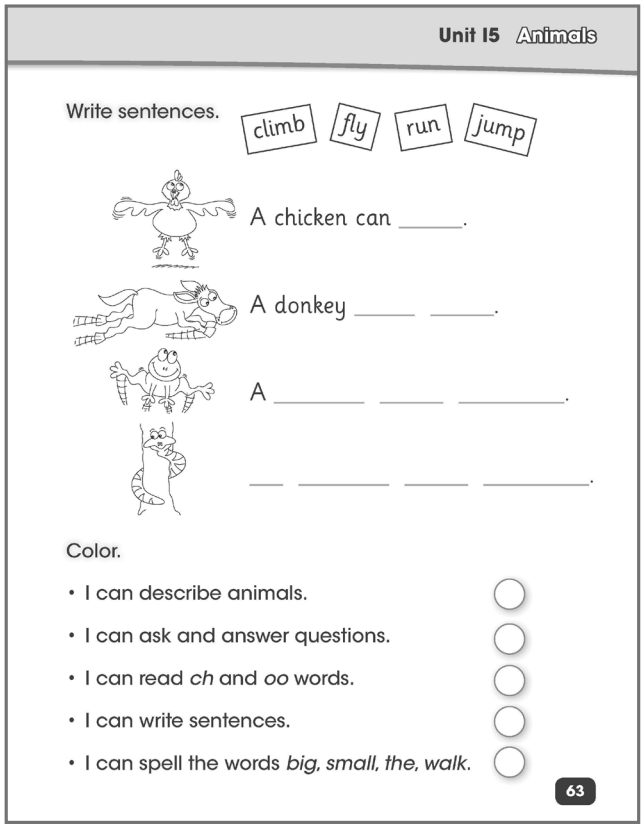
Support

- When sorting the animals on page 62 of the *Activity Book*, get children to work in pairs so they can help each other.

Before the next lesson

- Each child will need paper and colored pencils for the next lesson.





Objectives

- To listen to and read a story
- To give descriptions
- To write sentences
- To spell the words *big, small, the, walk*

Materials

- *Student's Book* pages 90, 91, and 92
- *Activity Book* page 63 and the *Spelling Tests* page (*Activity Book* page 87)
- Audio track 61
- Picture cards (*frog, mouse, cow, camel, chicken, donkey*)
- Word cards (*frog, mouse, cow, camel, chicken, donkey*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (a story),
- say,
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and read.

Get children to look at the story on pages 90 and 91 of the *Student's Book*. Play Track 61. Get children to track the words with their fingers and join in with the words.

3. Say.

Get the class to look at the top of page 92 of the *Student's Book*. Get them to tell you what is happening in each of the pictures.

Ask children to think of their favorite animal. Give children a piece of paper and get them to draw and color their favorite animal.

When they have finished, get children to look at the bottom of page 92. Read the text in the speech bubble with the class. Get children to show their picture to their group and describe it. They should describe the size, color, and ability of their animal. For example, a child who draws an elephant would say, "It is big. It is gray. It can walk."

4. Write.

Draw a picture of a bee flying on the board. Ask children, "Can a bee fly?" Let them respond, "Yes." On the board, write, "A bee can fly." Read the sentence with class.

Get the class to look at the top of page 63 of the *Activity Book*. Read the rubric and verbs with the children.

Write "A chicken can …" on the board. Point to the picture of a flying chicken on page 63 of the *Activity Book*. Read the sentence, "A chicken can …" Encourage children to call out, "fly." Complete the sentence on the board by writing the word *fly*.

Check children are ready to write. Let them complete the activity by writing the remaining sentences. Remind them to start their sentences with a capital letter and finish with a period.

5. Spell.

Help children to find the *Spelling Tests* page, (*Activity Book* page 87). Show them the Unit 15 box.

Check that children are ready to write. Say the first word, "big." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *small, the,* and *walk*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their partner's spellings.

6. Circle Time

Review the lesson. Use icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 63 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can describe animals (e.g., *Student's Book* page 92 and *Activity Book* page 60).
- I can ask and answer questions (e.g., *Student's Book* page 89).
- I can read /ch/ and /oo/ words (e.g., *Activity Book* page 60 and page 62).
- I can write sentences (e.g., *Activity Book* page 63).
- I can spell the words *big, small, the, walk* (e.g., *Spelling, Activity Book* page 85).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- When children are describing their animals, get them to use "but" to describe an ability the animal cannot do and get them to give more details, such as the number of legs and eyes.

Before the next lesson

- The new words for Unit 16 are recorded as part of the *Sounds File* (Track 102).

Lesson 1

Use page 50. Remind children that every letter in the alphabet has a big "capital" letter. Get children to find examples of capital letters in their books. Again, help them notice that capital letters:

- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

Get children to draw each capital letter from *N–S* in the air and on their desks using their index fingers. Monitor to see that they are forming the capital letters correctly.

For homework, or in class, ask children to complete the capital letters *N–S*. They should write two or three letters on each line.

Lesson 4

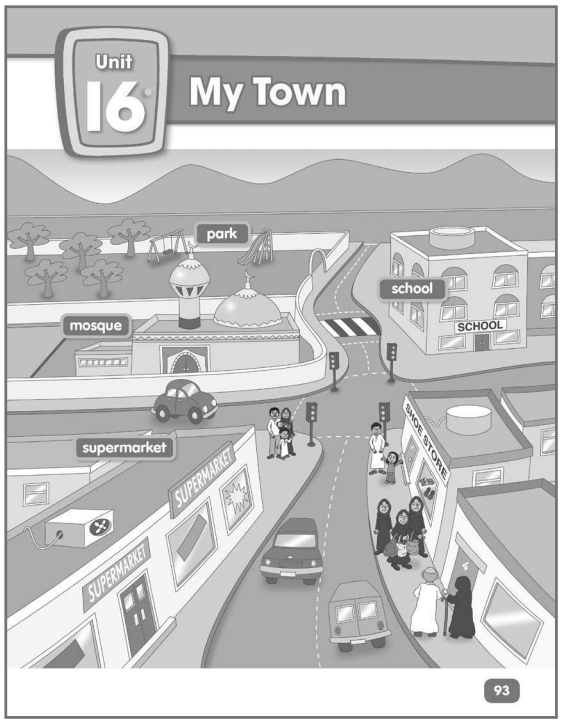
Use page 51. Remind children that every letter in the alphabet has a big "capital" letter. Get children to find examples of capital letters in their books. Again, help them notice that capital letters:

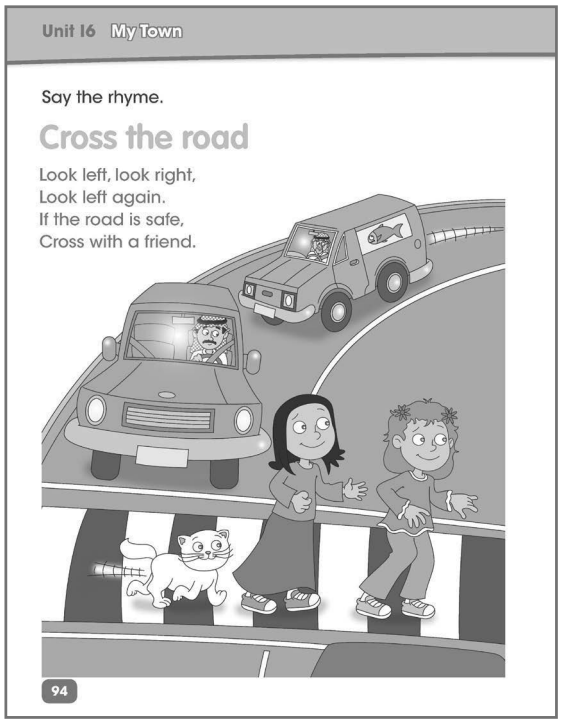
- are "big",
- always sit "on the line",
- have the same "sound" as small letters,
- do not have "exit strokes",
- start some words (e.g., names, days of the week, and titles),
- start sentences.

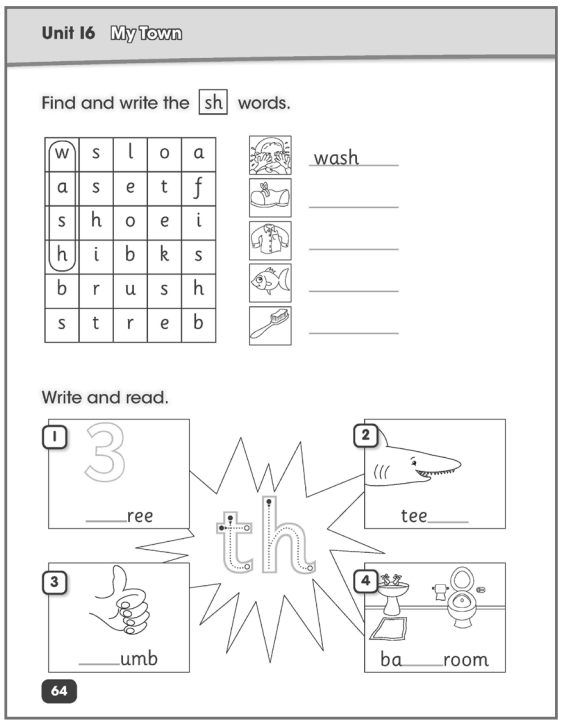
Get children to draw each capital letter from *T–Z* in the air and on their desks using their index fingers. Monitor to see that they are forming the capital letters correctly.

For homework, or in class, ask children to complete the capital letters *T–Z*. They should write two or three letters on each line.

Unit 16 My Town







Objectives

- To identify and name places and buildings
- To listen to and say a rhyme
- To talk about road safety
- To read and write the digraph /sh/

Materials

- *Student's Book* pages 93 and 94
- *Activity Book* page 64
- *Handwriting Book* page 54 (see notes on page 225)
- Audio track 62
- Picture cards (*shoe store, hospital, mall, school, park, supermarket*)

I. Circle Time

Hold up, or project, page 93 of the *Student's Book* and tell children they are going to start a unit called "My Town." Discuss some of the following points:

- Talk about the difference between a town/city and a village.
- Talk about and name the nearest towns.
- Talk about the different places and buildings in a town (for example,

hotels, restaurants, cafés, bus stops, malls, banks).
- Talk about the different kinds of stores (for example, clothes stores, toy stores, food stores, bookstores, drugstores).
- Talk about what people do in towns.
- Talk about the advantages and disadvantages of living in a town.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- act,
- say a rhyme ("Cross the road"),
- write (/sh/ words).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name places and buildings.

Tell children to look at the town on page 93 of the *Student's Book*. Ask them what they can see, for example, cars, people, stores, a road, and a park. Get them to tell you what other places and buildings they can find in a town.

Hold up the picture card of *shoe store* and name it. Get the class to repeat the phrase and put the picture card on the board. Get children to tell you what a shoe store is and whether they have one in their nearest town. Repeat the procedure with the remaining picture cards.

Point to the picture cards and get children to name them.

Organize children into pairs. Get one child to act out being in one of the places or buildings. For example, a child might act out pushing a shopping cart and putting items into it. Their partner must watch and name the place or building (supermarket). Get them to change roles and continue the activity.

3. Say a rhyme.

Get children to tell you some of the dangers about living in a town. Talk about crossing the road safely.

Get the class to look at the picture on page 94 of the *Student's Book* and tell you what is happening. Read the rubric and title with the children. Play Track 62. Get children to listen and track the words with their finger.

Track 62: Cross the road
Look left, look right,
Look left again.
If the road is safe,
Cross with a friend.

Turn your back on the class and hold out your right arm. Say, "right." Get children to hold out their right arm and repeat the word. Do the same with "left." Get children to "look right" and "look left."

Play Track 62 again. This time get children to walk on the spot and act out crossing the road safely. Encourage them to join in with the words when they feel they can.

Use this opportunity to talk to children about road safety and crossing the road. You may want to extend this to other road safety such as using seat belts and bicycle safety.

4. Write (/sh/ sound).

Write the letters *sh* on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the sound /sh/. Encourage children to think of words with *sh* in them.

Ask children to look at the activity at the top of page 64 of the *Activity Book*. Show children the example provided and get them to tell you what they have to do.

Check that children are ready to write and let them find and circle the *sh* words in the grid and write the words next to the pictures.

When they have finished, hold up your book and point to the picture of a shoe. Ask, "What is it?" When children answer, "shoe," write the word on the board so children can check their answer. Continue until all of the words are on the board (*shoe, shirt, fish, brush*).

5. Circle Time

Review the lesson. Use the icons or illustrations on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

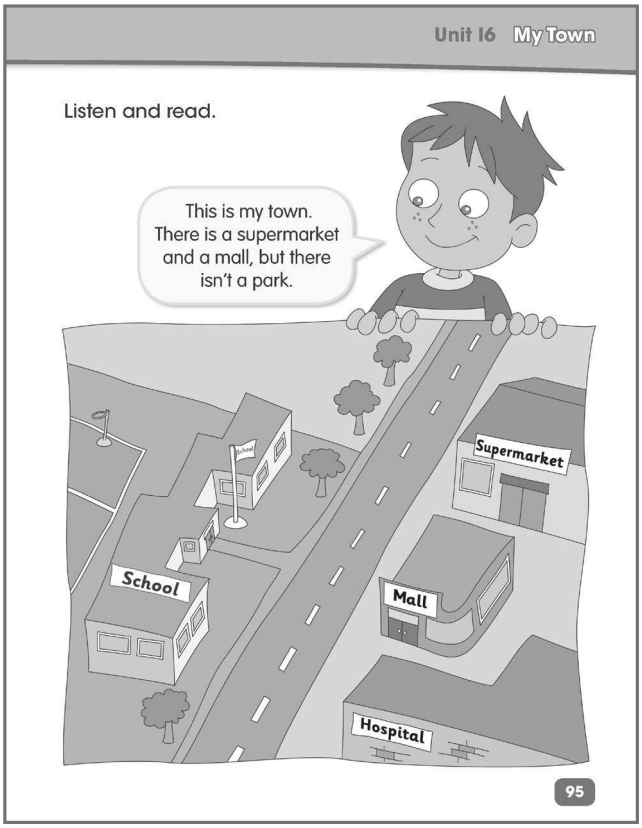
Additional

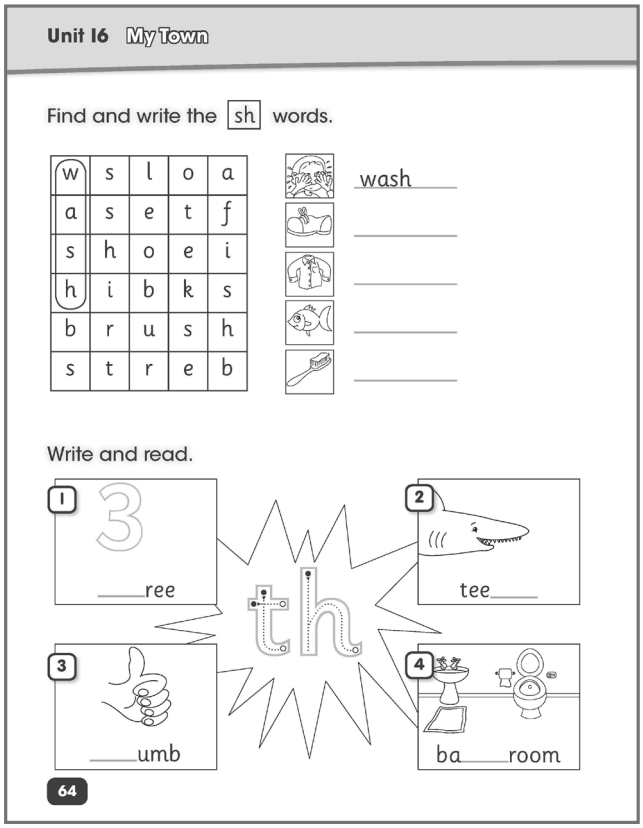
Extend

- Challenge groups to find as many *sh* words as they can. They can look in their English books, around school, and at home for ideas. Get them to tell you their words (and what they mean) in the next lesson. You may want to write the words on a poster to display in the classroom.
- Let children color the small pictures at the top of page 64 of the *Activity Book*.

Support

- When learning *left* and *right* for the rhyme, do some TPR with the class. For example, "Stand on your left leg. Touch your nose with your right hand."
- When doing the wordsearch on page 64 of the *Activity Book*, organize children into pairs so they can support each other.





Objectives

- To listen to and understand descriptions
- To give descriptions
- To read words (places and buildings)
- To read and write the digraph /th/
- To spell the words *look, make, think, said*

Materials

- *Student's Book* page 95
- *Activity Book* page 64
- Audio tracks 63 and 64
- Picture cards (*shoe store, hospital, mall, school, park, supermarket*)
- Word cards (*shoe store, hospital, mall, school, park, supermarket*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read,
- listen and say (descriptions),
- write (/th/ words),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (places and buildings).

Hold up the picture cards one at a time and get children to name them. Put the picture cards on the board.

Hold up the *shoe store* word card and read it with the class. Put the word card on the board below the matching picture card. Continue until all of the word cards are on the board.

Give the picture cards and word cards to children in the classroom. Give them some time to name their card and then tell them to find their partner and stand together. Say, "shoe store" and get the two children with the *shoe store* picture and word cards to hold them up. Get the rest of the class to look at the cards and check that they are matched correctly. Do the same with the remaining pairs of cards.

3. Listen and say (description).

Get children to close their eyes and imagine Sam's town. Encourage them to guess some of the buildings in his town.

Ask the class to look at page 95 of the *Student's Book*. Get them to tell you what they can see in Sam's town.

Point to the picture of Sam and explain that he is describing his town. Play Track 63. Get children to listen and follow the text in their speech bubble with their finger.

Track 63: My Town
Sam: This is my town. There is a supermarket and a mall, but there isn't a park.

Play the recording a second time. Pause after each sentence and get the class to repeat.

Play Track 64. Tell children they will hear five different people describing Sam's town. They have to look at the picture and see if the descriptions are true or false. Pause after each description and get the class to tell you if it is true or false. If they find these words difficult, they can say "Yes" instead of true and "No" instead of false.

Track 64: True or False?
Voice 1: This is my town. There is a mall and a hospital. [true]
Voice 2: This is my town. There is a supermarket and a mosque. [false]
Voice 3: This is my town. There is a hospital, but there isn't a school. [false]
Voice 4: This is my town. There is a mall and a hospital, but there isn't a park. [true]
Voice 5: This is my town. There is a mall and a school, but there isn't a mosque. [true]

Organize children into pairs and get them to play "True or false?" One child makes a statement about Sam's town, for example, "There is a school." Their partner responds by saying, "true" or "false." Encourage some children to give longer descriptions, such as, "There is a park, but there isn't a school."

4. Write.

Write the letters *th* on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the sound /th/. Do not worry about differentiating between the voiced and unvoiced /th/ sounds at this stage.

Ask children to look at the activity at the bottom of page 64 of the *Activity Book*. Check that children are ready to write and let them write *th* under the pictures and complete each word.

When they have finished writing, say a number and get children to say the word. For example, say, "two" and help children read and say, "teeth." Write the word on the board so children can check their work. Continue until *three*, *teeth*, *thumb*, and *bathroom* are on the board. Get children to suggest other /th/ words, for example, *Thursday, this, the, think, healthy,* and *brother*.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

The Unit 16 spelling words are *look, make, think, said*. Write these words on the board and read them with the class. Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 1" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

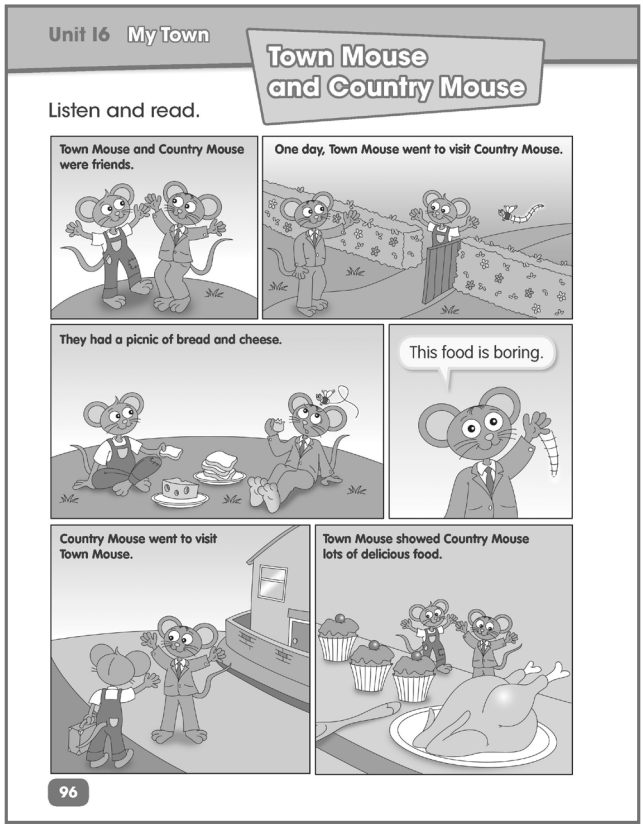
Additional

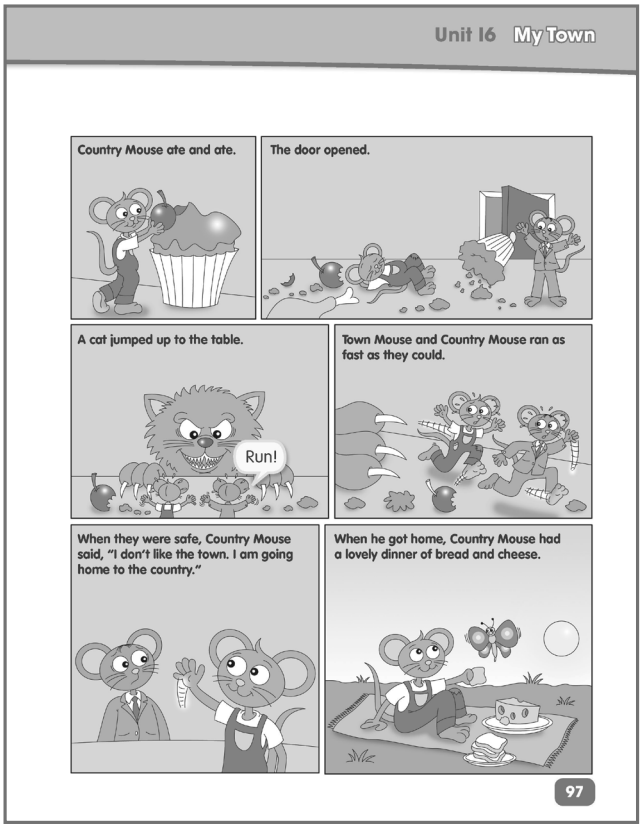
Extend

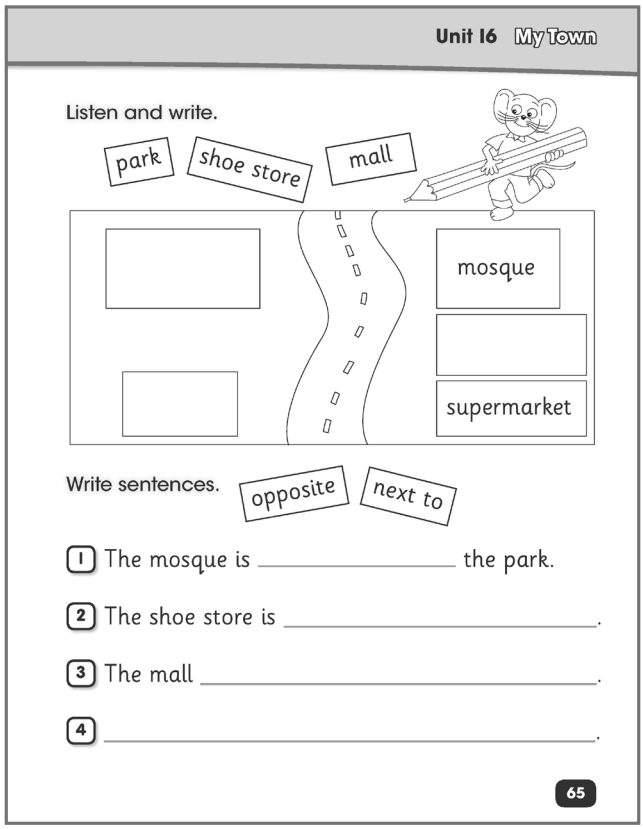
- Get children to take turns describing their own town to each other. For example, "This is my town. There is a supermarket and a hospital, but there isn't a mall."
- After reading the description on page 95 of the *Student's Book*, write some more simple descriptions on the board and get children to read them and tell you if they are "true" or "false." For example, write, "There is a school and a park." Children should read and respond with, "false."

Support

- When reading the description on page 95 of the *Student's Book*, organize children into pairs so they can support each other.







Objectives

- To listen to and understand descriptions (location)
- To listen to and read a story
- To read words (*opposite, next to*)
- To write sentences (location)
- To spell the words *look, make, think, said*

Materials

- *Student's Book* pages 96 and 97
- *Activity Book* page 65 and *Spelling* (*Activity Book* page 85)
- Audio tracks 65 and 66

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- listen to a story ("Town Mouse and Country Mouse"),
- write (sentences),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write (sentences).

Get two children to join you at the front of the class. Get the children to stand facing each other and say, "[Tariq] is opposite [Mahmoud]." Write "opposite" on the board and get the class to repeat the word several times.

Get the two children to stand side by side and say, "[Tariq] is next to [Mahmoud]." Write "next to" on the board and get the class to repeat it several times.

Organize children into pairs. Say, "next to" or "opposite" and get children to move into the corresponding positions.

Tell the class to look at the top of page 65 of the *Activity Book*. Explain that Kiko is drawing a map of his town. Hold up, or project, the page, point to the rectangles on the "map," and explain that they are buildings in a town. Tell children to listen and help Kiko finish writing the names on the buildings.

Play Track 65. Pause after each description to let children label the buildings.

Track 65: Kiko's town
The park is opposite the mosque.
The shoe store is next to the mosque.
The mall is opposite the supermarket.

Help children check their work. Draw the map on the board. Ask, "What is opposite the mosque?" Let children read their map and respond with "park." Write the word on the board. When the map is complete, get children to check their own map and make any corrections necessary.

Get the class to look at the bottom of page 65 of the *Activity Book*. Write the first sentence on the board and read it with the class. Get children to look at the map and help you to complete the sentence with the word "opposite." Remind the class that sentences start with a capital letter and end with a period. Check that children are ready to write and let them complete the remaining sentences.

When they have finished, get children to read out their sentences and write them on the board. Accept all sentences that are true for Kiko's town.

3. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 96 and 97 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story. Get them to guess the meaning of "country" (for example, an area that is mainly agricultural or free from buildings).

Play Track 66. Let children listen and follow the story by looking at the pictures and the words.

Track 66: Town Mouse and Country Mouse
Town Mouse and Country Mouse were friends.
One day, Town Mouse went to visit Country Mouse.
They had a picnic of bread and cheese.
Town Mouse said, "This food is boring."
Country Mouse went to visit Town Mouse.
Town Mouse showed Country Mouse lots of delicious food.
Country Mouse ate and ate.
The door opened.
A cat jumped up to the table.
"Run!" shouted Town Mouse.
Town Mouse and Country Mouse ran as fast as they could.
When they were safe, Country Mouse said, "I don't like the town. I am going home to the country."
When he got home, Country Mouse had a lovely dinner of bread and cheese.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you why Country Mouse went to visit Town Mouse (to try more exciting food). Ask them why Country Mouse didn't want to stay in the town (the cat wanted to eat them). Explain that although the food was more exciting in the town, it came with dangers. Country Mouse had failed to appreciate the delicious food and safety he had at home in the country.

Use this opportunity to talk about being thankful for what we have. Explain that advertising and friends may make us desire more material wealth, but it won't necessarily make us happy. You may wish to link this to a discussion on the things that do bring happiness, such as faith, work, family, and helping others.

4. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 85).

Show children the Unit 16 words (*look, make, think, said*) and read them with the class. Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 2" column.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

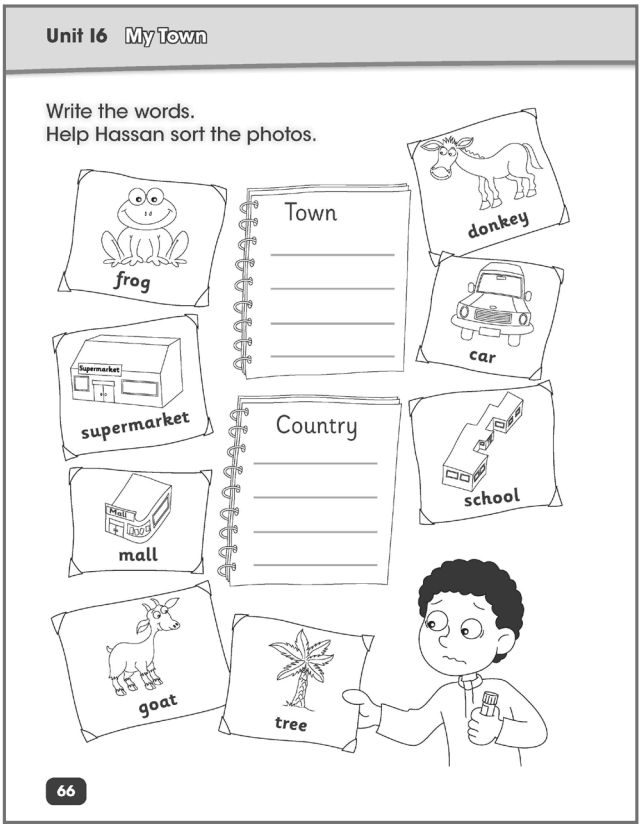
Additional

Extend

- Organize children into groups of three. One child gives an instruction, such as "opposite." The other two children in the group must stand opposite each other. Get children to take turns giving instructions using "opposite" and "next to."

Support

- Before playing Track 65, hold up the page and get children to describe the position of each rectangle. For example, point to the top left rectangle and get children to say, "opposite the school."
- Instead of writing the words onto the map on page 65 of the Activity Book, let some children draw a line from each word to the rectangle.
- When writing sentences on page 65 of the *Activity Book*, ask children to choose and complete two sentences. Encourage those children who can to complete more than two.



Objectives

- To listen to and say a rhyme
- To give descriptions (location)
- To read words (places and buildings)
- To write words (places and buildings)
- To spell the words *look, make, think, said*

Materials

- *Student's Book* page 94
- *Activity Book* page 66 and *Spelling* (*Activity Book* page 85)
- *Handwriting Book* page 53 (see notes on page 225)
- Audio track 62
- Picture cards (*shoe store, hospital, mall, school, park, supermarket*)
- Word cards (*shoe store, hospital, mall, school, park, supermarket*)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a rhyme ("Cross the road"),
- read,
- write,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Get the class to look at page 94 of the *Student's Book*. Play Track 62. Encourage children to join in with the words and the actions.

3. Read (and give descriptions).

Hold up a picture card, get the class to name it, and put it on the board. Repeat for all six picture cards.

Give the word cards to six children in the class. Allow them some time to read the word card with their group. Tell children to put their word card below the matching card on the board. When they have finished, tell the class to check that they are correct.

Take the picture cards off the board, leaving the word cards. Play a game of "What is it?" with the word cards. Get children to close their eyes. Turn over a word card. Get children to open their eyes and guess the missing word card. Do the activity several times.

Do a group quiz. Draw a road across the board, similar to page 65 of the *Activity Book*. Place the six word cards along the road, so that some of them are opposite each other and next to each other. Tell the class that they are going to play, "Where is it?" Ask the class, "Where is the supermarket?" Give children some time to agree on a description of the store with their group. Nominate a group to give the answer, for example, "Next to the park." If they are correct, award the group two points. If they are incorrect, offer the question to a different group for one point. Continue the activity, keeping a record of the points on the board. At the end of the activity, count up the points and congratulate the winning group.

4. Write.

Ask children to look at page 66 of the *Activity Book*. Explain that Hassan is sorting his photographs into two albums – one about the town and one about the country. Tell the class to help Hassan sort the photos.

Check that children are ready to write. Get them to write the word on each photograph either on the "Town" album or the "Country" album. While they are working, move around the class, monitoring children's writing.

When they have finished, write "Town" on one side of the board and "Country" on the other. Get children to help you write the words on the board. Answers will vary according to children's

experiences. Accept all answers and use any disagreement as an opportunity for discussion.

Get children to suggest more places or buildings they can find in the "town" and the "country." Add them to the lists on the board.

5. Spell.

Ask the class to look at *Spelling*, (*Activity Book* page 85).

Show children the Unit 16 words (*look, make, think, said*) and read them with the class. Check children are ready to write. Get them to follow the "Look, say, cover, write, check" procedure (see Units 11–13) and complete the "Write 3" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

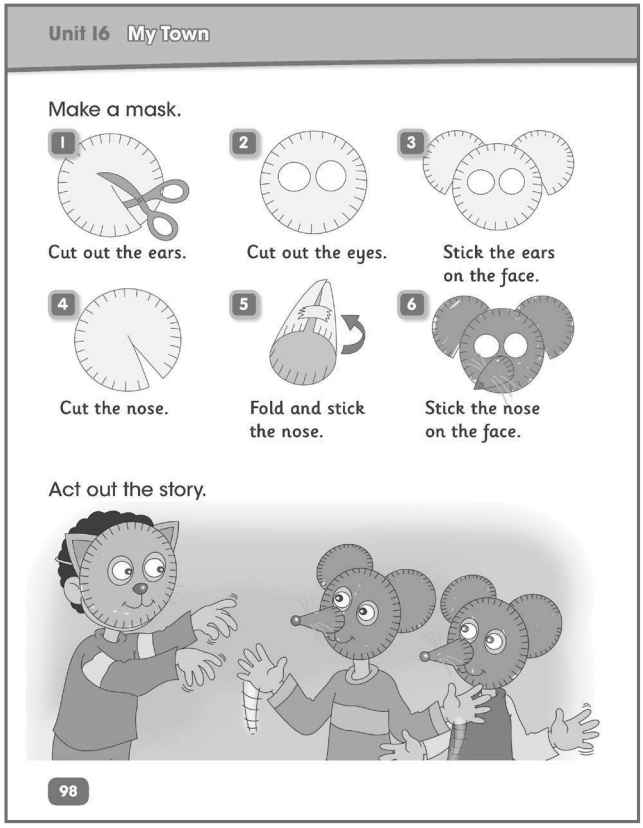
- When children are sorting their photographs on page 66 of the *Activity Book*, get them to think of their own places and buildings and add them to the albums.
- Organize children into pairs. One child looks at page 65 of the *Activity Book* and asks, "Where is the shoe store?" Their partner must reply with a description, "Next to the supermarket." Get them to change roles and continue the activity.

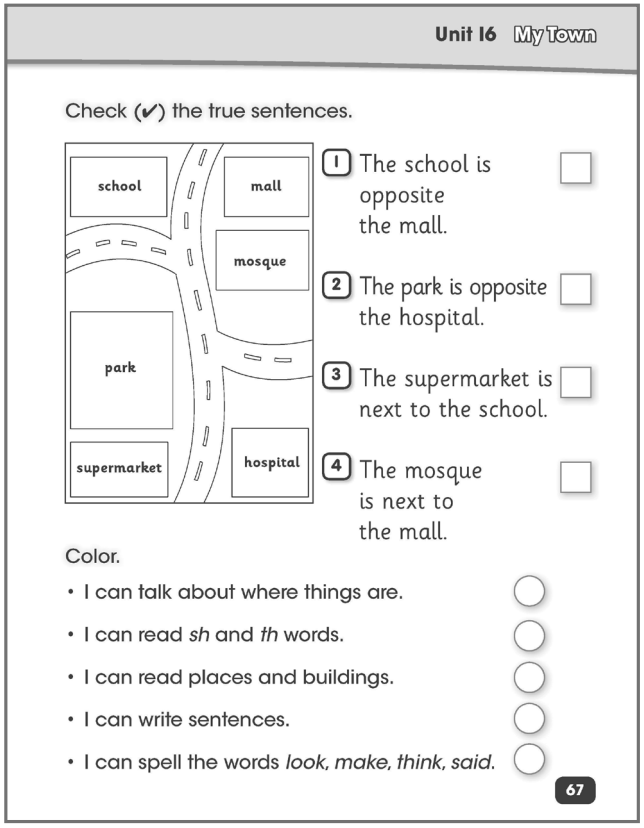
Support

- Differentiate the activity on page 66 of the *Activity Book*. Say, "Write two words on each photograph album." If children finish writing two words, tell them to continue sorting the remaining words.

Before the next lesson

- You will need paper plates (three plates for each child), scissors, string and colored pencils for the next lesson. Familiarize yourself with the procedure for making the masks by looking at page 98 of the *Student's Book* and the Lesson 5 teaching notes. Make a "cat" mask and a "mouse" mask to show the children.





Objectives

- To listen to and read a story
- To act out a story
- To read sentences (location)
- To read and follow instructions
- To spell the words *look, make, think, said*

Materials

- *Student's Book* page 98
- *Activity Book* page 67 and the *Spelling Tests* page (*Activity Book* page 87)
- Audio track 66
- Word cards (*shoe store, hospital, mall, school, park, supermarket*)
- Paper plates, scissors, string, and colored pencils
- Your own "mouse" and "cat" paper plate masks

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read,
- make a mask,
- act out (a story),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read sentences (location).

Hold up the word cards one by one and get the class to read them. Put them on the board. Point to the word cards randomly and get children to read them.

Get children to look at the top of page 67 of the *Activity Book*. Show children the map. Make statements about the location of the buildings and get children to tell you whether it is "true" or "false." For example:

- The mall is next to the mosque. (true)
- The park is opposite the supermarket. (false)
- The supermarket is opposite the hospital. (true)

Check that children are ready to write. Get them to read each sentence and put a check mark in the box if it is true and an *X* if it is false. When they have finished, write the numbers 1–4 on the board. Read the first sentence and get children to say "true" or "false." When they say, "true," put a check mark next to number 1 on the board. Repeat the procedure for all of the sentences. Get children to look at the board and check their answers.

Answers:
1. The school is opposite the mall. (✓)
2. The park is opposite the hospital. (✗)
3. The supermarket is next to the school. (✗)
4. The mosque is next to the mall. (✓)

3. Make and act.

Get children to look at the story on pages 96 and 97 of the *Student's Book*. Play Track 66. Get children to track the words with their fingers and join in with the words.

Organize children into groups of three. Get the class to look at page 98 of the *Student's Book*. Show children your masks and explain that they will each make a mask and act out the story.

Show children how to make the mouse mask, which is made with three plates. Point to the first instruction on page 98 of the *Student's Book* and read it with the class. Demonstrate the instruction by cutting a paper plate in half. Read the second instruction and show children how to cut out two eyeholes in a second paper plate. Continue reading and demonstrating each instruction. Stick, or staple, the ears onto the face. Use a third plate to make the nose; cut a slit in the plate from the edge to the center and roll it into a cone. Stick the nose onto the face. Use pens to color the mask and stick on strips of paper for whiskers. Attach string to the mask so that it can be tied on the children's faces.

The cat mask is made with two plates. Cut out two eyeholes in one plate. Use the second plate to make the ears. Cut out two triangles and stick, or staple, them onto the face. Draw the nose and mouth on the face and add strips of paper for whiskers. Attach string to the mask so that it can be tied on the children's faces.

Tell each group to decide who will be the cat, the Town Mouse, and the Country Mouse. Distribute the plates, scissors, string and colored pencils and let children make their masks. Move around the class and help them when needed.

When they are ready, get children to put on their masks and act out the story of "Town Mouse and Country Mouse."

4. Spell.

Help children to find the *Spelling Tests* page (*Activity Book* page 87). Show them the Unit 16 box.

Check that children are ready to write. Say the first word, "look." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *make, think*, and *said*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their partner's spellings.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 67 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.
- I can talk about where things are (e.g., *Activity Book* pages 65 and 67).
- I can read /sh/ and /th/ words (e.g., *Activity Book* page 64).
- I can read places and buildings (e.g., word card activities, *Student's Book* pages 93 and 95 and *Activity Book* pages 65 and 67).
- I can write sentences (e.g., *Activity Book* page 65).
- I can spell the words *look, make, think, said* (e.g., *Spelling, Activity Book* page 85).

Get children to think about their work and color the circles:
- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend
- Organize children into pairs and get them to play "True or false." One child looks at the map on page 67 of the *Activity Book* and makes a statement. For example, "The mall is opposite the school." Their partner must respond with "true" or "false." Get them to change roles and continue the activity.

Support
- Help children make the masks by cutting out the eyes in advance of the activity. You may wish to play Track 66 so that children can listen and follow the story as they act it out.

Before the next lesson
- The new words for Unit 17 are recorded as part of the *Sounds File* (Track 103).

Lesson 1

Use page 52. This activity reviews animal names and practices spelling and sounding out letters to make words.

Before setting this activity either in class or as homework, spend time reviewing words and letter sounds. Let children check the names of the animals in pairs, check with the class. See if children can find and point to the initial letter for the first word and make the letter sound. Repeat for the other letters. Encourage children to blend the sounds "/d/, /o/, /g/" to give "dog".

Repeat the process for the other words. Give children some time to say the other words on the page in pairs. Check with the class.

Check that children are ready to write and let them write the words next to the pictures. If they are doing this at home, remind them to look back in their books if they are not sure about how to write to spell the words.

Lesson 4

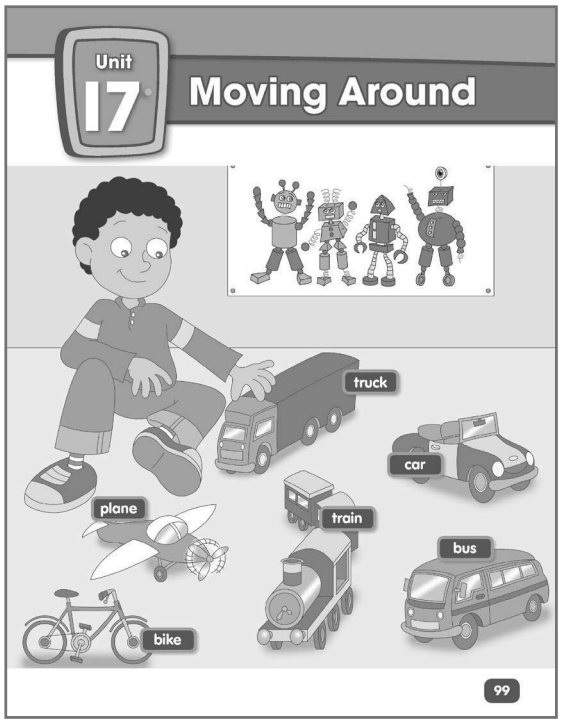
Use page 53. This activity reviews the diagraph sounds /ee/ and /oo/, and practices spelling and sounding out letters to make words.

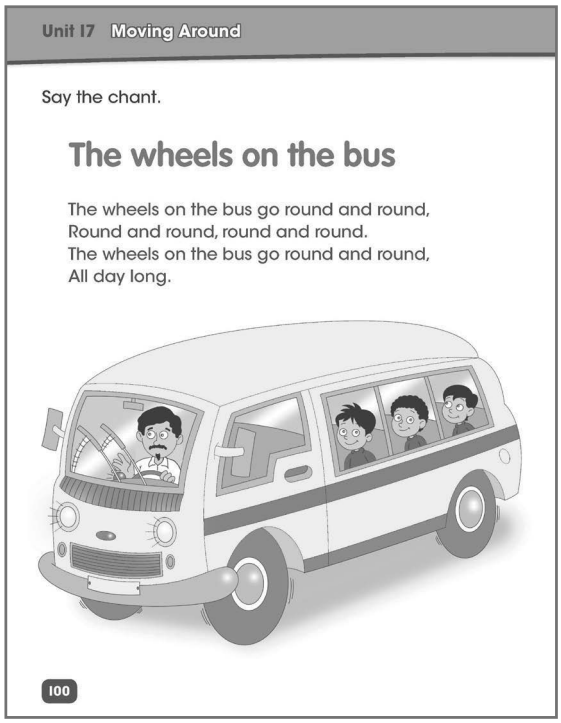
Write the letters "ee" and "oo" on the board, making sure you model correct letter formation. See if children can remember the sounds they make, long vowel sounds /ee/ and /oo/.

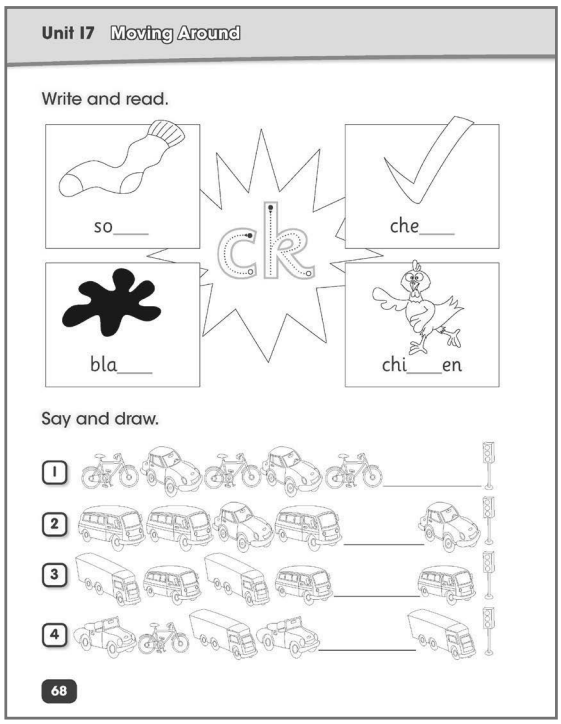
Before setting this activity either in class or as homework, spend time reviewing words and letter sounds. In pairs, let children check the names of the pictures, check with the class. See if children can decide which long vowel sound is needed in each word. Repeat the process for the other words. Give children some time to say the other words on the page in pairs. Check with the class.

Check that children are ready to write and let them write the missing letters in each word. If they are doing this at home, remind them to look back in their books if they are not sure about how to write to spell the words.

Unit 17 Moving Around







Objectives

- To identify and name means of transportation
- To listen to and say a chant
- To read and write the digraph /ck/

Materials

- *Student's Book* pages 99 and 100
- *Activity Book* page 68
- *Handwriting Book* page 54 (see notes on page 238)
- Audio track 67
- Picture cards (*car, bus, bike, train, plane, truck*)

I. Circle Time

Hold up, or project, page 99 of the *Student's Book* and tell children they are going to start a unit called "Moving Around." Discuss some of the following points with them:

- Talk about different vehicles.
- Talk about why we need different means of transportation.
- Talk about their favorite means of transportation.

- Talk about how they get to school.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- play a game ("Traffic jam"),
- say a chant ("The wheels on the bus"),
- write (/ck/ words).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name means of transportation.

Tell children to look at page 99 of the *Student's Book*. Get them to tell you what they can see. Explain that Hassan is playing with some of his toys. Find out if the children have any toy vehicles and which ones they have.

Hold up the picture cards one at a time and get children to name them. Get the class to repeat the word and put the picture card on the board.

Play "Traffic jam." Draw a traffic light on the right hand side of the board. Color the top light red. Point to the red light and get children to tell you that it means, "Stop." Put the car picture card next to the traffic lights. Ask the class, "What is in the traffic jam?" Help the class respond with, "A car." Put the truck picture card behind the car. Ask the question again and get children to reply with, "A car and a truck." Add the *bike* behind the *truck* and get children to say, "A car, a truck, and a bike." Continue until all of the picture cards are in the traffic jam and the class list all six vehicles. Finally, get the class to close their eyes and see if they can remember and say the traffic jam. Redistribute the picture cards and repeat the activity by naming the vehicles in a different order.

3. Say a chant.

Get children to tell you if they have been on a bus.

Get the class to look at the picture on page 100 of the *Student's Book*. Ask children to name the different parts of the bus. Make sure children notice the lights and the windshield wipers. Read the rubric and title with the children.

Play Track 67. Demonstrate the actions while children listen. For example, make a circular motion with your hands for "round and round," wave your arms to the left and right for "swish, swish, swish," and open and close your hands for "flash, flash, flash."

Track 67: The wheels on the bus
The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All day long.

The wipers on the bus go swish, swish, swish,
Swish, swish, swish, swish, swish, swish.
The wipers on the bus go swish, swish, swish,
All day long.

The lights on the bus go flash, flash, flash,
Flash, flash, flash, flash, flash, flash.
The lights on the bus go flash, flash, flash,
All day long.

Play Track 67 again. This time get children to stand up and do the actions. Encourage them to join in with the words "round and round," "swish, swish, swish," and "flash, flash, flash."

If you have children in your class who come to school by bus, use this opportunity to talk about safety. Talk about being quiet so that they don't disturb the driver. Explain that they should not stand or walk around the bus when it is moving in case the bus has to brake suddenly.

4. Write (/ck/ sound).

Write the letters *ck* on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the sound /ck/. Explain that *ck* comes in the middle or end of words, not at the beginning. Encourage children to think of words with *ck* in them.

Ask children to look at the activity at the top of page 68 of the *Activity Book*. Check that children are ready to write and let them write *ck* under the pictures and complete each word.

When they have finished writing, point to a picture and get children to say the word. For example say, "three" and help children read and say, "black." Write the word on the board so children can check their work. Continue until all four words are on the board. Point to the words in random order and get the class to read them.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

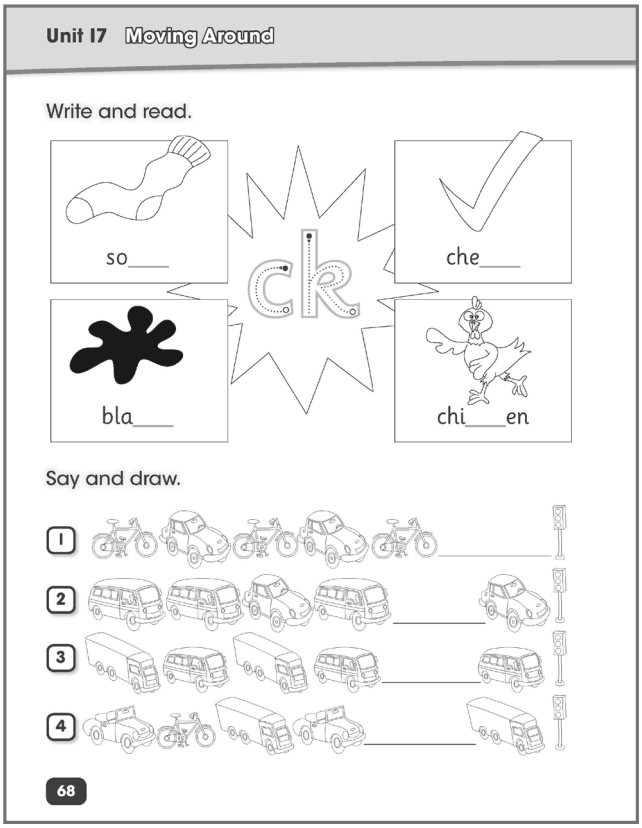
- Challenge groups to make up a new verse for the "wheels on the bus" chant. For example, "The children on the bus go up and down," "The baby on the bus goes, 'wah, wah, wah,'" or "The horn on the bus goes 'beep, beep, beep.'" Get each group to chant their verse to the rest of the class.
- Let children color the pictures on the top of page 68 of the *Activity Book*.

Support

- When learning the vehicle names, get children to make up an action for each one. For example, they could put their arms out and fly for a *plane* and draw a rectangle in the air for a *truck*.

Before the next lesson

- Ask children to bring to school any toy vehicles they have.


Unit 17 Moving Around

Write and read.

so___ cl cr che___ bla___ chi___en

Say and draw.

1 2 3 4

68

Objectives

- To identify and name vehicles
- To read words (vehicles)
- To spell the words *over, under, girl, boy*

Materials

- *Activity Book* page 68 and *Spelling* (*Activity Book* page 86)
- Picture cards (*car, bus, bike, train, plane, truck*)
- Word cards (*car, bus, bike, train, plane, truck*)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities, they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- show and tell,
- read (vehicle words),
- draw,
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Show and tell.

If children brought their own toy cars to the lesson, let them show them to their group. Encourage them to name the vehicle and describe its color and size in English. For example, "This is a car. It is red. It is small."

3. Read (vehicles).

Hold up a picture card and get children to name it. Put the picture card on the board. Do the same with the remaining picture cards.

Hold up the *car* word card and read it with the class. Put it below the matching picture card. Do the same with the remaining word cards. Point to different word cards and get groups to read them, with the picture support.

Play "What's wrong?" Get the class to close their eyes. Swap the position of some of the word and picture cards. Get the class to open their eyes. Invite two confident children to go to the board and move the cards so they match again. Get the class to help them. Play the game several times.

Play "Traffic jam." Give the word cards to children in the class. Point to the door and tell the class that it is a traffic light and that it says, "Stop." Name the six vehicles and get children to make a traffic jam in front of the door. For example, say, "truck" and get the child with the *truck* word card to stand facing the door. Say, "bus" and get the child with the *bus* word card to stand behind the "truck." Say, "bike" and get the child with the *bike* word card to stand behind the "bus." Continue until all six vehicles are in the traffic jam. Tell children to hold up their word cards. Get the class to read the word cards in the traffic jam from the traffic light to the end. Repeat the game.

4. Draw.

Draw a sequence of vehicles on the board. If you have more than one set of picture cards in school, you may wish to use them instead of drawings. For example, draw a truck, a bike, a truck, a bike, and a truck. Point to each vehicle and get the class to name them in order, "Truck, bike, truck, bike, truck." Point to the last truck and ask children, "What comes next?" Help them respond, "bike."

Get the class to look at the three traffic jams at the bottom of page 68 of the *Activity Book*. Tell children to say the vehicles, from left to right, and draw the missing vehicle.

When they have finished, get groups to tell you the missing vehicles. Put the picture cards on the board so children can check their answers.

Answers:
1. car
2. bus
3. truck
4. bike

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

The Unit 17 spelling words are *over, under, girl, boy*. Write these words on the board and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 1" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

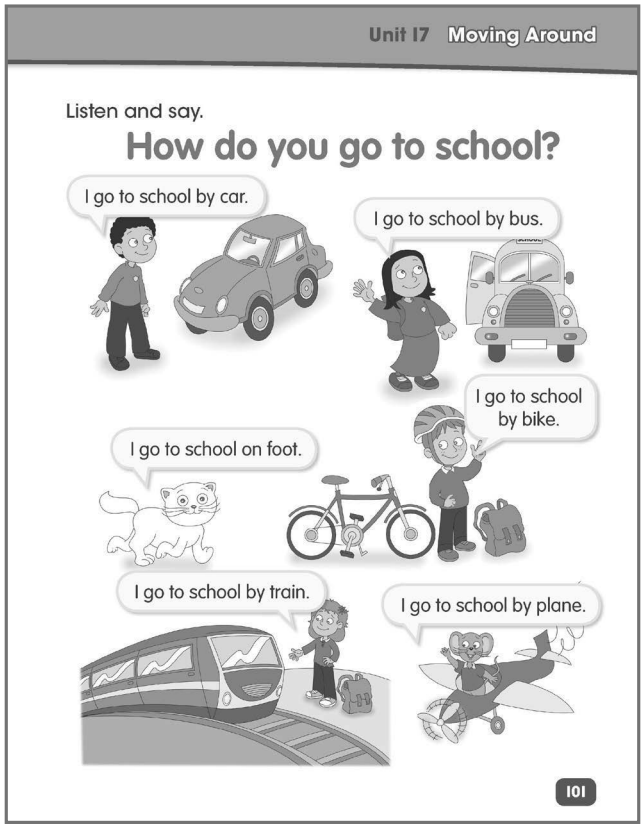
Additional

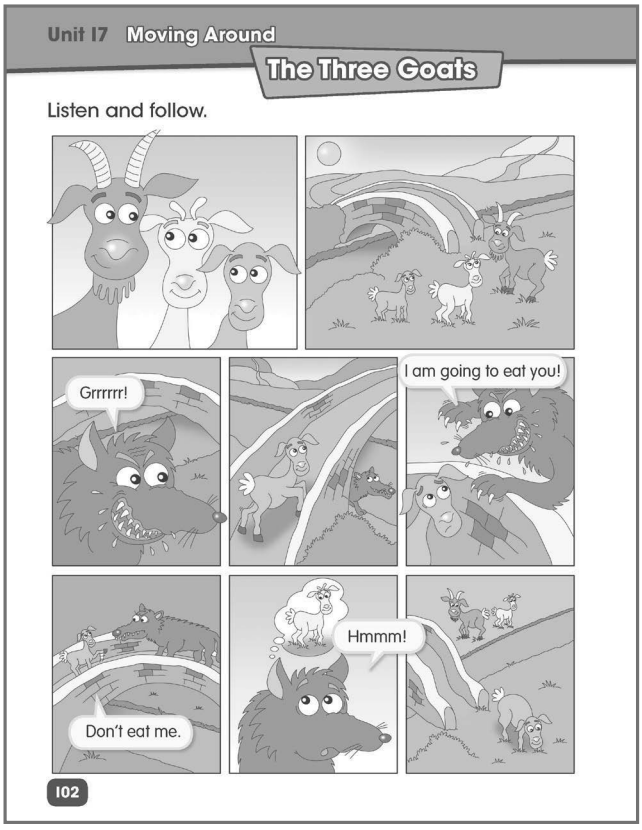
Extend

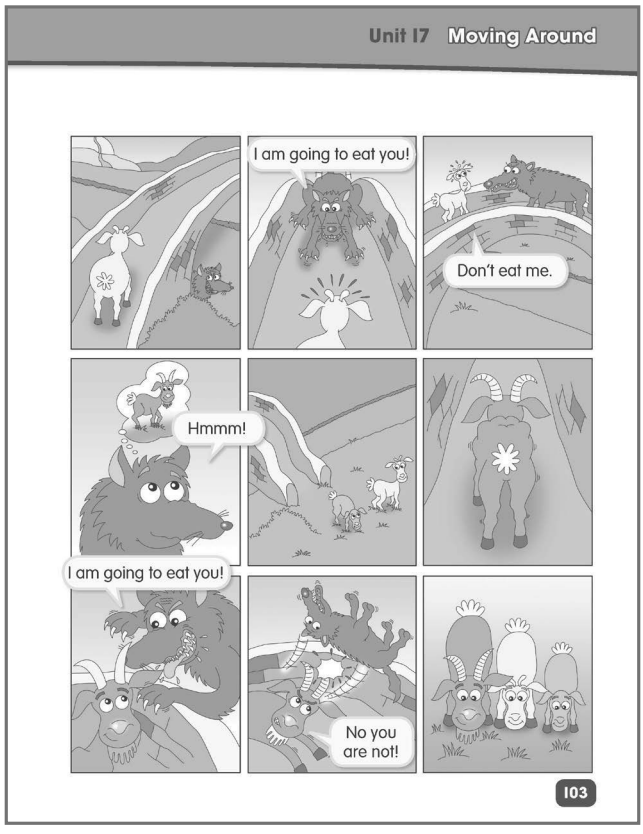
- Get children to draw their own "traffic jam." Get them to give their traffic jam to a friend so they can guess the next vehicle in the sequence.
- Play "What is it?" with the word cards. Get children to close their eyes. Turn over a word card. Get children to open their eyes and guess the missing word card. Do the activity several times.
- Make a set of "vehicle cards" for each pair of children. Each card should have a picture of a different vehicle on it. One child says a sequence of vehicles and their partner places the cards in the same order on the table. Get them to change roles.

Support

- When reading the word cards, get children to pay attention to the initial letter sound and the length of the word.
- Help children draw the vehicles on page 68 of the *Activity Book* by sketching a simple outline of each vehicle on the board.







Objectives

- To listen to and read a story
- To ask and answer questions
- To read words (vehicles)
- To spell the words *over, under, girl, boy*

Materials

- *Student's Book* pages 101, 102, 103
- *Spelling* (*Activity Book* page 86)
- Audio tracks 68 and 69
- Word cards (*car, bus, bike, train, plane, truck*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- say,
- listen to a story ("The Three Goats"),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (vehicles).

Play "Traffic jam." Draw a traffic light on the right of the board and color the top light red. Point to the red light and get children to tell you that it means, "Stop."

Hold up the *car* word card and get the class to read it. Put the word card next to the traffic lights and get the class to read it, "car." Put the *truck* word card behind the car word card. Get the class to read the "traffic jam," i.e., "car, truck." Continue until all of the word cards are in the traffic jam and the class has read all six vehicles. Get the class to close their eyes and see if they can remember the vehicles in the traffic jam in order.

Play the game again. Rearrange the word cards and get the class to read the vehicles in the new traffic jam.

3. Say (ask and answer questions).

Get children to look at the pictures on page 101 of the *Student's Book*. Explain that the characters are all going to school.

Play Track 68. Get children to listen and find the picture. Pause after each answer and let children call out the name of the character.

Track 68: How do you go to school?

1. *How do you go to school?*
   I go to school by bike. *(Sam)*
2. *How do you go to school?*
   I go to school on foot. *(Velvet)*
3. *How do you go to school?*
   I go to school by car. *(Ben)*
4. *How do you go to school?*
   I go to school by bus. *(Hassan)*
5. *How do you go to school?*
   I go to school by plane. *(Kiko)*
6. *How do you go to school?*
   I go to school by train. *(Mandy)*

Ask a few children, "How do you go to school?" Help them give a personal response. Invite a confident child to ask you the question and tell them how you travel to school.

4. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 102 and 103 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story. Introduce the word *bridge* before listening to the story.

Play Track 69. Let children listen and follow the story by pointing at the pictures.

Track 69: The Three Goats

Once upon a time, there were three goats: Daddy goat, Mommy goat, and Baby goat.
They wanted to go over the bridge to eat the green, green grass.
But a big, hungry wolf lived under the bridge. Grrrrrr!
First, Baby goat went onto the bridge. Trip-trot, trip-trot, trip-trot.
Up jumped the wolf! "I am going to eat you!" it said.
"Don't eat me," said Baby goat. "Mommy goat is bigger and tastier than me!"
"Hmmm," said the wolf. "You can go over the bridge. I will wait for Mommy goat."
So, Baby goat went over the bridge and ate the green, green grass.
Next, Mommy goat went onto the bridge. Trip-trot, trip-trot, trip-trot.
Up jumped the wolf! "I am going to eat you!" it said.
"Don't eat me," said Mommy goat. "Daddy goat is bigger and tastier than me!"
"Hmmm," said the wolf. "You can go over the bridge. I will wait for Daddy goat."
So, mommy goat went over the bridge and ate the green, green grass.
Daddy goat went onto the bridge. Trip-trot, trip-trot, trip-trot.
Up jumped the wolf! "I'm going to eat you!" it said.
"No, you are not!" said Daddy goat, and he pushed the wolf into the river.
Daddy goat went over the bridge, and the three goats lived happily ever after.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Do a "Story quiz." Ask the class a question about the story. For example, "What lives under the bridge?" Give groups some time to discuss and agree on an answer. Nominate a group to give the answer and award them a point if they get it correct. Continue until each group has answered two or more questions.

Get children to tell you what made it difficult for the goats to cross the bridge (the wolf). Ask children to tell you if the goats gave up when they found out there was a wolf under the bridge (no). Use this opportunity to talk about perseverance. Explain that we often have obstacles in our way, or find things difficult to do. Tell children if we keep on trying and don't give up, we can often overcome obstacles in our path. Get children to tell you about times when they have persevered, for example, learning to ride a bike, doing some schoolwork, or finding something.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

Show children the Unit 17 words (*over, under, girl, boy*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 2" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

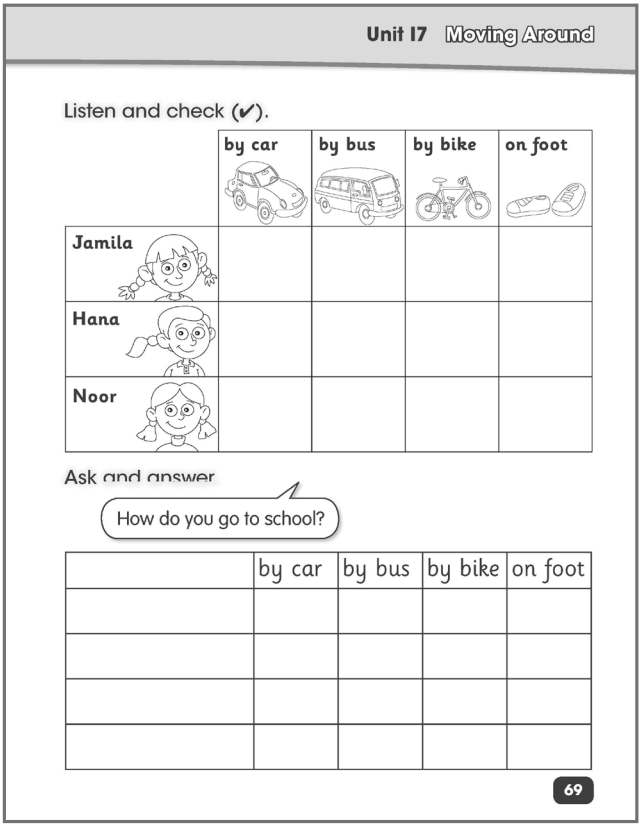
Additional

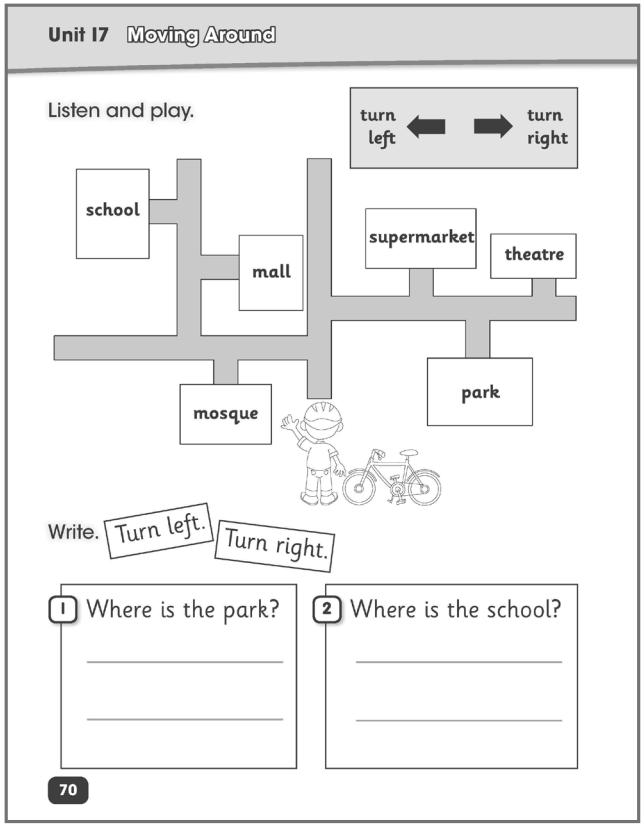
Extend

- Play "Traffic jam" with groups. Draw some traffic lights on one side of the board and put a line of word cards next to it. Challenge a group to read the cards and name the vehicles in the traffic jam. Award a point to the group if they read them correctly. Continue by making new "traffic jams" and challenging different groups.
- Organize children into pairs. One child asks, "How do you go to school?" The other child pretends to be one of the characters on page 101 of the *Student's Book* and gives an answer, for example, "By bike." Their partner should identify them as "Sam." Get children to change roles.
- After playing Track 68 once, play it a second time. This time, divide the class into halves. Get one half of the class to repeat the questions and one half to repeat the answers. Change roles and play the recording again.

Support

- Project the story pages onto the board. Let children listen to the story as you point to the relevant pictures.





Objectives

- To listen to and say a chant
- To listen to and follow directions
- To ask and answer questions
- To spell the words *over, under, girl, boy*

Materials

- *Activity Book* pages 69 and 70 and *Spelling* (*Activity Book* page 86)
- Audio tracks 67 and 70
- *Handwriting Book* page 55 (see notes on page 238)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a chant ("The wheels on the bus"),
- say (ask and answer questions),
- listen (directions),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a chant.

Get the class to look at page 100 of the *Student's Book*. Play Track 67. Encourage children to do the actions and join in with the words.

3. Say (ask and answer questions).

Get children to look at page 69 of the *Activity Book*. Explain that the girls are children in Reem's class and Reem is finding out how they travel to school. Play Track 70 and let children listen and check the way the each character goes to school.

Track 70: Jamilia, Hanna, and Noor

Hi, Jamilia. How do you go to school?
I go to school on foot. *(Jamilia)*

Hello, Hanna. How do you go to school?
I go to school by bus. *(Hanna)*

Hi, Noor. How do you go to school?
I go to school by bike. *(Noor)*

Let children compare their answers with a friend. Then ask, "How does Jamilia go to school?" Get the class to respond, "On foot." Do the same for Hanna and Noor.

Get the class to look at the bottom of page 69 of the *Activity Book*. Read the rubric with the children. Get them to write the names of four children in their group in the first column (or use initial first letters or numbers). Let them ask each of the four children, "How do you go to school?" They should listen to the answers and check the appropriate columns.

When they have finished, get the children to read their charts and explain how children go to school. For example, ask, "How does [Mohammed] go to school?" Help the child read their chart and give an answer, for example, "On foot."

4. Listen (directions).

Get children to stand up. Turn your back to them and put out your right hand. Say, "right." Get children to do the same. Repeat the process for "left."

Draw an arrow pointing right on the board. Label it *right*. Do the same for *left*. Read the words and demonstrate the actions with the class.

Get children to walk on the spot. Say, "Turn left" and get them to turn 90 degrees to the left and continue walking on the spot. Say, "Turn right" and get them to return to their original position while walking on the spot. Continue giving instructions and getting children to turn left or right.

Ask children to look at the map on page 70 of the *Activity Book*. Get them to read the places on the map. Show the class the picture of Sam at the bottom of the map. Tell children to pretend to be Sam. Give the class some instructions. For example, "Turn left, turn left." Ask, "Where is Sam?" Help children to make two left turns on the map to find the mosque. Let children turn their books if it helps them. Tell children to go back to the starting position. Give more directions and challenge the class to tell you where Sam goes.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

Show children the Unit 17 words (*over, under, girl, boy*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 3" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

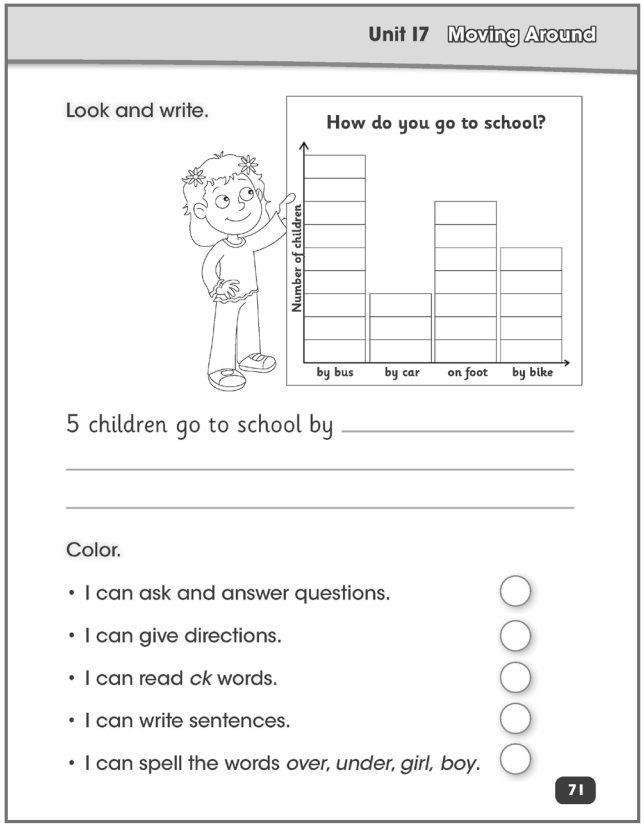
- Organize children into pairs. One child gives a sequence of instructions using the language "Turn left" or "Turn right." Their partner walks on the spot and follows the instructions.
- Use the information collected at the bottom of page 69 of the *Activity Book* to make a class graph showing how children go to school. Draw the outline of a graph similar to the one on page 71 of the *Activity Book*. Along the bottom, write, "by bus," "by car," "on foot," "by bike." Ask children to figure out how many children in their group go to school by bus. Get each group to tell you the number of children who go to school by bus. Add the numbers together to get the total for the class and draw this in the graph. For example, if 12 children go to school by bus, draw 12 "blocks" in the first column of the graph. Continue until the graph is complete. Spend some time asking and answering questions about the graph.

Support

- When completing the chart at the top of page 69 of the *Activity Book*, get children to work in pairs so they can support each other.

Before the next lesson

- Each group of four children will need a *Pencil Puppet* photocopiable page (*Photocopiable Resources* page 318). Copy the pictures onto thick paper or card.
- Familiarize yourself with the procedure for making the puppets in the next lesson. Make an example puppet to show children.



Objectives

- To listen to and follow directions
- To retell a story
- To give directions
- To write sentences
- To spell the words *over, under, girl, boy*

Materials

- *Student's Book* page 104
- *Activity Book* pages 70 and 71 and *Spelling* (*Activity Book* page 86)
- Audio track 69
- Word cards (*car, bus, bike, train, plane, truck*)
- *Pencil Puppets* (one set per group), (*Photocopiable Resources* page 318)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write (directions),
- say (story),
- write (sentences),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write (directions).

Get the class to look at the map on page 70 of the *Activity Book*. Give some instructions, for example, "Turn right, turn left." Ask the class, "Where is Sam?" Let them respond with, "supermarket." Repeat the activity with a different set of instructions.

Organize the class into pairs. One child gives instructions. Their partner pretends to be Sam, follows the instructions on the map, and names the destination. Get children to take turns.

Show children the activity at the bottom of page 70 of the *Activity Book*. Read the rubric and the directions "Turn left." and "Turn right." with the class. Read the first question with the class and invite some children to give the directions orally, "Turn right, turn right." Show the class how to write the two directions on the lines in the *Activity Book*. Let children write the second set of directions by themselves, "Turn left. Turn right, turn left."

3. Say (story).

Tell the class that they are going to make puppets and retell the story of "The Three Goats." Show them your pencil puppet.

Ask children to look at page 104 of the *Student's Book*. Get them to read the instructions and tell you what they have to do. Organize the class into groups of four. Tell them to each choose a different character, Baby goat, Mommy goat, Daddy goat, or the wolf. Give each group a photocopy (*Photocopiable Resources*, page 318) and let them cut out and make their pencil puppets.

When they have made their puppets, show children the bridge at the bottom of page 104 of the *Student's Book*. Tell groups to make a bridge on their table using pencil cases and books. Play Track 69 and let them act out the story with their puppets.

Get groups to use their puppets to tell the story without the recording. Encourage children to say the main parts of the story, for example, "Trip-trot, trip-trot, trip-trot," and "I'm going to eat you."

4. Write.

Hold up the word cards one by one. Get children to read them and put them on the board. Point to the words randomly and get the class to read them.

Ask children to look at the top of page 71 of the *Activity Book*. Explain that Mandy has collected information about how children in her class go to school and displayed it on a graph. Hold up, or project, the activity and show children how to read the graph. For example ask, "How many children go to school by bike?" Show children how to find the "by bike" column and count the blocks to make "five."

Write the sentence under the graph on the board and read it, "5 children go to school by ____," and demonstrate counting the blocks in each column. When you count "five" in the "by bike" column, show children how to complete the sentence with the "bike". Get children to write two more sentences about the graph. Explain that they can choose whether to write about children who go "by bus," "by car," or "on foot."

Help children check their work. Ask, "How many children go to school by bus?" When they give the answer, "Nine," write the sentence on the board, "9 children go to school by bus." Do the same for the remaining sentences.

5. Spell.

Help children to find the *Spelling Tests* page (*Activity Book* page 87). Show them the Unit 17 box.

Check that children are ready to write. Say the first word, "over." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *under, girl,* and *boy*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their friend's spellings.

6. Circle Time

Review the lesson. Use icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 71 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can ask and answer questions (e.g., *Student's Book* page 101 and *Activity Book* page 69).
- I can give directions (e.g., *Activity Book* page 70).
- I can read /ck/ words (e.g., *Activity Book* page 68).
- I can write sentences (e.g., *Activity Book* page 70 and page 71).
- I can spell the words *over, under, girl, boy* (e.g., *Spelling, Activity Book* page 86).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get children to draw their own imaginary graph about how children get to school. Let them ask their friends questions about the graph, for example, "How many children go to school by bike?"

Support

- Support children when they write the sentences on page 71 of the Activity Book. For example, get children to work in pairs so they can support each other. Alternatively, get them to choose and write one sentence only.

Before the next lesson

- Bring some seeds to the next lesson, for example, coriander seeds, sunflower seeds, mustard seeds. If possible, bring a young plant or seedling as well.
- The new words for Unit 18 are recorded as part of the *Sounds File* (Track 104).

Lesson 1

Use page 54. This activity reviews capital letters *A*–*M*.

Practice saying the alphabet from *a*–*m*. Say a letter and see if children can say what letter comes next. Put children in pairs and ask them to point to all the small letters from *a*–*m*. Repeat the process for all the capital letters.

Hold up the page, or reproduce a similar mixture of letters on the board, and demonstrate what children have to do. Show them the line joining *A* to *a*.

When the children have finished – for homework or in class – get them to check in pairs. Write up the letters on the board and then get children to tell you how to match.

Lesson 4

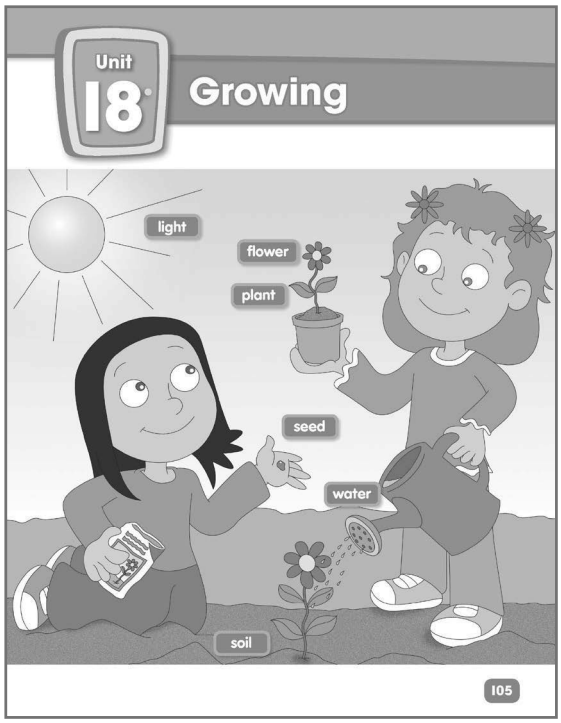
Use page 55. This activity reviews "it is" and "it can" sentences and tests whether children can identify individual words.

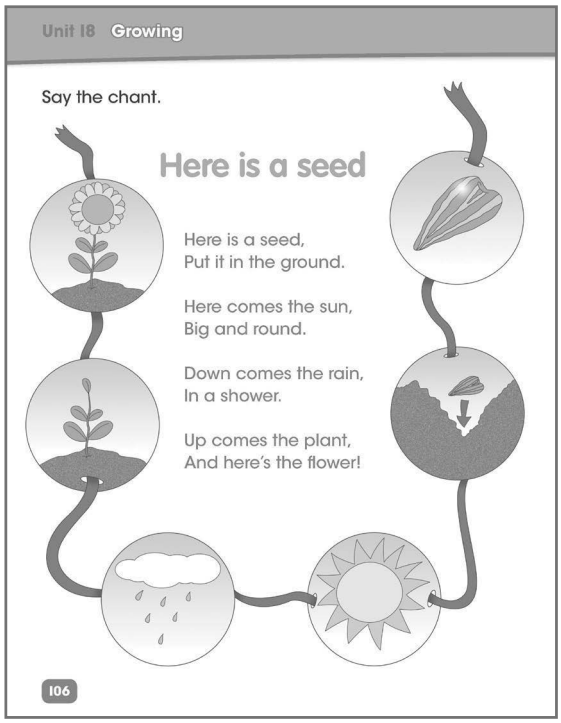
See if children can name the pictures. Hold up page 55 and ask, "What's this?" Accept "snake" as a start, but encourage them to reply with a full sentence, "It is a snake." Get children to look at the sentence and see if children can tell you what is wrong, i.e., no spaces between words. In pairs, let children find where the spaces should go. Let them write out the sentence by tracing over the tracks.

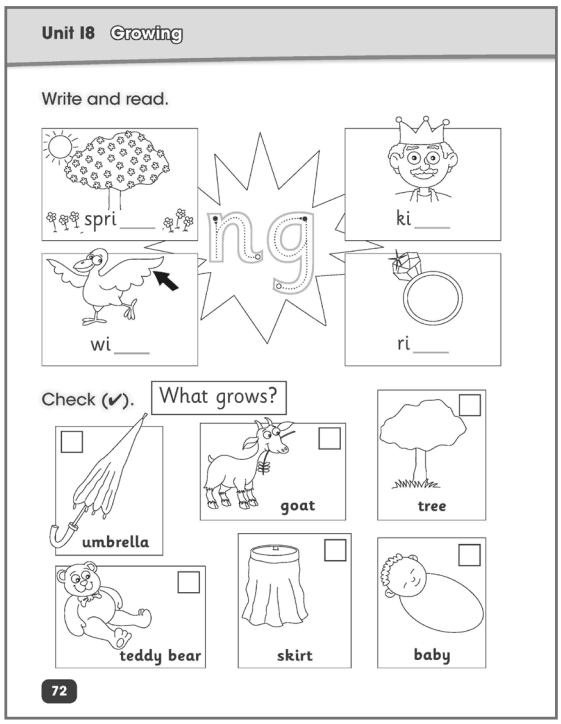
Let children work in pairs and decide where the spaces go in the other sentences. Write sentences on the board, without spaces, and let the children tell you where the spaces go. Mark these with lines in a different color.

If the children complete the activity for homework, check with the class by writing up the sentences on the board to make sure the spaces are in the correct places. Read the sentences out as a class and ask for volunteers to read individual sentences.

Unit 18 Growing







Objectives

- To identify and name growing words
- To listen to and say a rhyme
- To read and write the digraph /ng/

Materials

- *Student's Book* pages 105 and 106
- *Activity Book* page 72
- *Handwriting Book* page 56 (see notes on page 250)
- Audio track 71
- Picture cards (*seed, plant, light, soil, water, flower*)
- Seeds and a young plant or seedling (if available)

I. Circle Time

Hold up page 105 of the *Student's Book* and tell children they are going to start a unit called "Growing." Discuss some of the following points with them:

- Talk about what growing is.
- Talk about how they have grown from being a baby to their present height and size.
- Talk about different things that grow, for example, animals and plants.
- Talk about how things change as they grow, for example, get bigger, taller, hairier, stronger.
- Talk about why some things start small and grow bigger.
- Find out if any children have a garden at home and if they have grown seeds or plants.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:

- play a game ("What is it?"),
- say a rhyme ("Here is a seed"),
- write /ng/ words.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Name growing words.

Tell children to look at page 105 of the *Student's Book*. Get them to tell you what they can see. Explain that Reem and Mandy are gardening. Show the class the seeds and the young plants you brought to the class.

Hold up the picture card of a seed and name it. Get the class to repeat the word and put the picture card on the board. Point to the picture card and get children to name it. Repeat the procedure with the remaining picture cards. Explain that if we give the seed water, light, and soil, it will grow bigger and bigger and become a plant. Point to the appropriate picture cards as you explain.

Point to the picture cards in random order and get children to name them. Play a game of "What is it?' with the class. Get children to close their eyes. Turn over a picture card. Get children to open their eyes and guess the missing card. Do the activity several times.

3. Say a rhyme.

Get the class to look at the picture on page 106 of the *Student's Book*. Read the rubric and title with the children. Ask children to try and name the pictures around the rhyme.

Play Track 71. Demonstrate the actions while children listen.

Track 71: Here is a seed

Here is a seed,	*[Hold out your hand as though there is a seed on it.]*
Put it in the ground.	*[Pretend to push the seed onto the ground.]*
Here comes the sun,	*[Point to the sky.]*
Big and round.	*[Make a circular motion with your hands.]*
Down comes the rain,	*[Wiggle fingers in a downwards motion.]*
In a shower.	*[Repeat above.]*
Up comes the plant,	*[Curl up in a squatting position and slowly uncurl.]*
And here's the flower.	*[Unfold and stretch out your arms above your head.]*

Play Track 71 again. This time get children to stand up and do the actions. Encourage them to join in with the words when they can.

4. Write and read (/ng/ sound).

Write the letters *ng* on the board, making sure you model correct letter formation. Explain that when these two letters are together, they make the sound /ng/. Encourage children to think of words with *ng* in them.

Ask children to look at the activity at the top of page 72 of the *Activity Book*. Check that children are ready to write and let them write *ng* under the pictures and complete each word.

When they have finished writing, say a number and get children to say the word. For example, say, "three" and help children read and say, "wing." Write the word on the board so children can check their work. Continue until all four words are on the board. Point to the words in random order and get the class to read them.

5. Circle Time

Review the lesson. Use the icons or illustrations on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

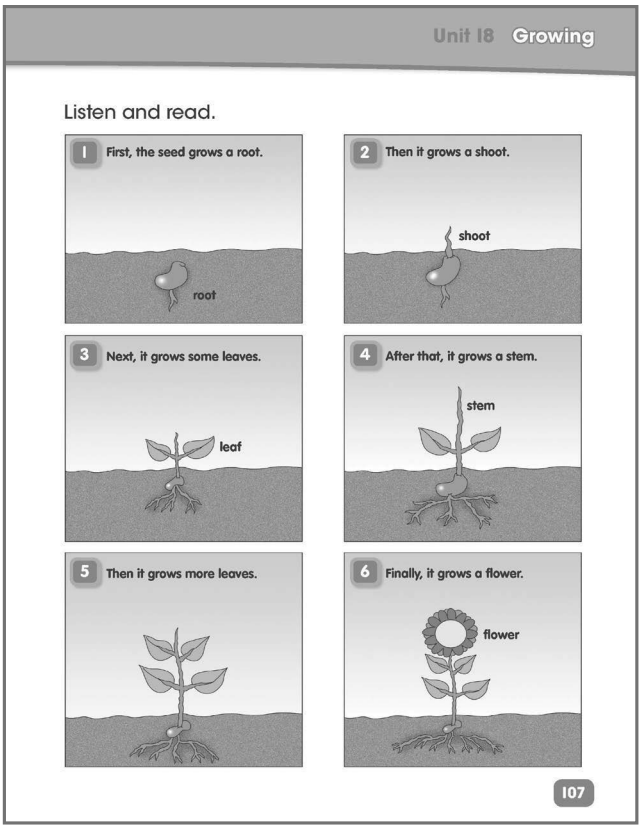
Additional

Extend

- Get groups to make a "Sounds Poster." Give each group a sound, for example, /ee/, /oo/, /ch, /sh/, /th/, /ck/, /ng/. Get them to list as many words as they can on their piece of paper and illustrate the words with pictures when they can. You can combine all the groups, work to form a class poster with all the sounds for the digraphs they have covered.
- Let children color the pictures at the top of page 72 of the *Activity Book*.

Support

- When learning the picture card names, get children to make up an action for each one. For example, they could hold out their fist for *seed*, stand tall with their arms outstretched for *plant*, and wiggle their fingers downwards for *rain*.



Objectives

- To describe a process (growth)
- Talk about things that grow
- To read words (growing words)
- To spell the words *put, give, what, where*

Materials

- *Student's Book* page 107
- *Activity Book* page 72 and *Spelling* (*Activity Book* page 86)
- *Handwriting Book* page 57 (see notes on page 250)
- Audio track 72
- Picture cards (*seed, plant, light, soil, water, flower*)
- Word cards (*seed, plant, light, soil, water, flower*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (growing words),
- listen (how things grow),
- say (What grows?),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (growing words).

Hold up a picture card and get children to name it. Put the picture card on the board. Do the same with the remaining picture cards.

Hold up the *seed* word card. Point to the initial letter and the middle sound and get children to try and read it themselves, "s-ee-d." Put it below the matching picture card. Hold up the remaining word cards one by one and help children use the initial letter sound to cue into the word. Point to different word cards and get groups to read them, with the picture support.

Distribute the word cards to children in different groups in the class. Give children some time to read the word card with their group. Tell the children to put the word cards on the board below the matching picture cards. Redistribute the word cards and repeat the activity.

3. Listen and say (process).

Ask children to look at the pictures on page 107 of the *Student's Book*. Get them to guess what the pictures are showing (a seed growing). Play Track 72 and get children to track the words with their finger.

Track 72: A seed (process of growing a seed)
First, the seed grows a root.
Then it grows a shoot.
Next, it grows some leaves.
After that, it grows a stem.
Then it grows more leaves.
Finally, it grows a flower.

Divide the class in half. Play Track 72 again, pausing after each sentence to let the different halves of the class repeat alternate lines. Change roles and repeat the activity.

Describe a different process to the class and get them to act it out. For example,

- Getting up in the morning: "First, brush your teeth. Next, wash your face. Finally, get dressed."
- Making lemonade: "First, squeeze the lemons. Next, put in the sugar. Then add the water. Finally, stir."

4. Say (What grows?).

Ask the class to look at the bottom of page 72 of the *Activity Book*. Get them to name the pictures with their group.

Tell children to put a check mark by the pictures of things that they think "grow." When they have finished, get them to tell you which things grow (*goat, tree, baby*). Get the class to suggest other things that grow and talk about living things.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

The Unit 18 spelling words are *put, give, what, where*. Write these words on the board and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 1" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

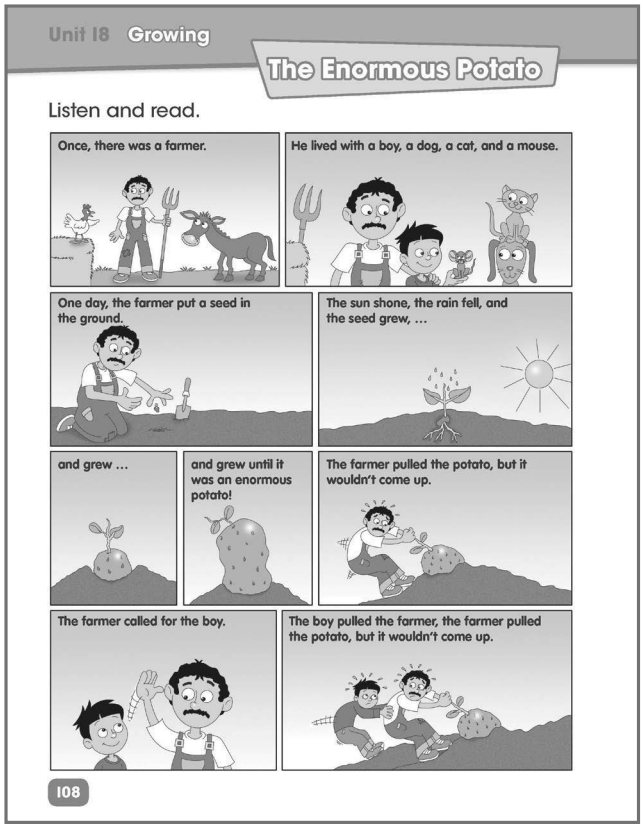
Additional

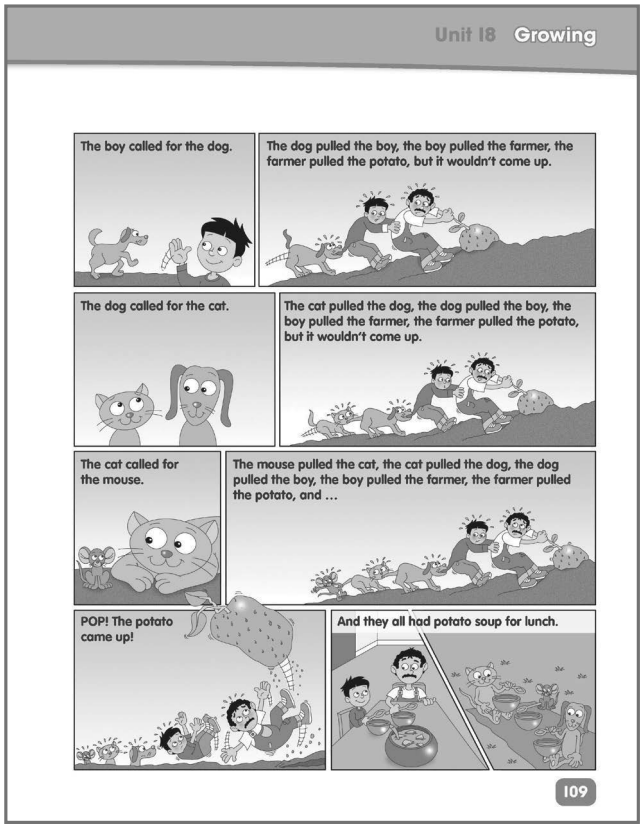
Extend

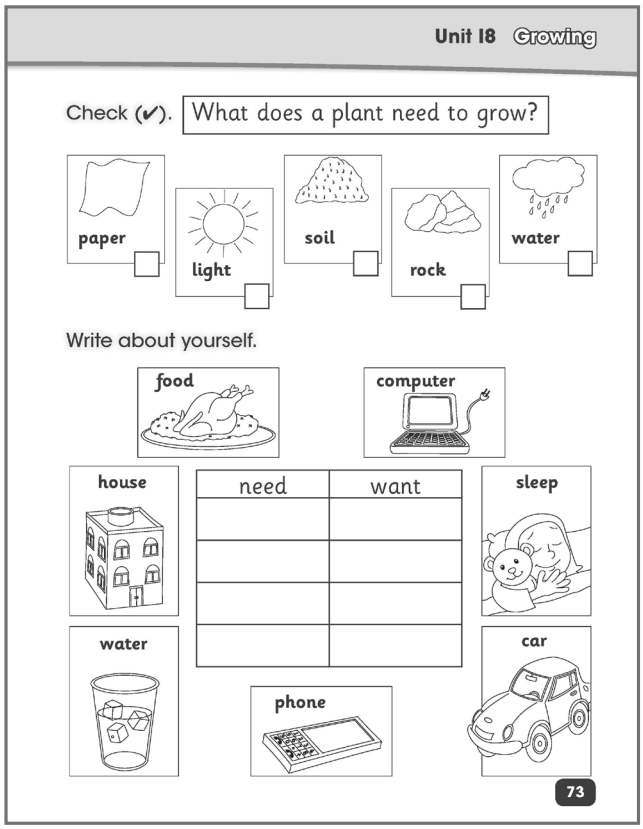
- Organize children into pairs. One child describes part of the process on page 107 of the *Student's Book*. For example, "Next, it grows some leaves." Their partner responds with the picture number. For example, "three."
- Get groups to make a "Growing" poster. Give each group a piece of poster paper and get them to list things that grow. Let them look through their *Student's Book* and *Activity Book* to help them. Get them to illustrate their list with pictures.
- Play "What is it?" with the word cards. Get children to close their eyes. Turn over a word card. Get children to open their eyes and guess the missing word card. Do the activity several times.

Support

- Distribute the picture cards and word cards to children in the class. Play Track 72 and get children to listen and hold up their picture card or word card when they think the rhyme is referring to their card.







Objectives

- To listen to and read a story
- To write words
- To read words
- To spell the words *put, give, what, where*

Materials

- *Student's Book* pages 108 and 109
- *Activity Book* page 73 and *Spelling* (*Activity Book* page 86)
- Audio track 73
- Word cards (*seed, plant, light, soil, water, flower*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- write,
- listen to a story ("The Enormous Potato"),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read (growing words).

Hold up the word cards one by one and get the class to read them.

Play "Bingo." Get children to choose and write down four of the six words on a piece of paper or in a notebook. Call out the words one by one. If children have written down one of the words you call out, they should cross it out. When a child crosses out all four of their words, they should shout, "Bingo!" The first child to shout "Bingo" wins the game.

3. Write (need and want words).

Get children to look at the pictures at the top of page 73 of the *Activity Book*. Read the title question and explain "need" (something you have to have to survive and live). Get children to place a check mark by the pictures of things that they think plants need to live. They should check *light, soil*, and *water*.

Hold up the *Activity Book* and show children the activity at the bottom of page 73. Read the rubric and name the pictures with the class. Spend some time talking about the table and the words *need* (something you have to have to live) and *want* (something you desire but don't necessarily need).

Check that children are ready to write. Get them to think about themselves and write the words in the columns of the table.

When they have finished, draw the table on the board. Get children to help you sort the words under the two columns. Encourage children to give reasons for their decisions and use this opportunity to discuss the idea of *need* and *want*.

4. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 108 and 109 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story.

Play Track 73. Let children listen and follow the story by pointing at the pictures.

Track 73: The Enormous Potato
Once, there was a farmer.
He lived with a boy, a dog, a cat, and a mouse.
One day, the farmer put a seed in the ground.
The sun shone, the rain fell, and the seed grew, …
and grew, …
and grew until it was an enormous potato!
The farmer pulled the potato, but it wouldn't come up.
The farmer called for the boy.
The boy pulled the farmer, the farmer pulled the potato, but it wouldn't come up.
The boy called for the dog.
The dog pulled the boy, the boy pulled the farmer, the farmer pulled the potato, but it wouldn't come up.
The dog called for the cat.
The cat pulled the dog, the dog pulled the boy, the boy pulled the farmer, the farmer pulled the potato, but it wouldn't come up.
The cat called for the mouse.
The mouse pulled the cat, the cat pulled the dog, the dog pulled the boy, the boy pulled the farmer, the farmer pulled the potato, and …
POP! The potato came up!
And they all had potato soup for lunch.

Ask children if they enjoyed the story and get them to tell you their favorite parts. Ask children if the farmer could pull up the potato (no). Get them to explain how he managed to pull up the potato (by getting everyone to help). Find out if children have been part of something which required a group of people to make it succeed, for example, to put on a play or performance or to play a game. Use this opportunity to talk about helping each other and working together to achieve a goal. You may wish to link this to the children's own cooperative learning skills, such as listening to each other, taking turns, and compromising.

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

Show children the Unit 18 words (*put, give, what, where*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 2" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

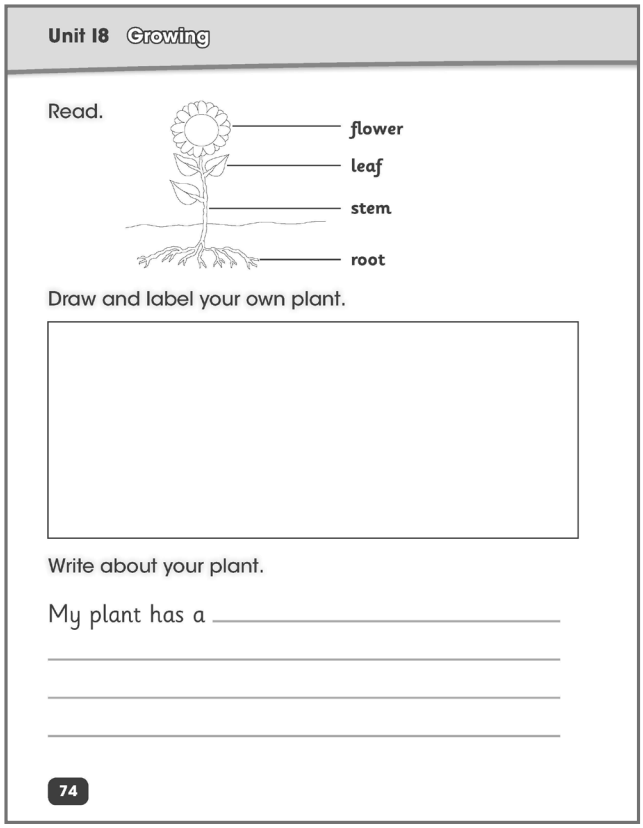
Additional

Extend

- Play Track 73 again. Pause after the cumulative parts of the story and get children to repeat. For example, "The dog pulled the boy, the boy pulled the farmer, the farmer pulled the potato, but it wouldn't come up!"
- After writing the words under the "need" and "want" columns on page 73 of the *Activity Book*, get children to add more words to each column.
- Get children to write sentences about things they need and want. For example, "I need water."

Support

- When doing the activity at the bottom of page 73 of the *Activity Book*, tell children to write two words in each column. If children complete this task, get them to sort and write the remaining pictures.


Unit 18 Growing

Read.

flower
leaf
stem
root

Draw and label your own plant.

Write about your plant.

My plant has a _____

74

Objectives

- To listen to and say a rhyme
- To write words (draw and label a diagram)
- To listen to and understand instructions (location)
- To write sentences
- To spell the words *put, give, what, where*

Materials

- *Activity Book* page 74 and *Spelling* (*Activity Book* page 86)
- *Handwriting Book* page 57 (see notes on page 250)
- Audio track 71

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a rhyme ("Here is a seed"),
- draw and write,
- listen to and follow directions (*in front of, behind*),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Get the class to look at page 106 of the *Student's Book*. Play Track 71. Encourage children to do the actions and join in with the words.

3. Draw (and label a diagram).

Draw a plant, similar to page 74 of the *Activity Book*, on the board. Label the flower, leaf, stem, and roots and name them as you do so.

Get children to look at the top of page 74 of the *Activity Book*. Ask them to read the words in their groups. Hold up your book and point to the activity in the center of the page. Check that children are ready to write (i.e., sitting correctly, holding pencils correctly, etc.) and ask them to draw their own plant with a flower, leaves, a stem, and some roots. Encourage children to use their imagination. Tell children to label the flower, leaf, stem and root. When the class has finished, get them to share their pictures with their group.

Get children to look at the bottom of page 74 of the *Activity Book*. Write the first sentence on the board, modeling using a capital letter to start the sentence, spaces between words and letter formation as you do so. Read the sentence with the class and get them suggest words for the blank space. Complete the sentence on the board, for example, "My plant has a stem." Point to the period at the end of the sentence.

Get children to write sentences about their plant. Remind children to use capital letters and periods. When they have finished, get some children to read their sentences to the class.

4. Listen and follow directions (*in front of, behind*).

Get a child [A] to stand up at the front of the class. Get another child to come to the front of the class and say, "Stand in front of [A]." Help the child move and stand in front of the first child [A]. Point to [B] and explain that, "He is in front of [A]."

Get another child [C] to come to the front of the class and say, "Stand behind [A]." Help the child move and stand behind the first child. Point to [C] and explain that, "He is behind [A]."

Get more children to come to the front of the class and give them instructions. For example, "Stand behind [B]" or, "Stand behind [A]."

Point to different children in the line and ask the class, "Where is [A]?" Help the class respond with, "Behind [B]" or "In front of [C]."

5. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

Show children the Unit 18 words (*put, give, what, where*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 3" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

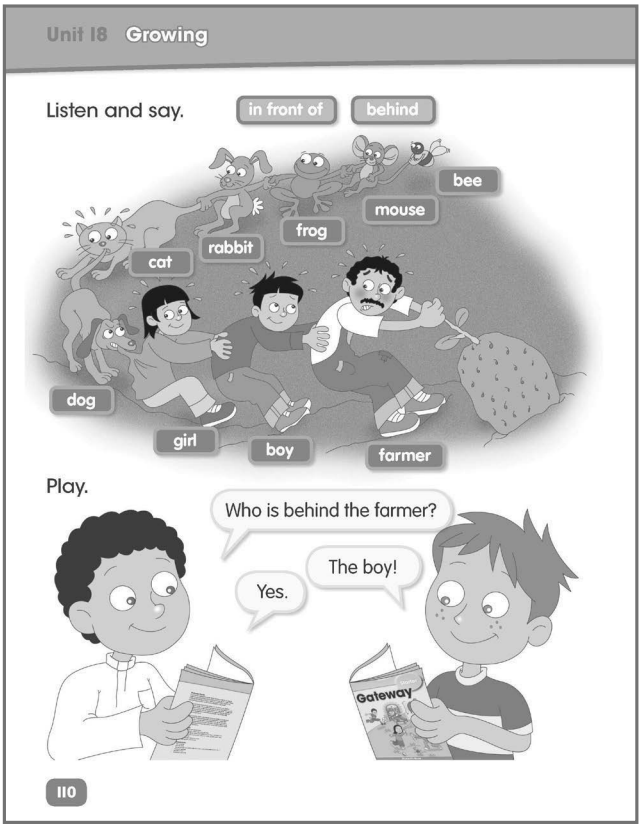
Additional

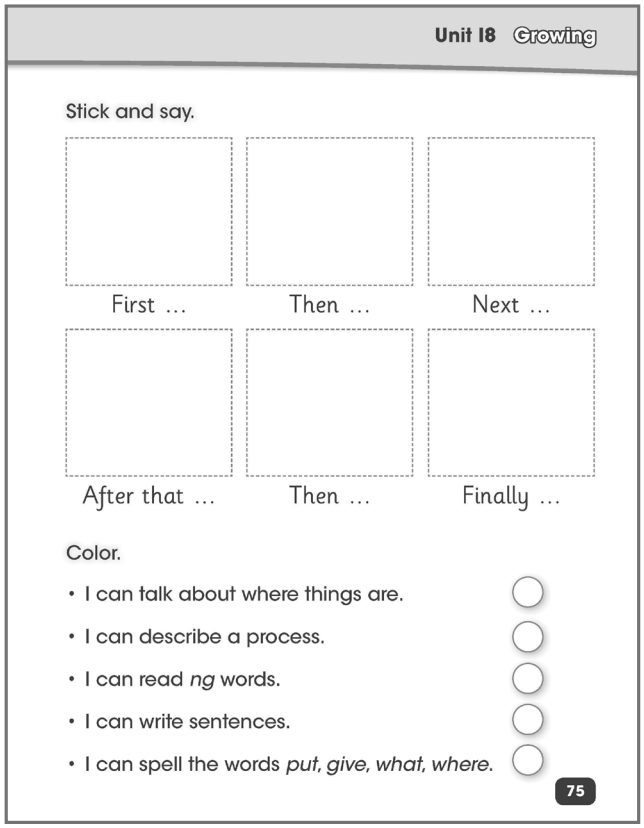
Extend

- When writing sentences about their own plant, get confident children to add color and size words. For example, "My plant has a green leaf." "My plant has a big flower."
- Organize children into groups. Nominate one child as the "caller." The caller gives instructions to the rest of the group using "in front of" and "behind." For example, "[Katie] stand behind [Lisa]. [Emily] stand in front of [Lisa]."

Support

- Before children draw the plant on page 74 of the *Activity Book*, model drawing a different type of plant on the board yourself. Leave the picture on the board for children to copy if they need to.





Objectives

- To listen to and follow a story
- To describe a process
- To ask questions about location
- To describe location
- To spell words (*put, give, what, where*)

Materials

- *Student's Book* pages 107 and 110
- *Activity Book* page 75 and the *Spelling Tests* (*Activity Book* page 87)
- Audio tracks 73 and 74

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- listen to and follow a story,
- say (ask and answer questions about location),
- say (how things grow),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen (story).

Organize the class into groups of six. In each group, nominate a child to act the part of the potato, farmer, boy, dog, cat, and mouse. Play Track 73 and let groups listen and act out the story.

3. Say (questions).

Write *in front of* and *behind* on the board. Read the words and remind the class of their meaning. Give the class some TPR instructions using *in front of* and *behind*. For example, "Stand behind your chair. Stand in front of the table."

Get four or five children to stand one behind the other at the front of the class. Ask questions and get the class to describe the location. For example, ask, "Where is [Nina]?" Let children respond with, "Behind [Janine]." or "In front of [Maisy]."

Ask the class to look at the activity at the top of page 110 of the *Student's Book*. Explain that the farmer grew another potato and he had to ask all of his friends to help pull it up. Get children to name the characters in the picture from the potato to the bee.

Play Track 74, pausing after each description to allow children to call out the character.

Track 74: Who Is It?

Who is in front of the dog? *(girl)*
Who is behind the cat? *(rabbit)*
Who is in front of the boy and behind the potato? *(farmer)*
Who is in front of the rabbit and behind the dog? *(cat)*
Who is behind the frog and in front of the bee? *(mouse)*

Show children the bottom of page 110 and explain that Ben and Sam are playing a guessing game. Read the text in the speech bubbles with the class. Organize the class into pairs. One child asks a question while their partner listens and names the character. Get children to take turns.

4. Say (process).

Get children to look at page 107 of their *Student's Book*. Read through the process with the class and get children to follow and join in if they can.

Get the class to look at the top of page 75 of the *Activity Book*. Help children find the *Plant stickers* in the center fold of the *Activity Book*. Tell them to stick them on page 75 in the correct order.

Organize children into pairs. Get them to take turns describing the process. For example:

Child 1: First, it grows a root.
Child 2: Then, it grows a shoot.
Child 1: Next, it grows a leaf.
Child 2: After that, it grows a stem.

5. Spell.

Help children to find the *Spelling Tests* page (*Activity Book* page 87). Show them the Unit 18 box.

Check that children are ready to write. Say the first word, "put." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *give, what*, and *where*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their friend's spellings.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 75 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can talk about where things are (e.g., *Student's Book* page 110).
- I can describe a process (e.g., *Student's Book* page 107 and *Activity Book* page 75).
- I can read /ng/ words (e.g., *Activity Book* page 72).
- I can write sentences (e.g., *Activity Book* page 74).
- I can spell the words *put, give, what, where* (e.g., *Spelling, Activity Book* page 86).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get children to draw their own line of characters pulling up an enormous potato, similar to the picture at the top of page 110 of the *Student's Book*. Encourage them to describe the location of characters in their line, or to write a sentence describing the location of some of the characters.

Support

- When children are placing the stickers on page 75 of the *Activity Book*, get them to work in pairs so they can support each other. You can also let children refer to page 107 of the *Student's Book* to help them.
- When describing the process on page 75 of the *Activity Book*, let children listen to Track 72 and repeat the sentences.

Before the next lesson

- The new words for Unit 19 are recorded as part of the *Sounds File* (Track 105).

Lesson 1

Use page 56. This activity reviews numbers 16–20. Write numbers 1–20 on the board and see if children can say the full sequence. Practice in other ways: start counting from different numbers (e.g., from 6, from 10, etc.), practice counting round the class (e.g., first child says, "1", second child says, "2" and so on). Follow on with children working in pairs and tracing out the big numbers on the left of the page with their index fingers – one child traces and the other watches to see it is correct, pairs swap. Monitor to see that children are forming the numbers correctly.

Ask children to count the number of dots in the first box. Do they agree there are 16? Children should be ready to complete the exercise, either in class or for homework. Remind them not to make their dots too big or they will not fit them all in the box.

Lesson 2

Use page 57. This first activity on this page reviews numbers 1–20. Write numbers 1–20 on the board and see if they can say the full sequence. Practice in other ways: start counting from different numbers (e.g., from 6, from 10, etc.), practice counting round the class (e.g., first child says, "1", second child says, "2" and so on). After number practice, let children work in pairs and decide on the order for each group of numbers. Check with the class.

Children should be ready to complete the exercise, either in class or for homework.

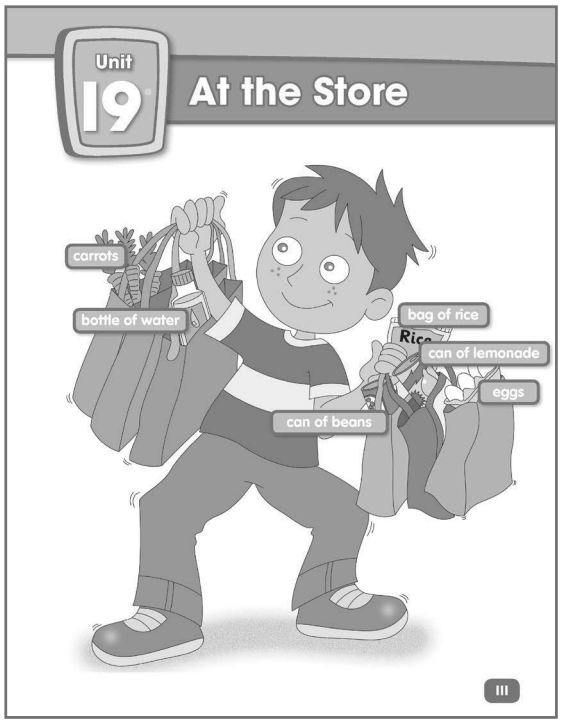
Lesson 4

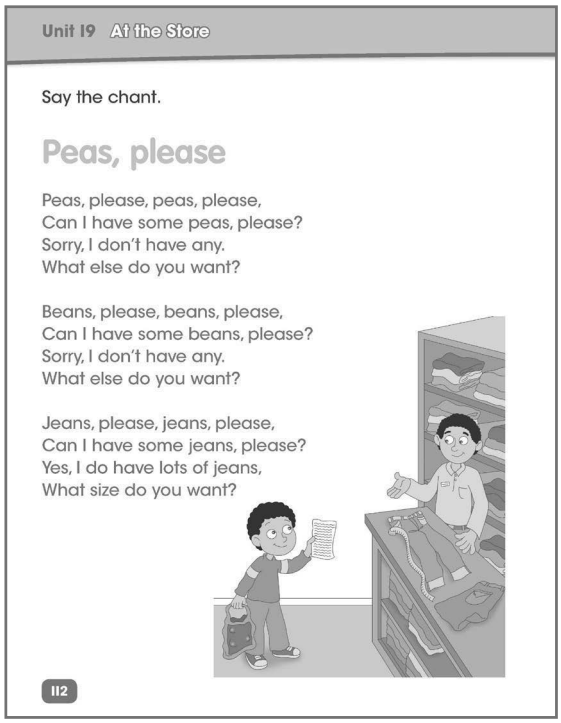
Use page 57. The second activity on this page reviews /sh/ and /th/. Write *sh* and *th* on the board and see if children can remember the sound these letters make when written together.

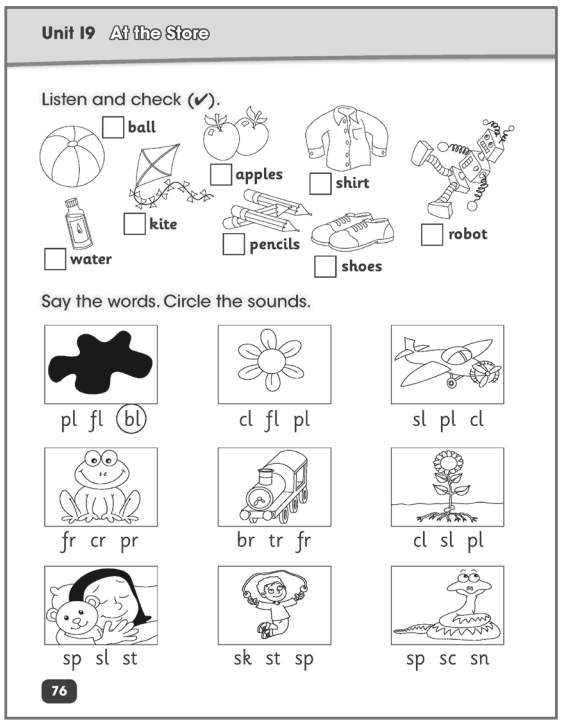
Get children to look at the pictures at the bottom of page 57 and name the pictures. Point to *sh* and *th* on the board, repeat the words and get children to say which initial sound is needed. In pairs, get children to repeat the process.

Children are now ready to do the activity. When they have finished (or in the next lesson if you are setting for homework), get children to check their answers with a partner. Read out the words in class and write them on the board for children to check their answers.

Unit 19 At the Store







Objectives

- To identify and name food
- To listen to and say a chant
- To say and read initial clusters

Materials

- *Student's Book* pages 111 and 112
- *Activity Book* page 76
- Audio tracks 75 and 76
- Picture cards (*eggs, carrots, beans, lemonade, rice, water*)

I. Circle Time

Hold up page 111 of the *Student's Book* and tell children they are going to start a unit called "At the Store." Discuss some of the following points with them:

- Talk about what stores do.
- Talk about different types of stores.
- Talk about what stores sell.
- Talk about whether children go to stores.

- Talk about what children have bought recently at stores.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- listen,
- say a chant ("Peas, please"),
- say sounds.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Identify food and containers.

Tell children to look at page 111 of the *Student's Book*. Get them to tell you what they can see in the tops of the bags. Explain that Sam has been shopping. Get children to guess what Sam has bought by looking at the things in his bags.

Ask the class to look at the top of page 76 of the *Activity Book*. Give children some time to name the pictures in their group. Play Track 75 and tell children to listen and check the other items that Sam bought.

Track 75: Sam's shopping
I bought a kite, a bottle of water, some apples, a toy robot, and a new shirt.

After completing the activity, get children to tell you what other items Sam bought on page 111 of the *Student's Book*. Alternatively, get them to tell you what he didn't buy from the pictures.

Hold up the *eggs* picture card and name it, "eggs." Get the class to repeat the word and put the picture card on the board. Find out if children like eating eggs. Repeat the procedure with the remaining picture cards (*carrots, beans, lemonade, rice, water*).

Play a game of "At the store." Put the *eggs* picture card on the board. Point to the picture card and say, "At the store, I bought eggs." Get the class to repeat the sentence. Add the *carrots* picture card. Point to the picture cards and say, "At the store, I bought eggs and carrots." Continue adding the picture cards until the children are naming all of them. For example, "At the store, I bought eggs, carrots, beans, lemonade, rice, and water." Finally, get the class to say the sentence without any prompting.

3. Say a chant.

Get the class to look at page 112 of the *Student's Book*. Ask them to look at the picture and guess what is happening. Tell the class that Hassan is shopping. Point to the paper in his hand and explain that it is a "shopping list" and that it helps Hassan remember all of the items he must buy. Play Track 76. Get children to listen and track the words with their finger.

Track 76: Peas, please
Peas, please, peas, please,
Can I have some peas, please?
Sorry, I don't have any.
What else do you want?

Beans, please, beans, please,
Can I have some beans, please?
Sorry, I don't have any.
What else do you want?

Jeans, please, jeans, please,
Can I have some jeans, please?
Yes, I do have lots of jeans.
What size do you want?

Ask some questions about the chant. For example, what did Hassan ask for? (*peas, beans*, and *jeans*) What did the store owner have? (*jeans*) What sound is in the words that Hassan asks for? (/ee/)

Divide the class into two halves. Play the recording again. This time, pause after each line so that one half can repeat the words of Hassan and one half can repeat the words of the store owner.

4. Say and circle (cluster sounds).

Write *pr, dr*, and *tr*. Point to the first letters, *pr*. Help children say the "cluster'" sound by blending the two individual sounds together to say, "p-r." Do the same with *d-r* and *t-r*. Draw a simple picture of a dress on the board. Get children to name it. Say, "dress," emphasizing the initial blend, "dr-ess." Point to the three clusters and help children identify the initial cluster sound for *dress*, /dr/.

Ask children to look at the activity on page 76 of the *Activity Book*. Get them to name each picture with a partner. Check children are ready to write and let them circle the initial cluster sound under the each picture.

When they have finished, get children to come to the board and write the letter cluster for each picture. Let children check and change their answers.

Answers:
bl-ack
fl-ower
pl-ane
fr-og
tr-ain
pl-ant
sl-eep
sk-ip
sn-ake

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

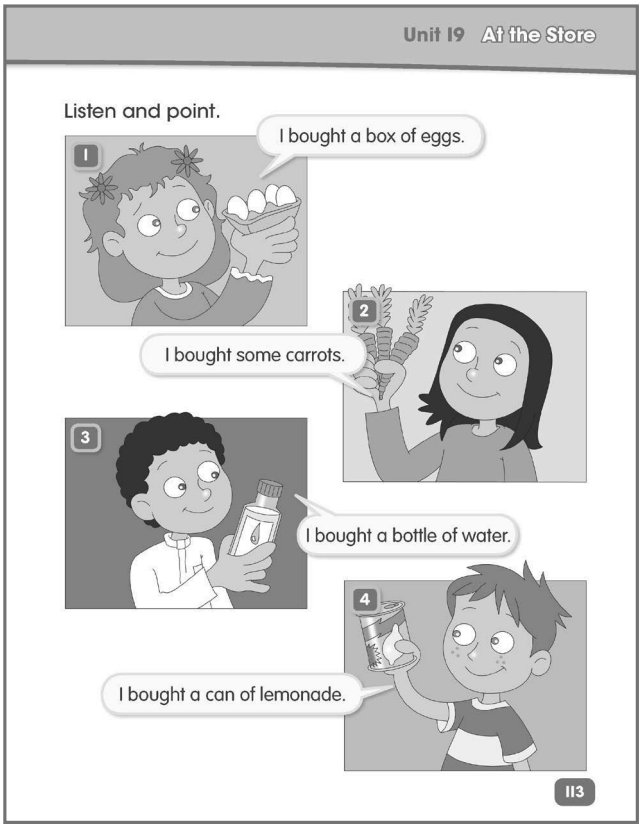
- Challenge groups to make up a new verse for the "Peas, please" chant. Get the class to suggest words with /ee/ sounds, for example, "Cheese, please …" "Wheels, please …" "Trees, please …" "Seeds, please …"
- Challenge children to find more words that begin with a cluster sound, for example, *fly*, *tree*, *bl*ue, *gr*een, *st*ick.
- Let children color the pictures on page 76 of the *Activity Book*.

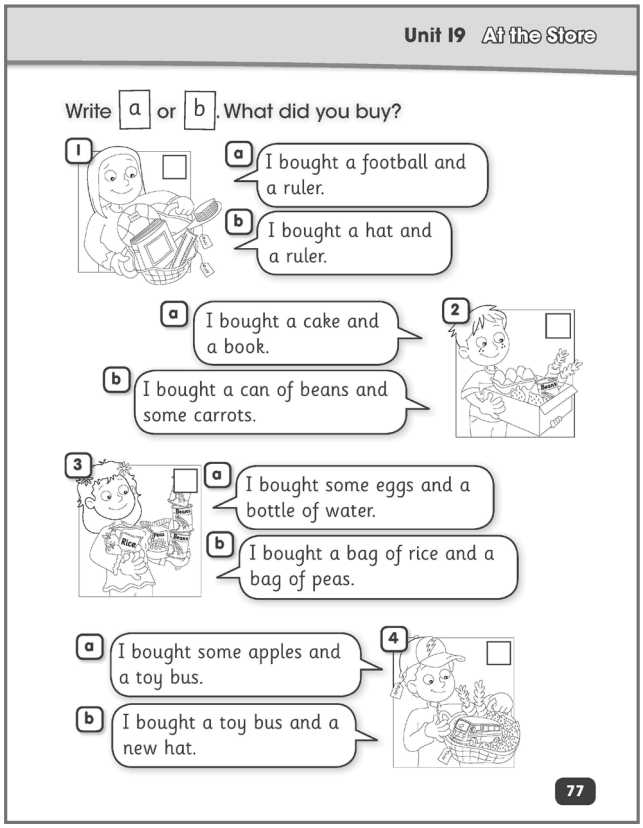
Support

- When playing "At the store," get children to continue adding words to the list. Encourage them to be imaginative and humorous in their suggestions. For example, "At the store, I bought eggs, carrots, beans, lemonade, rice, water, snakes, bags, shoes, rice, and robots."

Before the next lesson:

- Bring a shopping bag to the class. Put several items in the bag which children can name in English.





Objectives

- To identify and name food and containers
- To listen to and follow descriptions
- To read words
- To read descriptions
- To spell the words *this, get, have, some*

Materials

- *Student's Book* page 113
- *Activity Book* page 77
- *Handwriting Book* page 58 (see notes on page 263)
- Audio track 77
- Picture cards (*eggs, carrots, beans, lemonade, rice, water*)
- Word cards (*eggs, carrots, beans, lemonade, rice, water*)
- A shopping bag full of items

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- listen (descriptions),
- read (descriptions),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Play "At the store" with groups. Hold up the *beans* picture card and help a group to say, "At the store, I bought some beans." Put the picture card on the board. Hold up the *rice* picture card and get the next group to say, "At the store, I bought some beans and some rice." When all of the picture cards are on the board, continue the game by letting groups add items of their own choice. For example, "At the store, I bought some beans, some eggs, some water, some carrots, some lemonade, a football, a shirt, a dog, and a teddy bear." Groups have to remember the list. When a group cannot remember the all of the items, they are "out." The last group to remember the whole list is the winner.

Hold up the *eggs* word card. Read the word with the class and put it below the matching picture card. Do the same with the remaining word cards.

Play a game of "What's wrong?" Get the class to close their eyes. Swap over some of the picture cards and word cards. Ask children to open their eyes. Invite a pair of children to rearrange the cards so that they match. Play the game two or three times.

3. Listen and read (descriptions).

Show the class your shopping bag. Explain that you have bought some things at the store. Get children to guess what you have got in the bag. For example, "You bought a scarf." Answer, "Yes." or "No." Finally, show children the items in the bag and get them to name them.

Get the class to look at page 113 of the *Student's Book*. Play Track 77. Pause after each description and let the class call out the picture number, or the character name.

Track 77: I bought …

I bought some carrots.	*(2: Reem)*
I bought a can of lemonade.	*(4: Sam)*
I bought a box of eggs.	*(1: Mandy)*
I bought a bottle of water.	*(3: Hassan)*

Use the third person to describe one of the characters, for example, "She bought some carrots." Get children to hold up the same number of fingers as the picture (2). Continue playing the game. Invite some confident children to take the role of the teacher.

Ask the class to look at page 77 of the *Activity Book*. Read the rubrics with the class. Show children how to do question 1. Read speech bubble *a* and speech bubble *b* with the class. Get children to look at the picture and decide which description matches the picture. Show them how to write *a* in the space provided. Let children complete the page by themselves.

When children have finished, name a picture and let a confident child read the matching description.

Answers:
1. a
2. b
3. b
4. b

4. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

The Unit 19 spelling words are *this, get, have, some*. Write these words on the board and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 1" column.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

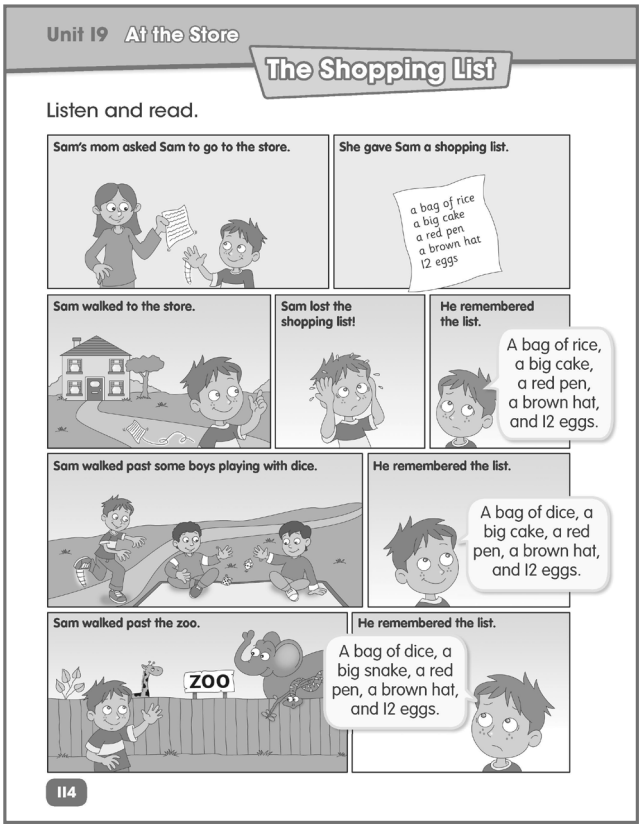
Additional

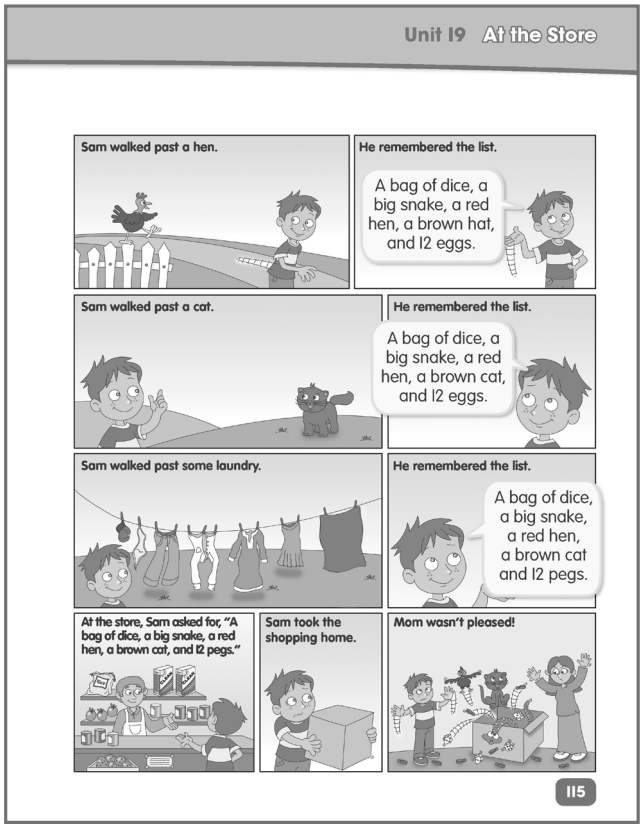
Extend

- When playing "At the store," encourage children to use *a can of* and *a bottle of* when appropriate.
- Organize children into pairs. One child describes a picture on page 113 of the *Student's Book* and their partner must name the picture character. Get children to change roles.
- Let children color the pictures on page 77 of the *Activity Book*.

Support

- When doing page 77 of the *Activity Book*, let children work in pairs so they can support each other.
- Give each pair a piece of paper. Get them to divide it in half. On one half, ask them to draw things that come in cans. On the other half, get them to draw things that come in bottles. Display the posters for children to look at.





Objectives

- To listen to and read a story
- To read words
- To write words ("Bingo")
- To spell the words *this, get, have, some*

Materials

- *Student's Book* pages 114 and 115
- *Spelling* (*Activity Book* page 86)
- Audio track 78
- Word cards (*eggs, carrots, beans, lemonade, rice, water*)

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read (words),
- listen to a story ("The Shopping List"),
- play a game ("Bingo"),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read.

Hold up the word cards one by one and get the class to read them.

Play "At the store" with the word cards. Hold up the *rice* word card and get a group to start the game by saying, "At the store, I bought some rice." Hold up the *lemonade* word card for the next group to add, "At the store, I bought some rice and some lemonade." Keep going until all of the word cards are in the list. Continue the game by getting groups to add, and remember, additional items of their own.

3. Listen and read.

Tell the class they are going to listen to a story. Get them to look at pages 114 and 115 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story.

Play Track 78. Let children listen and follow the story by pointing at the pictures.

Track 78: The Shopping List

Sam's mom asked Sam to go to the store.
She gave Sam a shopping list.
Sam walked to the store.
Sam lost the shopping list!
He remembered the list, "A bag of rice, a big cake, a red pen, a brown hat, and 12 eggs."
Sam walked past some boys playing with dice.
He remembered the list, "A bag of dice, a big cake, a red pen, a brown hat, and 12 eggs."
Sam walked past the zoo.
He remembered the list, "A bag of dice, a big snake, a red pen, a brown hat, and 12 eggs."
Sam walked past a hen.
He remembered the list, "A bag of dice, a big snake, a red hen, a brown hat, and 12 eggs."
Sam walked past a cat.
He remembered the list, "A bag of dice, a big snake, a red hen, a brown cat, and 12 eggs."
Sam walked past some washing.
He remembered the list, "A bag of dice, a big snake, a red hen, a brown cat, and 12 pegs."
At the store, Sam asked for, "A bag of dice, a big snake, a red hen, a brown cat, and 12 pegs."
Sam took the shopping home.
Mom wasn't pleased!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get them to tell you why Sam didn't buy what was on the shopping list.

Explain that Sam was trying to help his mother by remembering the shopping list. Invite children to suggest how Sam remembered the list (by repeating it, or saying it out loud). Find out if children have had to remember anything recently (e.g., spellings, what to bring to school, math times tables (e.g. 2 x 2 = 4, 2 x 3 = 6)). Encourage them to tell you how they remember things. Use this opportunity to talk about different ways of remembering things. For example, saying it aloud, writing it down, making up a chant or rhyme about it, writing it on sticky notes and seeing it everywhere, linking it to actions or experiences, etc. Tell children that people remember things in different ways.

4. Write words ("Bingo").

Put the six word cards on the board and read them with the class. Check that each child has some paper and that each child is ready to write.

Tell children to choose four words from the board. Get them to write the words down so no one else can see them. Read the word cards in random order. If a child hears a word they have written down, they should cross it out. The first child to cross out all four words shouts, "Bingo" and wins the game. That child can take the role of the teacher in the next game, if they wish.

5. Spell.

Ask the class to look at the *Spelling* (*Activity Book* page 86).

Show children the Unit 19 words (*this, get, have, some*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 2" column.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

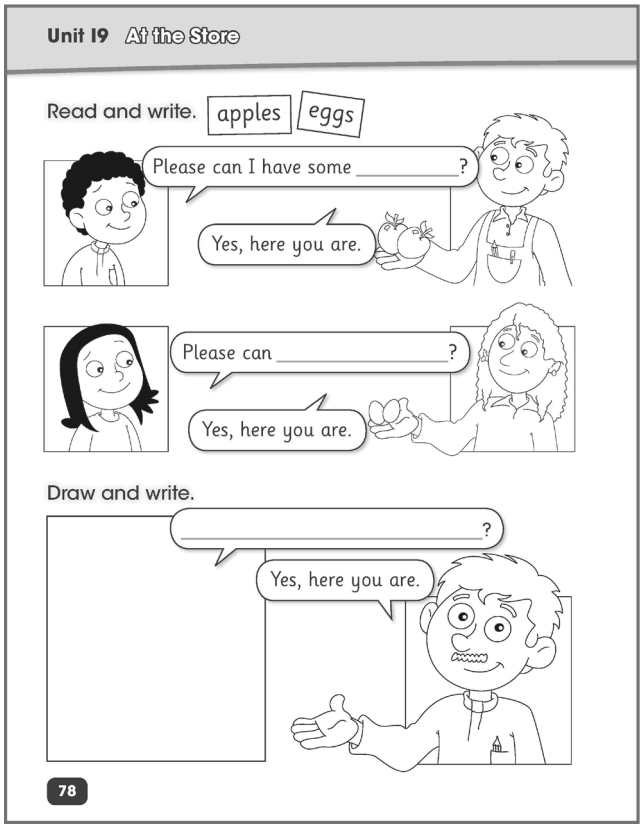
Additional

Extend

- Get children to play "Bingo" in pairs.
- Write the rhyming /ee/ sound words on the board, *peas, please, beans, jeans*. Help children notice that the /ee/ sound is spelt *ea*. Challenge pairs to find more words that rhyme with *peas*, for example, *bees, cheese, knees, queens, trees,* and *wheels*.

Support

- When listening to the story, draw a sequence of symbols on the board to help children join in with the repetitive part of the shopping list.



Objectives

- To listen to and say a chant
- To make requests
- To write sentences (requests)
- To spell the words *this, get, have, some*

Materials

- *Student's Book* page 112
- *Activity Book* page 78 and *Spelling* (*Activity Book* page 86)
- *Handwriting Book* page 59 (see notes on page 263)
- Audio track 76

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a chant ("Peas, please"),
- read (requests),
- write (sentences),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a chant.

Ask the class to look at page 112 of the *Student's Book*. Get them to remember what Sam asks for (*peas, beans,* and *jeans*). Help them remember what the store owner can give him (jeans).

Divide the class into halves. Explain that one half is Sam and one half is the store owner. Play Track 76. Encourage each half of the class to join in with Sam's words or the store owner's words.

3. Make requests.

Go up to a child and ask, "Please can I have your book?" Encourage the child to say, "Yes." and help them give you their book. Do this several times with different items and children.

Get children to look at the top of page 78 of the *Activity Book*. Explain that Hassan is at the store and that he is asking the store owner for something. Read the request in the speech bubble with the class. Get the class to guess the missing word (*apples*) and show them how to write it in the space provided.

Check that the class is ready to write. Let children read and complete the second question, "Please can I have some eggs?"

Ask the class to look at the bottom of the page. Read the instructions and tell children to imagine that they are at the store. Get them to draw themselves in the box on the left. Next, get children to draw something they want to buy, on the store owner's hand, for example, a robot. Finally, children have to complete the speech bubbles so they match the pictures. For example, "Please can I have a robot?" "Yes, here you are." Remind children that we use *a* or *an* for one item and *some* for more than one.

When they have finished, organize children into pairs. Get them to take turns acting out their dialogues. One child takes the role of the customer and one child takes the role of the store owner.

4. Spell.

Ask the class to look at *Spelling* (*Activity Book* page 86).

Show children the Unit 19 words (*this, get, have, some*) and read them with the class. Check that children are ready to write. Get them to follow the "Look, Say, Cover, Write, Check" procedure (see Units 11–13) and complete the "Write 3" column.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

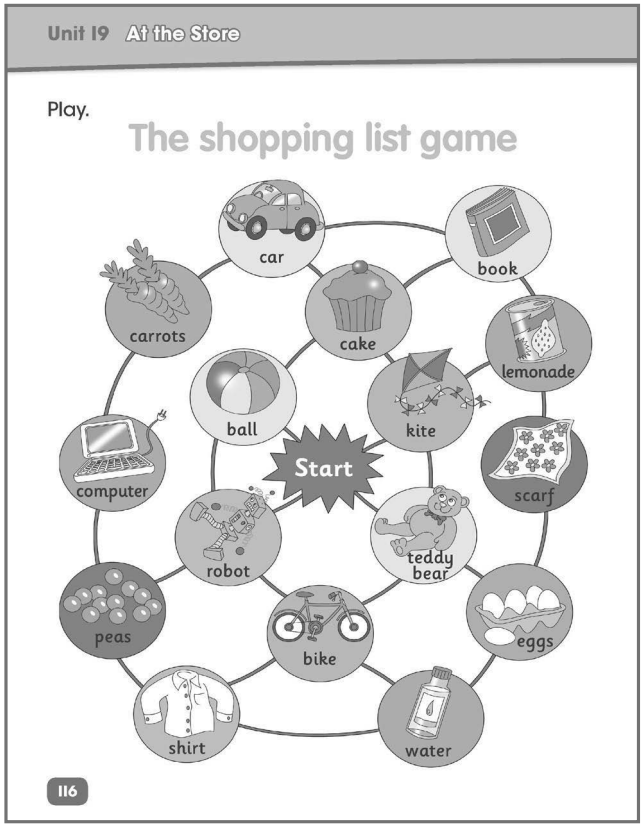
- After completing page 78 of the *Activity Book*, get children to use their imagination to write more requests of their own.

Support

- Play "Stores." Put some items on the table at the front of the class. Explain that this is the store. Invite a confident child to be the store owner. As the customer, go up to the store owner and ask for some items, for example, "Please can I have a ruler, an apple, and some pencils?" Help the child give you the items. Get some children to take the role of the customer and ask for different items using, "Please can I have …?"

Before the next lesson:

- Bring a shopping bag to the next lesson.
- Make copies of the *Shopping List* (*Photocopiable Resources* page 319). Each child will need a shopping list for the game on page 116 of the *Student's Book*.
- Each pair of children will need counters and a die for the game on page 116 of the *Student's Book*.

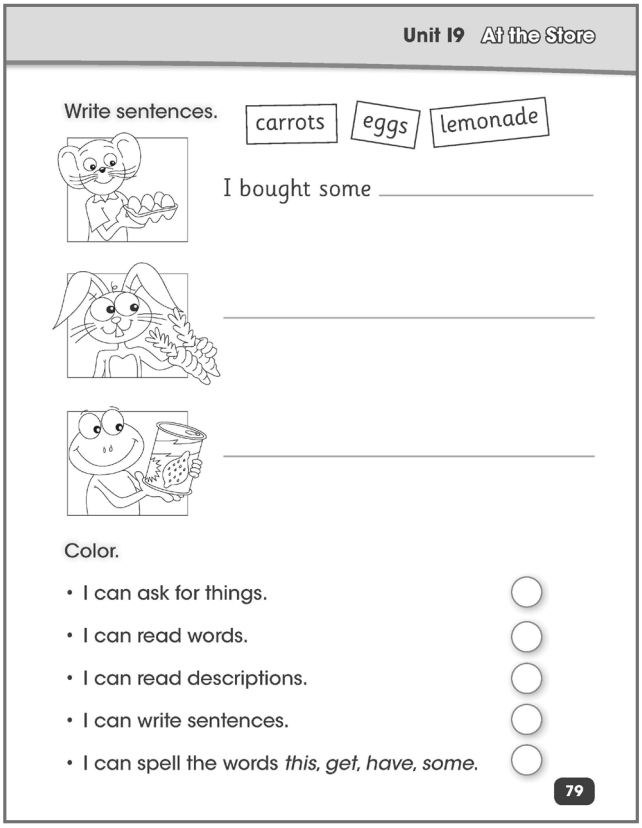

Unit 19 At the Store

Play.

The shopping list game

car
book
carrots
cake
lemonade
ball
kite
Start
computer
scarf
robot
teddy bear
peas
bike
eggs
shirt
water

116


Unit 19 At the Store

Write sentences.

carrots eggs lemonade

I bought some _____

_____

_____

Color.

- I can ask for things.
- I can read words.
- I can read descriptions.
- I can write sentences.
- I can spell the words *this, get, have, some.*

79

Objectives

- To listen to and follow a story
- To give descriptions
- To write sentences (descriptions)
- To spell the words *this, get, have, some*

Materials

- *Student's Book* page 116
- *Activity Book* page 79 and the *Spelling Tests* (*Activity Book* page 87)
- Audio track 78
- Word cards (*eggs, carrots, beans, lemonade, rice, water*)
- A shopping bag
- *Shopping List* (*Photocopiable Resources* page 319)
- Dice and counters

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play a game,
- listen (story),
- write (sentences),
- spell.

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play.

Ask the class to look at page 116 of the *Student's Book*. Get them to name as many of the pictures as they can.

Organize children into pairs and show them how to play the game.

- The aim of the game is to land on the items on your shopping list.
- Each child chooses five items on the game board and writes them on a shopping list.
- Pairs exchange shopping lists.
- Each player puts their counter on "Start."
- Players take turns to roll the dice and move the number of spaces shown.
- Players can move in any direction, but they can move only to connecting circles.
- If a player lands on one of the items on their list, they check it off and say, "I bought a [cake]."

- If a player cannot land on an item on their shopping list, they do not check off an item on their shopping list and must wait for their next turn.
- The first child to land on all five items on their shopping list wins the game.
- When a child wins, get them to describe what they bought. For example, "I bought a cake, some peas, a robot, a book, and a bottle of water."

3. Listen and say (story).

Ask children to look at the story on pages 114 and 115 of the *Student's Book*. Get them to remember as much of the story as they can. Play Track 78. Encourage the class to join in with the shopping list each time Sam remembers it.

4. Write (sentences).

Hold up the word cards one by one. Get children to read them and put them on the board. Point to the words randomly and get the class to read them.

Play, "What did I buy?" Get the class to close their eyes. Take the *carrots* word card and put it in your shopping bag. Ask children to open their eyes. Look in your bag and ask, "What did I buy?" Let the children answer, "Carrots." Write the sentence on the board, "I bought some carrots." Modeling capital letters, spaces between words, and periods as you do so, point to the words and get the class to read the sentence. Repeat the activity several times.

Ask children to look at the top of page 79 of the *Activity Book*. Point to the picture of Kiko and ask, "What did Kiko buy?" Let the class respond, "Eggs." Encourage the class to tell you what Kiko is saying. For example, "I bought some eggs." Check that the class is ready to write and get them to complete the sentence.

Let children write the remaining sentences in their books. While they are working, move around the class so you can monitor and support writing. When they have finished, get children to read the sentences back to you. Write them on the board and let children check their work.

5. Spell.

Help children to find the *Spelling Tests*, (*Activity Book* page 87). Show them the Unit 19 box.

Check that children are ready to write. Say the first word, "this." Let children write the word in the first row next to the number *1*. Continue with the remaining three words, *get, have*, and *some*.

You may wish to collect the books and mark them yourself. Alternatively, get children to read the words back to you while you write them on the board. Get children to swap books and mark their friend's spellings.

6. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 79 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can ask for things (e.g., *Activity Book* page 78).
- I can read words (e.g., *Activity Book* page 76).
- I can read descriptions (e.g., *Student's Book* page 113 and *Activity Book* page 77).
- I can write sentences (e.g., *Activity Book* pages 78 and 79).
- I can spell the words *this, get, have, some* (e.g., *Spelling, Activity Book* page 86).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Challenge children to draw more pictures and write sentences similar to the ones on page 79 of the *Activity Book*.
- Before doing the activity on page 79 of the *Activity Book*, get children to play a game. Organize children into pairs. One child closes their eyes while their partner picks up a classroom object and hides it behind their back. The child opens their eyes and must guess the item by using the target language "You bought a [book]." Get children to change roles.

Support

- Before writing the sentences on page 79 of the *Activity Book*, give children the individual words on cards. Let them sort the words into the sentence and copy it into their book.

Before the next lesson:

- The new words for Unit 20 are recorded as part of the *Sounds File* (Track 106).

Lesson 2

Use page 58. This activity reviews /ch/, /st/, /pl/ and /br/. Write *ch, st, pl* and *br* on the board and see if children can remember the sound these letters make when written together. See if children can name any words that start with these letters (e.g., *chair, stove, plant, bread*).

Get children to look at the pictures on page 58 and name the pictures. Point to *ch, st, pl* and *br* on the board, repeat the words and get children to say which initial sound is needed. Get the whole class to read out all the words together, pointing to the pictures as they read. In pairs, get children to repeat the process.

Children are now ready to do the activity. Remind children of the three steps to follow before they write. When they have finished (or in the next lesson if you are setting for homework), get children to check their answers with a partner. Read out the words in class and write them on the board for children to check their answers.

Lesson 4

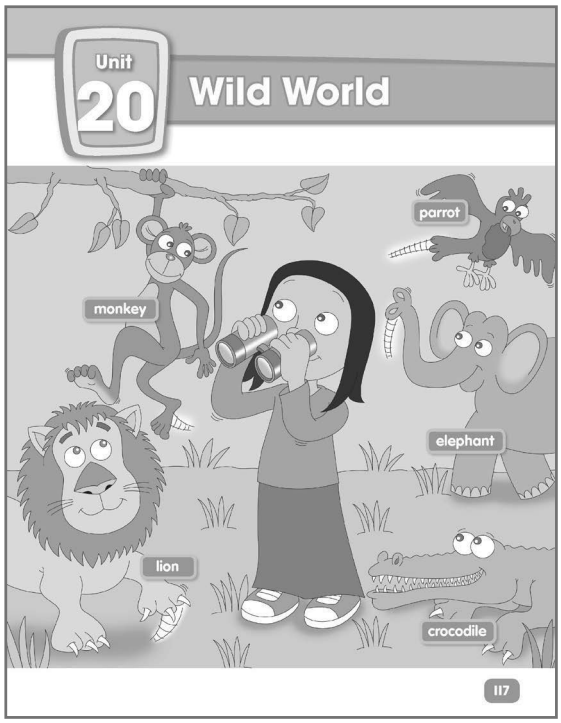
Use page 59. This activity reviews words and requires children to read pairs of words and select the word that matches the picture, write "This is a …" sentences and use capital letters and periods. You may like to divide this activity into two parts as it requires children to write full sentences.

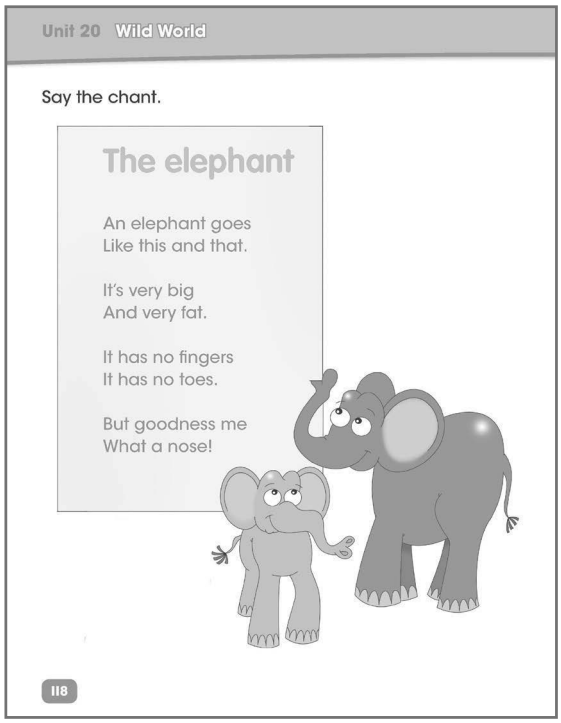
Practice in class before getting children to write by first naming all the pictures and getting children to read both words in the pair and select the matching word. You might follow this on with a "point to" reading game: say "Show me the car/park/mouse/etc." You can make this fun by starting slowly and then speeding up.

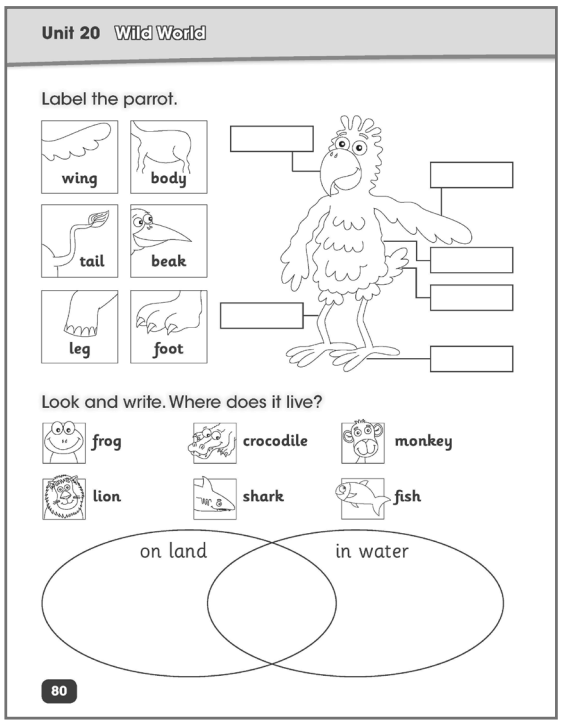
Get children to complete the first sentence and check their answer with a partner. Write the sentence on the board and point out the capital letter at the beginning, the period at the end and the spaces between the words. Get children to read out each sentence before writing.

Children are now ready to do the activity. Remind children of the three steps to follow before they write. When they have finished (or in the next lesson if you are setting for homework), get children to check their answers with a partner. Read out the sentences in class and write them on the board for children to check their answers. See if they remembered to write the periods at the end of each sentence.

Unit 20 Wild World







Objectives

- To identify and name animals
- To identify parts of animals
- To listen to and say a rhyme
- To write words (parts of an animal)

Materials

- *Student's Book* pages 117 and 118
- *Activity Book* page 80
- Audio track 79
- Picture cards (*monkey, lion, elephant, crocodile, parrot, shark*)

I. Circle Time

Hold up, or project, page 117 of the *Student's Book* and tell children they are going to start a unit called "Wild World." Get them to look at the picture and guess what the unit is about (wild animals). Discuss some of the following points with them:

- Talk about what a "wild" animal is.
- Talk about what wild animals they have seen.

- Talk about animals we find in the wild around the world.
- Talk about their favorite wild animal, and why it is their favorite.
- Get children to guess what activities they will do in the unit.

Introduce the lesson. Write the day of the week on the board and read it with the class. Use appropriate language to tell children what they will do and illustrate the activities on the board with icons or drawings. For example, in this lesson, children will:
- play a game ("What is it?"),
- say a rhyme ("The elephant"),
- write (words).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Listen and name animals.

Tell children to look at page 117 of the *Student's Book*. Get them to tell you what they can see. When they name the animals in their own language say, "Yes, it's a monkey." Explain that Reem is "on safari" and looking at some wild animals. Explain that "wild" means "living in their natural world" and not a farm or domesticated animal.

Hold up the picture card of a monkey and name it. Get the class to repeat the word and put the picture card on the board. Point to the picture card and get children to name it. Find out if any children have seen a real monkey. Repeat the procedure with the remaining picture cards.

Point to the picture cards and get children to name them.

Play "What is it?" Get the class to close their eyes. Turn over a picture card. Get children to open their eyes. Point to the turned-over card and ask, "What is it?" When children say, "monkey," turn over the picture card and confirm their answer. Continue playing the game with different picture cards.

3. Say a rhyme.

Hold up the picture card of an elephant and get children to tell you if they have ever seen an elephant.

Get the class to look at the picture on page 118 of the *Student's Book*. Play Track 79. Demonstrate the actions while children listen (see suggestions below in square brackets.)

Track 79: The elephant
The elephant goes
Like this and that.
[Bend down as though walking on all fours and walk slowly on the spot.]
It's very big
[Stand up and reach your arms up high.]
And very fat.
[Stretch your arms out to the sides.]
It has no fingers
[Wiggle your fingers.]
It has no toes.
[Wiggle your toes.]
But goodness me
[Put your hands on either side of your head as though in shock.]
What a nose!
[Put your elbow next to your nose, stretch out your arm, and wave it like a trunk.]

Play Track 79 again. This time get children to stand up and do the actions as they join in with the words.

4. Write (words).

Draw a simple picture of a bird on the board. Point to the wing and say, "wing." Write the word *wing* on the board and read it with the class. Hold out your arms and wave them up and down like wings. Get the class to follow the action and say, "wing." Repeat the procedure, using actions to teach *tail* and *beak*.

Ask the class to look at the activity at the top of page 80 of the *Activity Book*. Hold up your book and show the class the six pictures on the left of the page. Give children some time to name the parts of the body with their group.

Check that children are ready to write and get them to label the parts of the parrot. When they have finished writing, hold up the page and point to parts of the bird or use your drawing on the board. Say the word and help children read and say, "body/foot/etc." Write the word on the board. Continue until all six words are on the board and children can check their work.

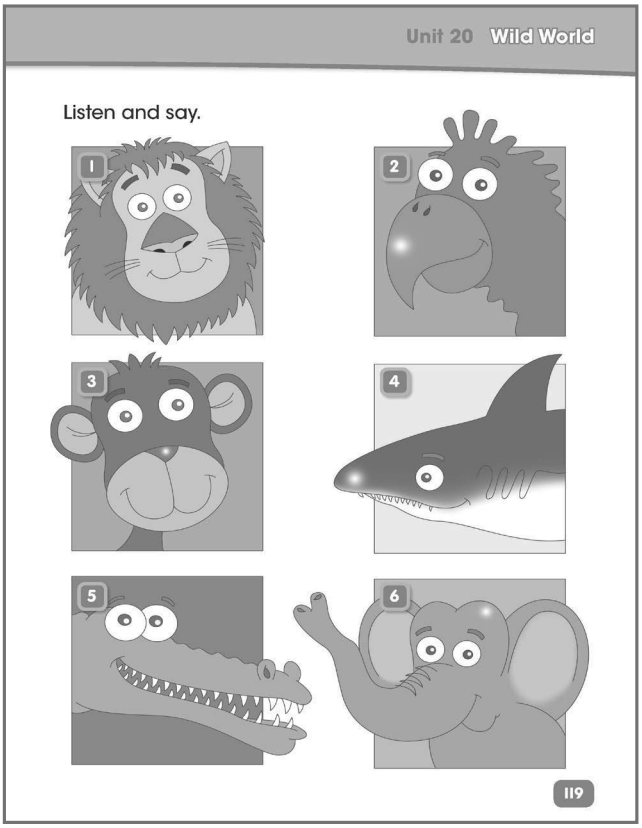
5. Circle Time

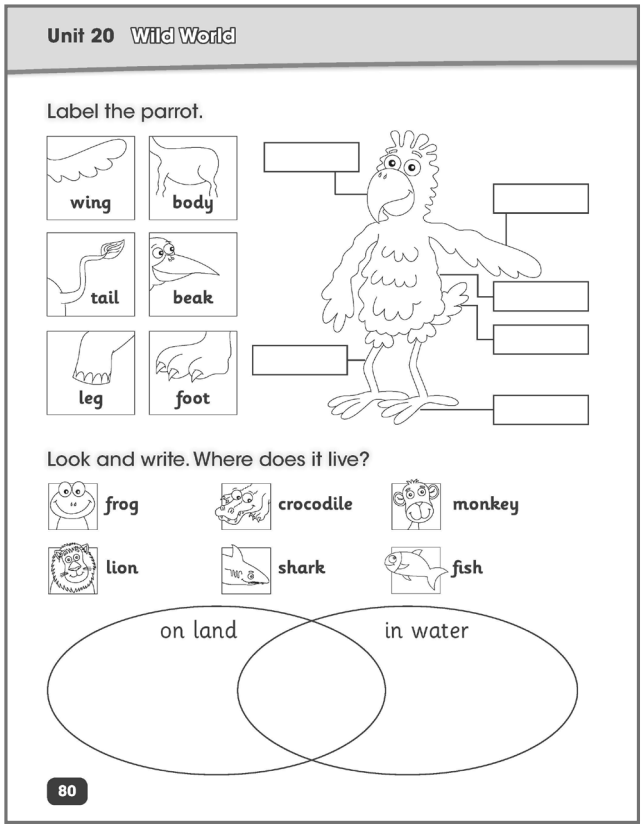
Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend
- When playing "What is it?" turn over more than one flashcard at a time.
- Let children color the picture of a parrot on page 80 of the *Activity Book*.

Support
- When learning the animal names, get children to make up an action for each one. For example, they could put their arms out and fly for *parrot* and use their arm to act as a nose for *elephant*.





Objectives

- To listen to and follow descriptions
- To identify and name animals
- To ask questions (Yes/No)
- To read words (animals)
- To write words (animals)

Materials

- *Student's Book* page 119
- *Activity Book* page 80
- *Handwriting Book* page 60 (see notes on page 274)
- Audio track 80
- Picture cards (*monkey, lion, elephant, crocodile, parrot, shark*)
- Word cards (*monkey, lion, elephant, crocodile, parrot, shark*)
- Paper for the quiz

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- read and write (animal words),
- do a quiz (descriptions),
- play a game ("Ten questions").

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Read and write.

Hold up the picture cards one by one and put them on the board. As you do so, help the class to name them.

Hold up the *parrot* word card and help children read it. For example, help children cue into the word by noticing the initial sound. Put the word card below the matching picture card. Continue until all six picture cards have a matching word card.

Give the picture cards and word cards to children in the class. Allow them to name or read their card with their group. Call out an animal and get the children with the corresponding picture card and word card to hold up their cards. Let the rest of the class check that the cards match. Repeat the procedure until all of the animals have been named once or twice.

Draw some *land* on the board, for example, some mountains. Point to the picture and say, "land." Get the class to repeat. Draw some *waves* on the board, with some slightly overlapping the land, and do the same for "water." Ask children, "Where does an

elephant live?" Help them respond with, "On land." Do the same with a shark and get children to respond with, "In water."

Get the class to look at the bottom of page 80 of the *Activity Book*. Get the class to name the animals they can see. Read the rubric and title question with the children. Check that children are ready to write and get them to sort the animals onto the diagram. Animals that live on both land and water should be written in the overlapping section of the diagram. When they have finished, draw the diagram on the board and get children to tell you which animals go in each of the three sections.

Answers:
On land: monkey, lion
In water: shark, fish
Both on land and in water: frog, crocodile

Ask the class, "Where does a lion live?" Point to the diagram and help a child respond with the target language "A lion lives on land." Continue with the other animals.

Organize the class into pairs. One child asks the question and their partner answers. For example, "Where does a frog live?" "In water and on land."

3. Quiz (listen).

Tell the class to look at page 119 of the *Student's Book*. Get them to name the animals they can see. Tell children they will hear a description of each animal. Play Track 80, pausing after each description to let children call out the number of the animal.

Track 80: Animal descriptions

It can fly and sing. It has wings and a beak.	*(2: parrot)*
It is big and gray. It eats leaves and it has a very big nose.	*(6: elephant)*
It is brown. It has a long tail. It can climb trees.	*(3: monkey)*
It is gray. It has big teeth. It lives in water and it can swim.	*(4: shark)*
It is green. It eats fish and meat. It lives in water and on land.	*(5: crocodile)*
It is big and brown. It can run and it eats meat.	*(1: lion)*

Do a group quiz with the class. Organize the class into small groups. Give each group a piece of paper and get them to write their names at the top and draw six boxes down the left side. Describe an animal on page 119 of the *Student's Book*. For example, "It can swim. It can't walk." Tell groups to write the number of the animal in the top box (4). Continue giving descriptions until groups have written the numbers of all six animals in the boxes.

Get groups to swap their quiz sheets. Write the answers on the board so groups can mark the quiz sheet in front of them and return it. Congratulate the groups with the most marks.

4. Play (Yes/No questions).

Challenge the class to a game of "Ten questions." Write the name of an animal that children know on a piece of paper. Place the paper, face down, on the board. Tell the class that they have ten chances to guess the animal. Explain that they can ask you ten questions, but you can answer only "Yes." or "No." Remind children of Yes/No questions such as "Is it big?" and "Can it fly?"

Let children ask some questions. If they guess the animal, award the class a point. If they don't guess the animal after ten questions, award yourself a point. Play the game several times with the class.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

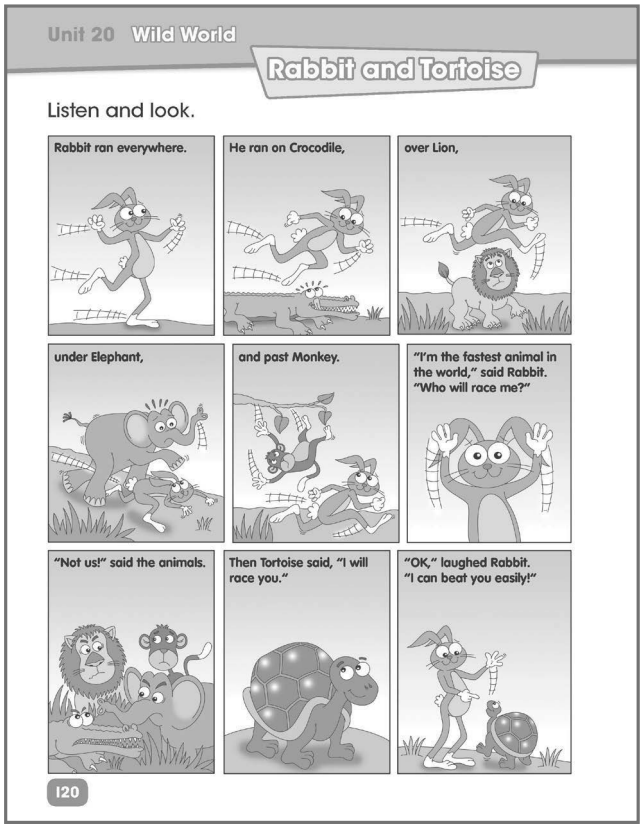
Additional

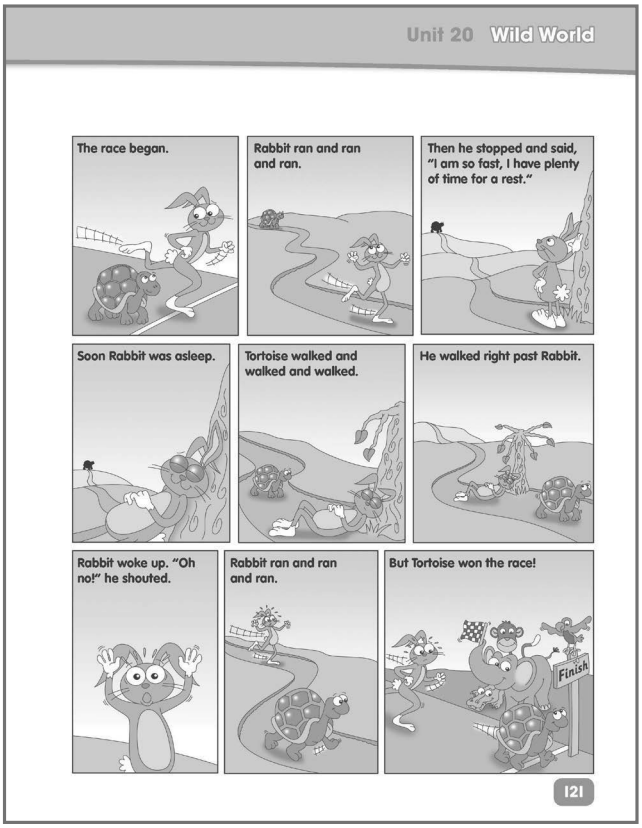
Extend

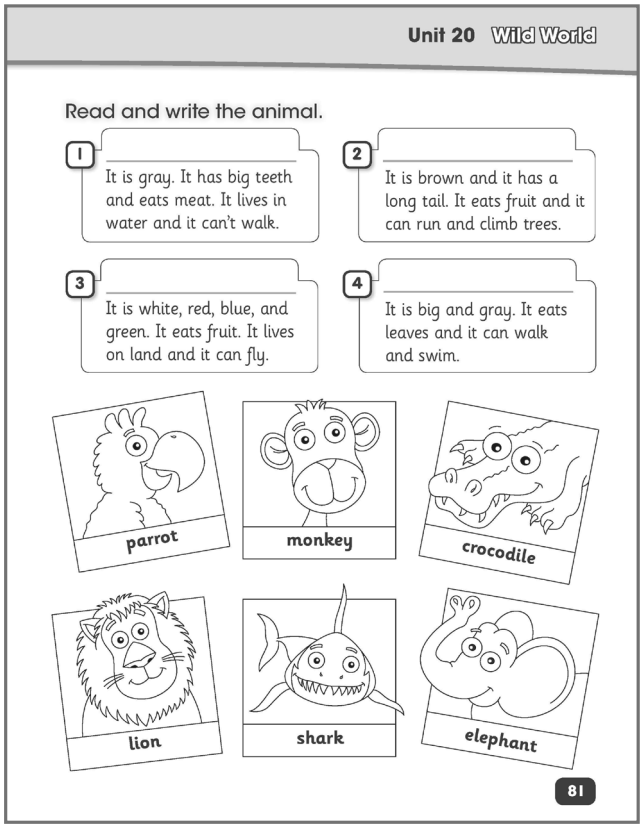
- After completing the diagram on page 80 of the *Activity Book*, encourage children to add more animals to the diagram. They can write the names of the animals or they can draw them.
- Get children to play "Ten questions" with their group. One child takes the role of the teacher and the rest of the group asks Yes/No questions.

Support

- While listening to the animal descriptions in Track 41, do some actions to help support children's understanding.







Objectives

- To listen to and read a story
- To read words (animals)
- To read descriptions

Materials

- *Student's Book* pages 120 and 121
- *Activity Book* page 81
- Audio track 81
- Word cards (*monkey, lion, elephant, crocodile, parrot, shark*)
- Paper or notebook for "Bingo"

I. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- play (read words),
- read (descriptions),
- listen to and read a story ("Rabbit and Tortoise").

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Play (read words).

Put the six word cards on the board. Get the class to read them as you do so. Point to different word cards and get groups to read them.

Play "Bingo" with the class. Get children to draw a simple grid of four squares in their notebook, or on a piece of paper. Tell them to choose four of the animals on the word cards and write them in the squares. Name an animal on the word cards. If a child has written the same animal in their grid, they should cross it out. Continue naming the animals. The first child to cross out all of their four words shouts, "Bingo" and wins the game.

3. Read (descriptions).

Ask the class to look at page 81 of the *Activity Book*. Let children point to the animal pictures and name them with a partner.

Show the class the fact cards at the top of the page. Tell them to read each description and write the name of the animal at the top of the fact card. Read out each description. Pause after each description to let children write the name of the animals.

When they have finished, let children read each fact card with a friend and compare their answers. Finally, write the answers on the board so that the class can check their work.

Answers:
1. shark
2. monkey
3. parrot
4. elephant

4. Listen and read.

Tell the class they are going to read a story. Get them to look at pages 120 and 121 of the *Student's Book*. Read the title with the class and give children some time to look at the pictures and guess what happens in the story. Play Track 81. Let children listen and follow the story in their books.

Track 81: Rabbit and Tortoise
Rabbit ran everywhere.
He ran on Crocodile,
over Lion,
under Elephant,
and past Monkey.
"I'm the fastest animal in the world," said Rabbit. "Who will race me?"
"Not us!" said the animals.
Then Tortoise said, "I will race you."
"OK," laughed Rabbit. "I can beat you easily!"
The race began.
Rabbit ran and ran and ran.
Then he stopped and said, "I am so fast, I have plenty of time for a rest."
Soon Rabbit was asleep.
Tortoise walked and walked and walked.
He walked right past Rabbit.
Rabbit woke up. "Oh no!" he shouted.
Rabbit ran and ran and ran.
But Tortoise won the race!

Ask children if they enjoyed the story and get them to tell you their favorite parts. Get children to tell you why the animals were fed up with Rabbit (he ran everywhere and boasted about how fast he was). Ask them who won the race (Tortoise). Get the class to tell you why Tortoise won the race, when Rabbit was so fast (Rabbit thought he was so fast he could have a rest).

Get children to look at the sixth picture on page 120 of the *Student's Book*. Explain that Rabbit is "boasting" (he is speaking very proudly about himself). Ask children how this might make the other animals feel (unhappy about themselves and their abilities). Talk about how boasting can hurt other people's feelings. Let children share their own experiences of boasting if they wish to. You may wish to extend the discussion to talk about respecting everyone, whatever their ability, and that everyone has a talent of some kind.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

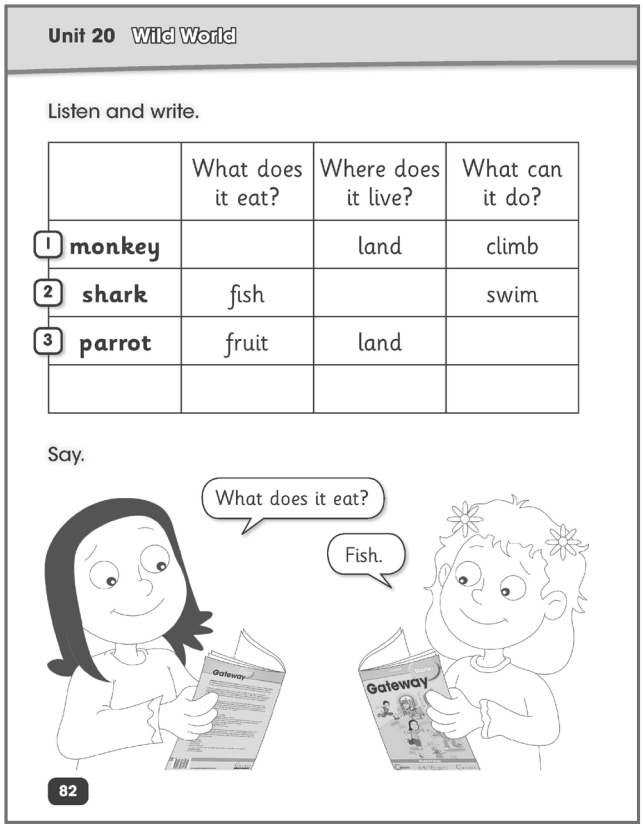
Additional

Extend

- After doing page 81 of the *Activity Book*, challenge children to give a description of the remaining two animals, the crocodile and the lion. Let the rest of the class listen and name the animal.
- When playing "Bingo," add another six animals that children already know, for example, *zebra, tiger, snake, mouse, rat,* and *fish*. Write the words on the board, next to the word cards. Get the class to draw a grid of nine squares. This time, they should choose nine of the animals and write them in their grid.

Support

- When reading the descriptions on page 81 of the *Activity Book*, read each text to the class so that children can listen and read. You can also support children by getting them to read in pairs.
- Project the story pages onto the board. Let children listen to the story as you point to the relevant pictures.
- Do a class listening quiz. Describe one of the six animals on page 81 of the *Activity Book*. Nominate a group to name the animal. If they are correct, award the group a point. Keep a record of scores on the board. At the end of the game, congratulate the winning group.


Unit 20 Wild World

Listen and write.

	What does it eat?	Where does it live?	What can it do?
1 monkey		land	climb
2 shark	fish		swim
3 parrot	fruit	land	

Say.

82

Objectives

- To listen to and say a rhyme
- To listen to and follow questions and answers
- To ask and answer questions

Materials

- *Student's Book* page 118
- *Activity Book* page 82
- *Handwriting Book* page 61 (see notes on page 274)
- Audio tracks 79 and 82 (for Activity Book, page 82)

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- say a rhyme ("The elephant"),
- write notes (words),
- listen and write (questions and answers),
- say (questions and answers).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Say a rhyme.

Get the class to look at page 118 of the *Student's Book*. Play Track 79. Encourage children to do the actions and join in with the words.

3. Listen and say (questions).

Get the class to look at page 82 of the *Activity Book*. Explain that Reem and Mandy are writing notes about some wild animals. Get children to read the names of the three animals in the table.

Help the class read the questions across the top of the table. Ask, "What can a monkey do?" Show children how to read the answer, "Climb." Ask more questions and get groups to look at the table and read the answer.

Show the class that there are three blank spaces in the table. Tell children to listen and write a word in each space. Play Track 82. Pause after each question and answer so that children can complete the table.

Track 82: Listen and write notes.
Reem: What does a monkey eat?
Mandy: It eats fruit.

Mandy: Where does a shark live?
Reem: In water.

Reem: What can a parrot do?
Mandy: It can fly.

Play Track 82 again. This time, stop the recording after each question and get children to give the answer. Write the answer on the board and then continue the recording to confirm the answer. Children should write the words *fruit, water,* and *fly* in the table.

Get children to complete the bottom row of the table with facts about an animal of their own choice. For example, they could write *elephant, leaves, land*, and *walk*; or *oryx, grass, land*, and *run*.

Show the class the bottom of page 82 and explain that Reem and Mandy are playing a game. One person describes an animal and their partner names it. Get children to read the text in the speech bubbles with their group and guess which is the correct animal (shark).

Organize the class into pairs. One child describes an animal on the chart and their partner names it. Get children to take turns.

4. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Additional

Extend

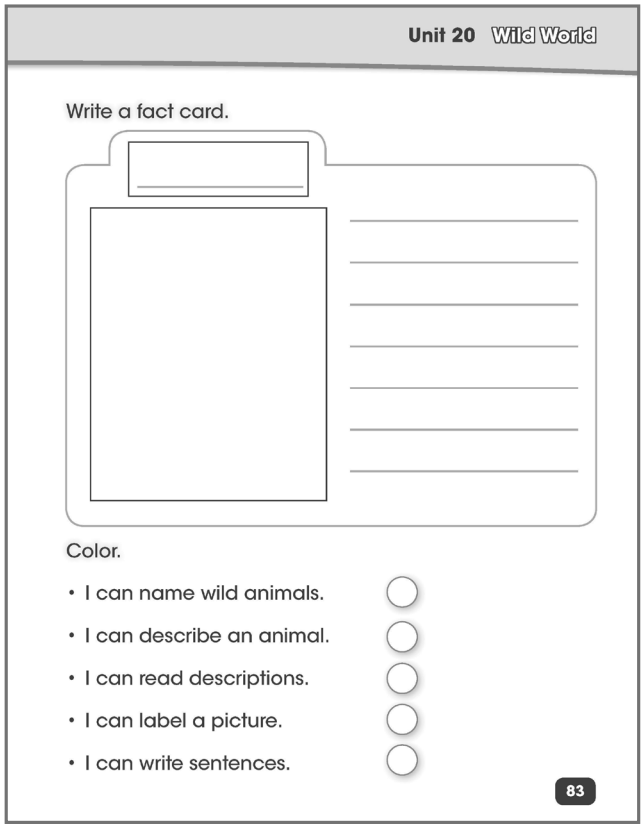
- Get children to add more animals to their table.
- Play a game of "Ten questions" (see Lesson 2) with the class. Let children play the game in groups. One child takes the role of "teacher" and the other children ask Yes/No questions.

Support

- When completing the chart at the top of page 82 of the *Activity Book*, give children time to discuss the answers in their groups before writing the answers.
- When writing notes about their own animal, let children look through their books for spellings and write key words on the board, such as *meat, leaves, grass*, and *jump*.

Before the next lesson:

- Each child will need a *Parrot* photocopiable page (*Photocopiable Resources* page 320). Copy the picture onto thick paper.
- Familiarize yourself with the procedure for making the parrot in the next lesson. Make an example parrot to show children.



Objectives

- To listen to and follow a story
- To read and follow instructions
- To write sentences

Materials

- *Student's Book* page 122
- *Activity Book* page 83
- Audio track 81
- *Parrot* sheets, one per child (*Photocopiable Resources* page 320), scissors, string

1. Circle Time

Introduce the lesson. Write the day of the week on the board and read it with the class. Get children to remember what they did in their last English lesson and guess what activities they will do today. As they guess the activities, illustrate them on the board with icons or drawings. For example, in this lesson, children will:

- write (description),
- act (story),
- make (parrot).

Use the illustrations on the board to signpost when you and the children move from one activity to another.

2. Write (description).

Get the class to look at the fact card on page 83 of the *Activity Book*. Explain that they have to make a fact card for their favorite animal. Draw a fact card on the board. Choose an animal yourself and model writing the title, writing a description of the animal (e.g., what It looks like, what it eats, where it lives, and what it can do) and drawing it. As you do this, model asking questions to determine the content, spelling strategies, putting in capital letters and periods, and adding spaces between words. When you have finished, read your fact card with the class.

Check that children are ready to write and let them write their own fact card. Remind children of the fact cards on page 81 of the *Activity Book* to help them and let them use the notes on page 82 of the *Activity Book* if they want to. When they have finished, get children to read their cards to a partner. You may also wish to photocopy the cards and display them for others to read.

3. Act (story).

Tell the class that they are going to act out the story of "Rabbit and Tortoise." Organize the class into groups. In each group, there should be a rabbit, a tortoise, a crocodile, a lion, an elephant, and a monkey. Play Track 81 and let groups listen and act out the story.

4. Make.

Show the class your parrot and describe it. Tell children that they are going to make their own parrot and talk about it.

Get the class to look at the top of page 122 of the *Student's Book*. Read the instructions with the children. You may wish to demonstrate making a parrot as you work through the instructions. Give each child a *Parrot* sheet and let them cut out and make a parrot. You may need to help them cut the three slits in the shapes while they are coloring, or make the cuts in advance.

When they have finished, get the class to look at the bottom of page 122 of the *Student's Book*. Explain that Hassan is talking about his parrot. Read the text in the speech bubble with the class. Get children to take turns describing their parrot to their group.

5. Circle Time

Review the lesson. Use the icons or drawings on the board to help children remember what they did during the lesson and what they learned. Get them to tell you what parts of the lesson they enjoyed the most and the least.

Show children the activity at the bottom of page 83 of the *Activity Book*. Tell children they are going to think about their learning in the unit. Read each statement in English, using mime and gesture to support meaning. Check children's understanding of the statement and remind them of the relevant activities in the unit.

- I can name wild animals (e.g., *Student's Book* page 119 and *Activity Book* page 82).
- I can describe an animal (e.g., *Activity Book* page 82).
- I can read descriptions (e.g., *Activity Book* page 81).
- I can label a picture (e.g., *Activity Book* page 80).
- I can write sentences (e.g., *Activity Book* page 83).

Get children to think about their work and color the circles:

- red if they need more help,
- orange if they think they did it OK,
- green if it was easy.

Additional

Extend

- Get children to extend the table on page 82 of the *Activity Book*. They could add columns (e.g., What does it look like?) and rows of different wild animals (e.g., *snake, bee, tiger, rat, tortoise, frog,* and *fish*).

Support

- Support children when they write their fact card on page 83 of the *Activity Book*. For example, get children to work in pairs so they can support each other. Alternatively, get them to write two sentences about their animal.
- When making the parrots, cut out the shapes and slits (marked as solid black lines on the photocopiable sheet) in advance of the activity. Alternatively, get an older child from a different class, or teacher, to help you during the activity.

Lesson 2

Use page 60. This activity reviews words learned in the course and requires children to recognize letters and how these go together to spell words.

Start by naming all the pictures on the left of the page. Hold up your book and ask, "What is this?" Get children to look at the example at the top of the page (*king*), say the letters in the correct order and get children to point to each letter as you say it. Get children to repeat the name of the action in the second picture (*skip*), ask them to point to and say the first letter (s), the second letter (*k*) and so on. Do this for all the words.

In pairs, children follow the same procedure: name the picture, spell out the word letter by letter, pointing to each letter as they go.

Children are now ready to do the activity. Remind children of the three steps to follow before they write. When they have finished (or in the next lesson if you are setting for homework), get children to check their answers with a partner. Check answers in class by asking children to say and spell the words as you write it on the board.

Lesson 4

Use page 61. This activity reviews sentences with "can" and "like" and requires children to order words to form sentences.

Ask children if they have ever done a jigsaw puzzle. Show them that the "ears" or "tabs" that stick out from the words slot into the space in the word. This will help them to put the words in the correct order. Look at the first sentence and get children to read out the three words in the order they are (*swim, can, He*). Ask them which word has a capital letter (*He*) and why? Ask children which word has two tabs and see if they can explain why. Ask children which word is followed by a period and why. Now ask them to say the sentence (*He can swim.*) Children can now trace the sentence. Remind them to put mark the period at the end.

Children are now ready to do the activity. Remind children of the three steps to follow before they write. When they have finished (or in the next lesson if you are setting for homework), get children to check their answers with a partner. Read out the sentences in class and write them on the board for children to check their answers.

End Review – use pages 62–64. You can use the End Review pages to let children see how much progress they have made over the course. You might like to incorporate the End Review activities over three lessons. You can either check the work in class, first with children checking a partner's work and then by getting children to tell you what to write on the board as a final check.

The first activity reviews animal words learned in the course and requires children to recognize letters and how the sounds go together to spell words.

The second activity reviews description and numbers. Children count body parts and match to the correct number. When they have done this, they can write sentences describing the "funny alien". Before they begin writing, review the features of a sentence. Children should be able to tell you that it starts with a capital letter and ends with a period. Remind children to leave spaces between the words.

In the last activity, children write about themselves and their likes and dislikes. Before they start, check that they remember the names of pictures (*peas, car, rice, frog, snake, computer, mouse*). Remind children to look back in their books if they need to check spellings. Encourage them to sound out the words as they write. Children can also write other sentences if they want to, for example, "I like cake but I don't like fish."

When the children have finished the activities, you might like to make a wall display of their work for children to show to other classes and to their parents and other teachers. Children can color the pictures before you make the display.

Additional Activities

Unit 1

What's your name?
- Objectives: To ask and answer questions about names
- Type of activity: Speaking
- You will need: A ball, or a ball of paper

Get the class to sit on the mat in a circle. Say, "What's your name?" As you ask the question, roll the ball to a child in the circle. When they receive the ball, they should hold it and answer, "My name's [Khalid]." Then the child asks the question and rolls the ball toward another child, and so on.

Find your friends.
- Objectives: To ask for names
- Type of activity: Role-play
- You will need: Copies of page 3 of the *Student's Book*

For a class of 30 children, you will need to make five photocopies of page 3 of the *Student's Book* and cut out the characters. You should have five copies of each character and 30 character pictures altogether.

Give a character to each child in the class. Tell them not to show it to anyone in the class. Explain that they are going to pretend to be the character.

Get children to move around the class asking each other, "What's your name?" They should answer with their character's name, "I'm Kiko," or "My name's Kiko."

When they meet someone with the same name as their own, they should join together and move around as a pair.

The winners are the first group to collect all of their characters together.

If the children can read the character names, you can do the same activity with written names.

Reading
- Objectives: To discriminate differences between shapes
- Type of activity: Pre-reading (visual discrimination)
- You will need: "Unit 1: Skipping" photocopiable sheet (*Photocopiable Resources* page 294)

Draw two simple plants on the board. Make one plant slightly different, e.g., missing a petal and a leaf. Get children to look at the two pictures and tell you, or circle on the board, what is different.

Show children the "Skipping" sheet. Tell them to look carefully at the top picture and circle things that are different from the bottom picture. Challenge children to find as many differences as possible.

When children have finished, help the class check their answers. This activity is best if you make it open-ended and don't give a set number of differences to find.

Writing
- Objectives: To control fine motor skills
- Type of activity: Pre-writing (tracing)
- You will need: "Unit 1: Kiko and Velvet" photocopiable sheet (*Photocopiable Resources* page 295)

Hold up the sheet and show children how to draw over the black dots to complete the picture. Encourage children:
- to only press down lightly,
- to keep their pencil on the paper.

When children have finished, let them color the picture.

Writing
- Objectives: To control fine motor skills, directionality
- Type of activity: Pre-writing (tracking)
- You will need: "Unit 1: Alphabet patterns" photocopiable sheet (*Photocopiable Resources* page 296)

Hold up the "Alphabet patterns" tracking sheet. Show children how to start on the black dot and draw a line to the white dot

keeping on the dotted line. Encourage children:
- to only press down lightly,
- to keep their pencil on the paper.

When children have finished, let them color the pictures.

Writing
- Objectives: To control fine motor skills
- Type of activity: Pre-writing (tracking)
- You will need: "Unit 1: Kiko and the cheese" photocopiable sheet (*Photocopiable Resources* page 297)

Hold up the tracking sheet and show children Kiko. Point to the cheese and explain that Kiko is hungry and wants to get to the cheese. Tell children to start at the black dot and draw a line through the maze to the cheese. When they have finished, get children to check their work with a partner.

Unit 2

Three guesses
- Objectives: To name classroom objects
- Type of activity: Speaking
- You will need: "Unit 2: Classroom objects" photocopiable sheet (*Photocopiable Resources* page 298)

Organize children into pairs. Give each pair a set of six classroom object pictures. One child secretly chooses a classroom object picture and puts it face down in front of their partner. The other child has three chances to name the classroom object. Get children to change roles.

What is it?
- Objectives: To read words (classroom objects)
- Type of activity: Reading
- You will need: "Unit 2: Classroom objects" photocopiable sheet (*Photocopiable Resources* page 298)

Organize children into pairs. Give each pair a set of six classroom object words. Get pairs to place the words, face-up, in a row on a table. Player A closes their eyes, while Player B turns over a word card. Player A opens their eyes. Player B points to the turned-over card and asks, "What is it?" Player A must name the word card.

If Player A names the card correctly, the game continues. This time, Player B turns over two cards and Player A must name them, then three cards, and so on.

When Player A cannot name all of the turned-over cards, the children change roles. The child who can name the most turned-over word cards is the winner.

Where is it?
- Objectives: To describe location (*in, on*)
- Type of activity: Speaking
- You will need: Picture cards (classroom objects: *table, chair, pencil, ruler, eraser, book*)

Put the picture cards on the board in a vertical line so one is above the other.

Describe the location of one of the classroom objects on the picture cards, for example, "It is under the table." Let children look and name the classroom object.

Name one of the objects and get children to describe its position, for example, "The pencil is under the eraser," or "Under the eraser."

Draw and talk.
- Objectives: To describe location
- Type of activity: Information gap (speaking and listening)
- You will need: "Unit 2: Draw and talk" photocopiable sheet (*Photocopiable Resources* page 299)

Copy a photocopiable sheet for each child in the class.

Get children to look at the top picture of a bag. Ask them to draw a pencil *in, on* or *under* the bag. Make sure they do this secretly, without other children seeing. They can use their books to make a "wall" to hide their work behind.

Organize the class into pairs.

One child describes the location of the pencil in their top picture. Their partner listens and draws the pencil in the correct position in the bottom picture.

Get children to change roles.

Let children compare their pictures and check their work.

You can repeat the activity by getting children to draw a book, a ruler, or an eraser.

Read and match.

- Objectives: To read words (classroom objects)
- Type of activity: Matching
- You will need: "Unit 2: Read and match" photocopiable sheet (*Photocopiable Resources* page 300)

Copy a photocopiable sheet for each child in the class.

Get children to draw a line from each picture to its word.

Handwriting a, b, c, d

- Objectives: To practice the letters *a–d*
- Type of activity: Writing
- You will need: "Unit 2: a, b, c, d" photocopiable sheet (*Photocopiable Resources* page 301)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 3

Mirrors

- Objectives: To name parts of the body
- Type of activity: Speaking

Organize children into pairs and get them to face each other. Explain what a mirror is and then nominate one child in each pair as the "mirror."

In their pairs, one child moves a part of their body while the "mirror" copies the action. Encourage the children to move different parts of their bodies in different ways while "the mirrors" try to copy them. Get children to change roles.

"Funny Body" game

- Objectives: To give a description (numbers and parts of the body)
- Type of activity: Game
- You will need: A die for each group and a piece of paper for each child

Organize children into small groups of three or four. Write the following code on the board (draw pictures if children need the additional support):
1 = head
2 = body
3 = arm
4 = leg
5 = hand
6 = foot

You will need to introduce the number *6* to children for this game.

Rules:

- Children take turns throwing the dice.
- If they throw a *1*, they can draw a head, if they throw a *2*, they draw a body, etc.
- When a child throws a *3*, they can draw one arm. Children will need to throw two *3*s to get two arms, two *4*s to get two legs, etc.
- The winner is the first child to draw a complete body.
- At the end of the game, get children to describe their incomplete pictures, for example, "I have one head, one arm, and two legs."

Hand bookmarks

- Objectives: To develop fine motor skills
- Type of activity: Arts and crafts
- You will need: Paper, scissors, and colored pencils

Give each child a piece of paper. Get them to draw around their hand. Ask them to color the hand. When they have finished coloring, let children cut out the hand and use it as a bookmark.

Number mobiles

- Objectives: To illustrate numbers *1–5*
- Type of activity: Drawing (fine motor skills)
- You will need: Hangers, colored pencils, string, pieces of card or paper

Give each child five pieces of card or paper. On each piece of card, get them to illustrate a different number from one to five. For example, they could draw four butterflies to illustrate *4*. When they have finished coloring the illustrations, help children to hang them from the hanger using some string.

Extension: In pairs or groups, children hold up their hangers and say the numbers, for example, "one ruler, two hands …" It does not matter if children have drawn things they do not know the name of in English – they can just concentrate on saying the correct number.

Draw the number.

- Objectives: To read numbers *1–5*
- Type of activity: Drawing (fine motor skills)
- You will need: "Unit 3: Draw" photocopiable sheet (*Photocopiable Resources* page 302)

Copy a photocopiable sheet for each child in the class.

Get children to look at the picture of a head at the top of the sheet. Show them the box under the head containing a number and a small picture. Ask, "How many eyes?" Get them to draw two eyes and complete the picture.

Let children complete the remaining pictures by themselves. They should look at the box and draw the correct number of items to complete the large picture.

When they finish, let children color the pictures.

Handwriting e, f, g, h

- Objectives: To practice the letters *e–h*
- Type of activity: Writing
- You will need: "Unit 3: e, f, g, h" photocopiable sheet (*Photocopiable Resources* page 303)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 4

What is it?

- Objectives: To name toys
- Type of activity: Speaking
- You will need: A bag and examples of toys (or picture cards)

Put a toy in a bag without children seeing which toy it is. Put your hand in the bag and act feeling the toy, then pull the toy out slowly so it is revealed gradually and ask, "What is it?" Let the class guess the toy. Do this with each of the toys.

Information gap

- Objectives: To describe location and color of toys
- Type of activity: Speaking and listening
- You will need: A4 plain paper and pencils.

Organize children into pairs. Label children "A" and "B" in each pair. Give each child a piece of paper and get them to fold it in half. On the top half, tell children to draw a box in the middle of the paper (this can be three lines, open at the top).

- Child A draws a ball *in, on,* or *under* the box.
- Child A describes the location of the ball to child B.
- Child B listens and draws the ball on their piece of paper.
- Children compare their pictures to see if they are the same.

Get children to change roles and do the activity again using the bottom part of the paper. You can challenge them to use different toys or more than one toy.

Read and color.

- Objectives: To understand phrases (colors and toys)
- Type of activity: Reading
- You will need: "Unit 4: Read and color" photocopiable sheet (*Photocopiable Resources* page 304)

Do an example on the board. For example, draw a ball and write, "a red ball" under the picture. Get the class to read the phrase and tell you how to color the picture.

Tell children to read the words and color each picture. When they have finished, let children compare their work with a partner and check that they have the same colors for each picture.

Handwriting i, j, k, l

- Objectives: To practice the letters *i–l*
- Type of activity: Writing
- You will need: "Unit 4: i, j, k, l" photocopiable sheet (*Photocopiable Resources* page 305)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 5

Mime and say.

- Objectives: To name actions
- Type of activity: Speaking

Organize the class into pairs. One child mimes an action (*jump, swim, cycle, hop, run, skip*) and their partner must name the action. Get children to change roles.

Descriptions

- Objectives: To practice numbers *1–10*
- Type of activity: Speaking and listening
- You will need: Paper and pencils

Give each child half a piece of A4 paper. Ask them to choose an object to draw. This should be something they can name in English (e.g., *pencil, ball, book, teddy bear, chair, hand, head, ant, bag, cat*). Whisper a number from one to ten to each child and ask them to draw that number of their object on the paper. Let them color their pictures if there is time.

Put the drawings around the classroom. Ask a child to describe their picture. For example, "Six dogs." Do not worry about pronouncing the plural *~s* at this stage. Get the class to listen and point to the correct picture. Encourage as many children as possible to describe their pictures.

How many?

- Objectives: To ask and answer questions about numbers *1–10*
- Type of activity: Speaking and listening
- You will need: "Unit 5: Number Cards" photocopiable sheet, a set for each group (*Photocopiable Resources* page 306)

Give each group a set of number cards. Get them to shuffle them and place them face down in a pile on the table. The first child picks up the top number card and reads it secretly. The child chooses an action and does it the same number of times as their card, for example, *seven jumps*. The child then asks the group, "How many?" The group must count the number of actions and respond with the answer, "Seven." Another child then takes the next card, and so on.

Teacher

- Objectives: To say numbers and actions
- Type of activity: Speaking and listening

Nominate a child in each group to be the "teacher" and start the game. The "teacher" says a number and an action, for example, "Seven hops." The rest of the group must hop seven times. The next child in the group becomes the teacher and says a different number and an action.

Handwriting m, n, o, p

- Objectives: To practice the letters *m–p*
- Type of activity: Writing
- You will need: "Unit 5: m, n, o, p" photocopiable sheet (*Photocopiable Resources* page 307)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 6

Food instructions
- Objectives: To listen and identify foods
- Type of activity: Listening and TPR
- You will need: "Unit 6: Food cards" photocopiable sheet (*Photocopiable Resources* page 308)

Give each child a food card; you can decide whether to include the word cards. Give some instructions, for example, "Cakes turn around, fish touch your nose, bread touch something red, chickens stand on one leg." Children should listen and do the instructions for their food only. Change cards and repeat. If children have both word and picture cards, you can get them to find their "same food" partner and pair up.

What is it?
- Objectives: To name foods
- Type of activity: Miming

Organize children into pairs. One child mimes eating a food, for example, a banana. Their partner guesses the food. When the child guesses correctly, the children change roles. You can make this a competition to see which child has the best food mimes.

My favorite food
- Objectives: To express preferences
- Type of activity: Drawing and speaking
- You will need: Paper plates and colored pencils.

Give each child a paper plate. Get children to draw and color a big picture of their favorite food on their plate. Help children name the food on their plate. When they have finished, get children to use their plate to help them name their favorite food. They could do this in pairs or groups.

Snap
- Objectives: To name foods
- Type of activity: Speaking and listening
- You will need: "Unit 6: Food cards" photocopiable sheet (*Photocopiable Resources* page 308)

The aim of this game is to notice when a word card matches a picture card. Demonstrate how to play the game "Snap".

Organize children into pairs and give each pair a set of food cards. Give them enough time to play the game.
- Children shuffle the cards and share the cards between them.
- Each child puts their cards in a pile, face down, in front of them.
- Child A puts one of their cards face up on the table.
- Child B puts one of their cards face up on the same card.
- If the cards are the same food, the children shout, "Snap!"
- The first child to shout, "Snap!" names the food and collects the cards.
- When one player has all of the cards, they win the game.

Handwriting q, r, s, t
- Objectives: To practice the letters *q–t*
- Type of activity: Writing
- You will need: "Unit 6: q, r, s, t" photocopiable sheet (*Photocopiable Resources* page 309)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 7

Whose face?
- Objectives: To describe a face
- Type of activity: Speaking and listening
- You will need: A4 plain paper and pencils

Organize children into pairs. Each child draws their partner's face on a piece of A4 paper. Display the pictures and let the class try to identify the faces.

Information gap
- Objectives: To describe a face
- Type of activity: Speaking and listening
- You will need: A4 plain paper and pencils

Organize children into pairs. Label children "A" and "B" in each pair. Give each child a piece of paper and get them to fold it in half.
- On the top half of the paper, child A draws a face with big or little features and long or short hair.
- Child A describes the face to child B using the target language "I have a big/little nose," etc.
- Child B listens and tries to draw the same face on their piece of paper.
- Children compare their pictures to see if they are the same.

Get children to change roles and do the activity again using the bottom part of the paper.

Funny faces
- Objectives: To listen and understand descriptions
- Type of activity: Listening
- You will need: A4 plain paper and colored pencils

Ask children to draw a large circle on their piece of paper (the face). Describe a face and get children to listen and draw the features on their circle. Use this opportunity to review numbers and colors. For example, "I have three green eyes, a little blue mouth, and four blue ears."

Handwriting u, v, w, x
- Objectives: To practice the letters *u–x*
- Type of activity: Writing
- You will need: "Unit 7: u, v, w, x" photocopiable sheet (*Photocopiable Resources* page 310)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 8

What is it?
- Objectives: To name clothes
- Type of activity: Speaking

Organize children into pairs. One child mimes putting on an item of clothing. Their partner watches and names the item of clothing. Get children to take turns.

Sorting clothes
- Objectives: To name clothes
- Type of activity: Speaking
- You will need: Old magazines, poster paper, scissors, and glue

Give each group an assortment of magazines and some scissors. Ask them to find and cut out as many pieces of clothing as they can.

After cutting, tell each group to sort their clothes. Encourage them to think of different ways to sort the clothes, for example, according to colors, for different seasons, for girls and boys, or special and every day.

When they have finished sorting, give each group a piece of poster paper and some glue. Get groups to stick the pictures on the poster. Display the posters and see if other groups can work out how the clothes have been sorted.

Clothesline
- Objectives: To name clothes
- Type of activity: Speaking
- You will need: A4 plain paper, colored pencils, string, and pegs

Give each child half a piece of A4 paper. Tell them to draw one item of clothing on their paper. Put the picture cards on the board to support their drawings and tell them to "fill the paper" with their drawing.

Tell each child to color their picture with one color.

When they have finished, tie a length of string across the classroom to make a clothesline. Give each child two clothespins and get them to hang their pictures on the clothesline.

Point to the pictures on the clothesline and get the class to name the items of clothing. Challenge children to include the color, for example, "green shoes."

Read and color.
- Objectives: To understand phrases (colors and clothing)
- Type of activity: Reading
- You will need: "Unit 8: Read and color" photocopiable sheet (*Photocopiable Resources* page 311)

Do an example on the board. For example, draw a *scarf* and write, "yellow scarf" under the picture. Get the class to read the phrase and tell you how to color the picture.

Tell children to read the words and color each picture. Children can refer to page 45 of the *Student's Book* for additional support. When they have finished, let children compare their work with a friend to check that they have the same colors for each picture.

Handwriting y, z
- Objectives: To practice the letters *y, z*.
- Type of activity: Writing
- You will need: "Unit 8: y, z" photocopiable sheet (*Photocopiable Resources* page 311)

Copy a photocopiable sheet for each child in the class. You can cut the sheets and focus on one letter at a time if you wish.

Get children to look at the picture and large letter. Get them to say the sound of the letter and do the corresponding action.

Follow the procedure for teaching letters as set out in the Introduction.

Check that children are ready to write and then let them write the letters. While they are writing, move around and check starting points and direction of movement.

You can get children to work in pairs. One child writes a line of letters while their partner watches and checks start points, finish points, and hand movement. Then they change roles.

Unit 9

Family lineup
- Objectives: To understand family names
- Type of activity: Listening
- You will need: Sets of six strips of paper, family picture cards

Take each set of six strips of paper and write a family word on each strip (*mom, dad, sister, brother, grandpa, grandma*). Organize the class into groups of six. Give each group a set of family words. Ask children to take a strip each and to pretend to be this family member.

Call out a sequence of family members. You can support children by putting the picture cards on the board as you name them. For example say, "Grandpa, brother, dad, mom, sister, grandma." Get each group of children to line up in the same order. You can check their order by looking at their strips of paper.

Family mobile
- Objectives: To name members of the family
- Type of activity: Speaking
- You will need: A hanger, string, cardboard

Cut up the cardboard into rectangles of around 12cm x 6cm. Give each child several pieces of cardboard. Get children to draw members of their family on each piece of cardboard and color them. Help children tie their pictures onto a hanger. Encourage children to use the mobile to talk about their family and then display the mobiles in the classroom.

Three guesses
- Objectives: To name members of the family
- Type of activity: Speaking and listening

Organize children into pairs. One child secretly chooses a member of the family (e.g., *sister*). Their partner has three chances to guess the family member. Get children to change roles.

Fabulous families
- Objectives: To name members of the family and identify how family help and support each other
- Type of activity: Speaking
- You will need: A4 paper

Give each child a piece of paper. Get children to think of a way that a member of their family helps them (for example, washing clothes, helping with homework, taking care of them, teaching them to pray, playing games with them). Ask children to draw a picture of the family member helping them.

Use the pictures to talk about the different ways that families help and support each other.

Unit 10

Pass the present
- Objectives: To name toys
- Type of activity: Speaking
- You will need: A wrapped present (see below), *Starter audio tracks*

Play a traditional English party game. Wrap a small present for the children (such as a pencil, ball, or book). Continue wrapping the present in layers of paper. Between each layer of paper, put a word card; this can be any vocabulary that you want to review from Units 1–10.

Get children to sit in a circle. Give the present to a child. Start a rhyme or chant from the online audio and get the children to pass the present around the circle. Stop the track suddenly. Whoever is holding the present should take off one layer of the wrapping paper. When they find the word card, get them to read it. If they read it correctly, they stay in the game; if they can't read it, they are out. Continue playing the game until a child opens the final layer of wrapping paper and wins the present.

What is it?
- Objectives: To name objects
- Type of activity: Acting

Organize children into pairs. One child mimes opening a present and playing with it or using it. Encourage children to choose something that they can name in English (e.g., *computer, toy car, kite, book, pencil, fishing net*). Their partner must guess the present. Get children to change roles.

Days-of-the-week bookmark
- Objectives: To read days of the week
- Type of activity: Reading
- You will need: "Unit 10: Bookmarks" photocopiable sheet, enough sheets for one bookmark per child, (*Photocopiable Resources* page 313)

Give each child a bookmark. Ask them to write their name in the rectangle at the top of the bookmark.

Show children the empty square after each day of the week. Ask them to draw a picture of something that will help them remember that day of the week. For example, some children may choose to draw the same symbols as the stickers for Unit 10 (center fold pages of the *Activity Book*.) Let children color their bookmarks.

Get children to use the bookmark to keep their place in their *Student's Book*. You may want to give each child a counter/button and some sticky putty (e.g., Blu Tack®.) Children can stick the counter on each day of the week.

Line up
- Objectives: To read days of the week
- Type of activity: Reading
- You will need: Seven word cards with a day of the week written on each one

Give children the word cards. Get them to line up at the front of the class in order (Monday–Sunday). Tell the children to hold up their word cards so the class can read them and check the order. Repeat with a different group of children.

Unit 11

My room
- Objectives: To write words
- Type of activity: Writing
- You will need: A4 paper, colored pencils

Get children to draw their bedroom. Tell them to include the furniture and some of their toys. Get children to label the items in their room.

Where is it?
- Objectives: To ask and answer questions
- Type of activity: Listening and speaking
- You will need: A counter or pencil for each pair

Organize children into pairs. One child secretly hides a counter on the table or in the classroom. Their partner must try to guess where the counter is by using the target language "Is it in/on/under the …?"

There is, there are
- Objectives: To describe a picture
- Type of activity: Speaking
- You will need: A4 paper, colored pencils

Get children to choose an item to draw. Ask them to draw one or more than one of their items on the piece of paper. When they have

finished, get children to hold up their drawing and describe it to the class using the target language "There are …" or "There is …"

You can extend this activity by getting children to write a phrase under their picture, for example, "There are 2 fans." Do not worry about correct punctuation at this stage.

More or less
- Objectives: To say the numbers *1–15*
- Type of activity: Speaking

Tell children you are thinking of a number between 1 and 15; you may want to write the number on a piece of paper and put it face down on the board. Give children five chances to guess the number. Children guess a number, and you respond with the word "more" if your number is bigger or "less" if your number is smaller. If the class names your number in five guesses, they win the game. If they don't guess it in five guesses, you win the game. For example:

- Teacher: I'm thinking of a number.
- Child: 5 (1st guess)
- Teacher: More.
- Child: 10 (2nd guess)
- Teacher: Less.
- Child: 8 (3rd guess)
- Teacher: More.
- Child: 9 (4th guess)
- Teacher: Yes, it is 9. You win!

Unit 12

Posters
- Objectives: To write words
- Type of activity: Writing
- You will need: Paper and colored pencils

Give children a piece of paper. Get them to divide it in half and write *healthy* on one side and *unhealthy* on the other side. Let children draw appropriate foods on each side of the poster. Encourage them to label the pictures if they can. Display the posters around the school, or get children to talk about them to their group.

Exercise plan
- Objectives: To write and read
- Type of activity: Reading and writing
- You will need: Paper and pencils

Get children to look at an exercise plan on page 74 of the *Student's Book*. Tell them to write their own "Exercise Plan" on their piece of paper. Model writing the title "Exercise Plan" on the board. Get children to copy the title onto their piece of paper. Let them list different numbers (from *1–15*) and exercises on their plan.

When they have finished, get children to take turns reading their Exercise Plan to their group. Their group must listen and do the exercises.

Roland's race
- Objectives: To read and recall
- Type of activity: Reading

Organize children into groups of four. Get children to act out the story on pages 72 and 73 of the *Student's Book*. One child takes the role of Roland, and the remaining children are his three friends. Play audio track 46 and get children to act out the story.

Healthy class survey
- Objectives: To collect and record information
- Type of activity: Speaking and listening

Organize children into pairs. Get them to draw a table similar to that on page 49 of the *Activity Book*. During break time, let pairs ask the questions to children in a different class. When they have finished, use the information to find out which class is the healthiest.

More or less (writing)
- Objectives: To write the numbers *1–15*
- Type of activity: Writing
- You will need: Paper and pencils

Give each group papers and pencils, or number cards. Tell children you are thinking of a number between 1 and 15; you may want to write the number on a piece of paper and put it face down on the board. Give groups five chances to guess and write the number. A group writes and holds up a number between 1 and 15. You respond with the word "more" if your number is bigger or "less" if your number is smaller. Let different groups write and guess the number. The first group to hold up your number wins a point. Play several games, then count up the points and congratulate the winning group with the most points.

Unit I3

My Day
- Objectives: To describe daily activities
- Type of activity: Speaking
- You will need: A4 paper, colored pencils

Get children to draw pictures of some of the activities they do each day. When they have finished, get children to stand up and describe the activities they do each day. They should use their drawings to support them. For example, "I get dressed in the morning. I eat breakfast and I brush my teeth."

Capital letters A–M
- Objectives: To practice the letters *A–M*.
- Type of activity: Writing
- You will need: "Unit 13: A–M" photocopiable sheet (*Photocopiable Resources* page 315)

Copy a photocopiable sheet for each child in the class.

Check that children are ready to write. Show children the capital letters at the top of the page. Get them to tell you what they know about capital letters.

Get children to look at the small letter next to each box. They have to write the corresponding capital letter inside each box. Show them that the capital letters are given in the box at the top of the page. Show them that capital letter *A* has been crossed through because it has been used in the example. They will find this activity easier if they cross out the capital letters in the big box as they write them. While they are working, move around the class so you can monitor children's writing. Let children refer to pages 52 and 54 of their *Activity Book* if they need support.

When they have finished, let children color in the small letters and pictures.

More or less
- Objectives: To say the numbers *1–20*
- Type of activity: Speaking

Tell children you are thinking of a number between 1 and 20; you may want to write the number on a piece of paper and put it face down on the board. Give children five chances to guess the number. Children guess a number, and you respond with the word "more" if your number is bigger or "less" if your number is smaller. If the class names your number in five guesses, they win the game. If they don't guess it in five guesses, you win the game. For example:

- Teacher: I'm thinking of a number.
- Child: 7 (1st guess)
- Teacher: More.
- Child: 20 (2nd guess)
- Teacher: Less.
- Child: 16 (3rd guess)
- Teacher: More.
- Child: 17 (4th guess)
- Teacher: More
- Child: 18 (5th guess)
- Teacher: No, you lose! It's 19.

Unit I4

My House
- Objectives: To describe a house
- Type of activity: Speaking
- You will need: A4 paper, colored pencils

Tell children to draw their own house. Help children stand up and describe their house. For example, "There are three bedrooms, a living room, and a kitchen."

My furniture
- Objectives: To give descriptions (color + furniture)
- Type of activity: Speaking
- You will need: A4 paper, colored pencils

Tell children to draw a house. Get them to draw furniture in each room and color it. Help children stand up and describe the furniture in their house, for example, "There is a blue sofa [in the living room]."

Wrong room
- Objectives: To describe the location of furniture
- Type of activity: Speaking
- You will need: Word cards (*sofa, television, fridge, stove, bathtub, toilet*), A4 paper, colored pencils

Put the word cards on the board and read them with the class.

Get children to draw the outline of a house. Show them how to divide it into four rooms and label them *kitchen, living room, bedroom*, and *bathroom*.

Ask them to copy the furniture words into the correct room. They should write two furniture words in the wrong room.

Get children to hold up their pictures and ask, "What's wrong?" The class, or their group, must say which pieces of furniture are in the wrong room; for example, "The sofa is in the bathroom," and "The toilet is in the living room."

Capital letters N–Z

- Objectives: To practice the letters *N–Z*.
- Type of activity: Writing
- You will need: "Unit 14: N–Z" photocopiable sheet (*Photocopiable Resources* page 316)

Copy a photocopiable sheet for each child in the class.

Check that children are ready to write. Show children the capital letters at the top of the page. Get them to tell you what they know about capital letters.

Get children to look at the small letter next to each box. They have to write the corresponding capital letter inside each box. Show them that the capital letters are given in the box at the top of the page. Show them that capital letter *N* has been crossed through because it has been used in the example. They will find this activity easier if they cross out the capital letters in the big box as they write them. While they are working, move around the class so you can monitor children's writing. Let children refer to pages 57 and 58 of their *Activity Book* if they need support.

When they have finished, let children color in the small letters and pictures.

Bingo

- Objectives: To read and write the numbers *1–20*
- Type of activity: Reading and writing
- You will need: Paper or notebooks for each child

Write the numbers from 1–20 on the board. Get children to read them.

Tell children to draw a grid of nine squares. Ask them to choose nine different numbers between 1 and 20 and to write them in the squares. Different children will have different numbers on their grid.

Call out the numbers from 1–20 in random order (you will need to keep a record of which numbers you have called). When a child hears you call a number on their grid, they should cross it out.

The first child to cross out all nine numbers shouts "Bingo" and wins the game. The winner becomes the caller for the next game.

Find numbers 1–20.

- Objectives: To count from *1–20*
- Type of activity: Counting

Organize children into pairs. Get them to walk around the school finding things that are *1–20* in number. For example, they may find 14 classrooms, one flag, or fourteen computers.

Unit 15

Guess the animal

- Objectives: To give descriptions
- Type of activity: Listening and speaking

Organize children into pairs. One child describes an animal, for example, "It is small. It is black. It has six legs. It can run and climb, but it can't fly." Their partner listens and gives the name of the animal (*ant*).

You can let children describe animals in English and name them in their own language, for example, *elephant, scorpion, spider*.

"Hassan says"

- Objectives: To understand words (verbs)
- Type of activity: TPR

In this game, children must only follow the instructions that are given by Hassan. For example,

Teacher:	Hassan says, "Run."	(All children run on the spot.)
Teacher:	Hassan says, "Hop."	(All children hop.)
Teacher:	Hassan says, "Cycle."	(All children cycle.)
Teacher:	Jump.	(Children stand still. If a child jumps, they are "out" of the game.)

Continue with different verbs and instructions. When only a few children remain in the game, congratulate them as the winners.

Khalid's farm

- Objectives: To write numbers
- Type of activity: Writing
- You will need: A4 paper for each child and colored pencils

Make a class book of different numbers and animals. Give each child an animal and a number, for example, "three cats." Get them

to draw three cats on their piece of paper. Get children to write a sentence under their picture, for example, "There are 3 cats."

When children have finished, collect the pieces of paper together and put them together to make a class book. Make a title page for the book, "Donald's farm." Let children read the book.

Match
- Objectives: To make a matching game
- Type of activity: Writing and reading (descriptions)
- You will need: Two pieces of paper for each child and colored pencils

Give children a piece of paper and let them draw and color their favorite animal. Help children write the name of their animal at the top of the paper.

Give children a second piece of paper. Get them to write sentences about their animal. They should write three sentences. They should write about its size, its color, and its ability. They can use the models on page 92 of the *Student's Book* and page 61 of the *Activity Book* to help them.

Get one half of the class to give you their two pieces of paper. Jumble them up and stick them on one wall of the classroom (or put them on the floor). Invite the other half of the class to match the descriptions and the pictures. Repeat the process with the other set of pictures and descriptions.

When the descriptions and pictures have all been matched, stick them together. Display the posters in the classroom for children and visitors to read.

Bingo!
- Objectives: To read and write words (animals)
- Type of activity: Reading and writing
- You will need: Paper or notebooks for each child

Write names of animals (e.g., *frog, mouse, cow, camel, chicken, donkey, snake, lion, bee, dog, cat, tiger, rat, bird, shark, crocodile*) on the board. Get children to read them.

Tell children to draw a grid of nine squares. Ask them to choose nine different animals and to write them in the squares. Different children will have different animals on their grid.

Call out names of animals from the list on the board in random order (you will need to keep a record of which animals you have called). When a child hears you call an animal on their grid, they should cross it out.

The first child to cross out all nine animals shouts "Bingo!" and wins the game. The winner becomes the caller for the next game.

Unit 16

My Town
- Objectives: To describe a town
- Type of activity: Speaking
- You will need: A4 paper, colored pencils

Tell children to draw their own town. They can use pictures in the *Student's Book* and *Activity Book* to help them. Get children to stand up and describe their town to their group; for example, "This is my town. There is a school and a supermarket. There is a park, but there isn't a mall."

Road safety posters
- Objectives: To give advice about road safety
- Type of activity: Writing
- You will need: A4 paper, colored pencils

Tell children to make a poster about road safety. Explain that the posters will go on the walls around the school and help other children in the school cross the road safely. Show them how to write a sentence on their poster paper. They can use words and phrases from the "Cross the road" rhyme on page 94 of the *Student's Book*, for example, "Look right and left" or "Cross with a friend." They can also use the pictures on page 94 to give them ideas for their own drawings.

Town and country word banks
- Objectives: To create a visual vocabulary reference
- Type of activity: Writing
- You will need: Poster paper for each group

Give a piece of poster paper to each group. Allocate either *Town* or *Country* to each group and get them to write the word in the center of their paper. Get groups to write places and buildings that could be found in their "town" or "country." For example, a "town" group might write *mall, school, hospital, supermarket, park, road*, and *cars*. Encourage children to illustrate the words they write.

Town model
- Objectives: To describe a town
- Type of activity: Speaking
- You will need: Junk modeling materials for each group (e.g., old cardboard boxes, card tubes, paper, and glue)

Get groups to make a model town using their junk. Children can use the boxes and tubes to make buildings. When they have finished, get each group to describe its model town to the rest of the class using the target language "This is our town. There is a …"

Information gap
- Objectives: To describe location
- Type of activity: Speaking
- You will need: Paper for each child

Draw a large rectangle on the board. Draw a road vertically down the middle of the rectangle. Draw two small rectangles next to each other on the right of the road and one small rectangle on the left of the road, opposite one of the other rectangles, similar to the top of the map on page 67 of the *Activity Book*.

Organize children into pairs. Get children to copy the map onto their piece of paper. Without their partner seeing, one child in each pair labels the three small rectangles. Put the word cards on the board to help them. They then describe their map, for example, "The park is opposite the store. The store is next to the mall." Their partner listens and labels their map. When they have finished, get children to compare their maps and check they are the same. Tell pairs to turn over their paper, change roles and do the activity again.

Unit 17

My bus
- Objectives: To give descriptions
- Type of activity: Speaking
- You will need: Cardboard (this can be recycled card such as old breakfast cereal boxes) and two split pins for each child

Get children to draw a bus on a piece of card. This can be a simple rectangle with rounded corners. Get them to draw two wheels. You can help them with the circles for the wheels by getting them to draw around a container with a round base.

Ask them to cut out the bus and the two wheels. Let children color their bus and the wheels in different colors and draw people in the windows. Finally, help children put the wheels on the bus using two split pins.

When they have finished, get children to describe their bus to their group; for example, "This is my bus. It is red. The wheels are blue. Mandy and Kiko are on the bus."

My map
- Objectives: To give directions
- Type of activity: Speaking
- You will need: A4 paper for each child

Get children to draw a map similar to page 65 of the *Activity Book*. This could be imaginary or part of their local area. Organize the class into pairs. Get pairs to use one map. One child names a building on the map. Their partner must give directions to the building. Get them to change roles.

Around school
- Objectives: To read directions
- Type of activity: Reading

Make several lists of directions using the target language "turn right" and "turn left." The directions should take your children from the classroom to different places in the school. Give a different list to each group and let them read and follow the directions. When they return to the classroom, get them to tell you where they went.

Fantasy bike
- Objectives: To write words
- Type of activity: Drawing and writing
- You will need: A4 paper for each child

Spend some time talking about how you could improve a bicycle. Encourage children to be inventive and imaginative; for example, add wings, add a drink canister and a drinking tube, add a TV screen, add a retractable roof, etc. Get children to think about a "fantasy bike" and draw it. Encourage them to label parts of the bicycle. You can let children do the same for other forms of transportation.

Sounds posters
- Objectives: To write words with sound and spelling patterns
- Type of activity: Writing
- You will need: Poster paper for each group

Give each group a sound, for example, /oo/, /ch/, /ee/, /sh/, /th/, /ck/. Get them to write the letters in the center of their poster. Tell

children to find words containing the same sound and spelling. They should write the words on the poster and illustrate them where possible.

Unit 18

Does it grow?
- Objectives: To write words
- Type of activity: Writing
- You will need: Poster paper, colored pencils

Give each pair of children a piece of poster paper and tell them to fold it in half. Get children to draw pictures of things that grow on one side and things that don't grow on the other side. Help them label their drawings.

Display the posters in the classroom so children and visitors can look at them and decide which half shows things that grow and which half shows things that don't grow.

My garden
- Objectives: To give a description
- Type of activity: Descriptions (colors)
- You will need: Poster paper, colored pencils

Get children to draw a garden. This can be their own garden or an imaginary garden. Ask them to color the plants in different colors. When they have finished, get them to describe their garden using the language "There are green flowers and red flowers. There are …"

Seed packet
- Objectives: To give a description
- Type of activity: Writing and speaking
- You will need: Example seed packets, A4 paper, colored pencils

Get the class to fold their paper in half. Look at the front of a seed packet and identify the features with the class, for example, a picture of the plant, the name of the plant, and the price. Get children to design the front of their own seed packet on one half of their paper. Encourage them to use their imagination and invent a "fantasy" plant.

Look at the back of the seed packet and identify the features, for example, a picture, instructions, and information about when to plant the seeds. Get children to design the back of their own seed packet and include the same features.

When they have finished, get children to talk about their seed packets to their group. Then display the seed packets in the classroom for others to read.

Grow plants
- Objectives: To describe a process
- Type of activity: Writing
- You will need: A4 paper
- Seeds (e.g., coriander or mustard seeds), soil, trays

Put some soil in a tray. Push some seeds into the soil. Work with the class to make a sentence about the seeds, for example, "First, we put the seeds in the soil." Get children to draw a picture of the seed tray and write the sentence underneath.

Place the tray near a window and keep it moist. As the seedlings appear, get children to observe the growth process and record it on their piece of paper in a series of pictures and sentences.

Unit 19

At the store, I bought …
- Objectives: To give descriptions
- Type of activity: Speaking

Organize the class into groups. The first child says, "At the store, I bought [a cat]." The next child says, "At the store, I bought [a cat] and [some cheese]."

The next child says, "At the store, I bought [a cat], [some cheese] and [a scarf]." Let the game continue, with each child repeating the list and adding another item. If a child cannot remember the list, they are "out" and the game continues without them. The last child to remain in the game is the winner.

Shopping list bingo!
- Objectives: To listen and follow descriptions
- Type of activity: Listening game
- You will need: Paper strips for shopping lists

Give each child a piece of paper (their shopping list). Ask them to choose and write down five of the items from page 116 of the *Student's Book*. Say, "At the store, I bought [some carrots]." If children have written *carrots* on their shopping list, they should place a check mark by it. Continue naming the items on page 116 of the *Student's Book* using the target language "At the store, I bought [a car]." You will need to keep a record of which words you have called. The first child to check all five items on their list shouts "Bingo!" and wins the game.

My favorite store
- Objectives: To give descriptions
- Type of activity: Speaking
- You will need: A4 paper and colored pencils

Get children to draw and color their favorite store. When they have finished, encourage them to use the picture to talk about the different things inside the store.

Role-play
- Objectives: To make requests
- Type of activity: Speaking and listening
- You will need: Contents of a store, for example, cans and packets of food, clothes, and toys

Use a desk to make a "store" in the corner of the classroom. Fill the store with items "for sale." Nominate a confident child to be the store owner. Let children go up to the store owner and ask for an item in the store using the target language below:

Customer: "Can I have a [teddy bear], please?"

Store owner: Yes, here you are."/Sorry, I don't have a [pencil]/any [eggs].

Customer: "Thank you."

You may want to get the customers to make a shopping list containing the items they want to buy before they go shopping.

Unit 20

Alphabet Animals
- Objectives: To write words (animals)
- Type of activity: Writing
- You will need: Alphabet flashcards, a piece of paper for each group

Put the alphabet cards up in the classroom from *a*–*z*. Get children to copy the letters, in sequence, onto their paper. Point to *a* and say the sound, "/a/." Ask the class, "What animal starts with /a/?" When they suggest an animal, for example, *ant*, get them to write it next to the letter *a*. Challenge groups to write an animal for as many sounds of the alphabet as they can. When they have finished, get groups to swap papers. Encourage children to suggest animals for each letter sound. Write them on the board as you do so. At the end of the activity, congratulate the group with the most animals.

Arts and crafts
- Objectives: To give descriptions (animals)
- Type of activity: Speaking
- You will need: Glue, colored paper, scissors, paints, and junk materials (e.g., cereal boxes, plastic bottles, cardboard rolls)

Get children to make a model of a wild animal. For example, they could use four cardboard rolls as legs and two boxes for a body and head. When they have finished, let them paint their models.

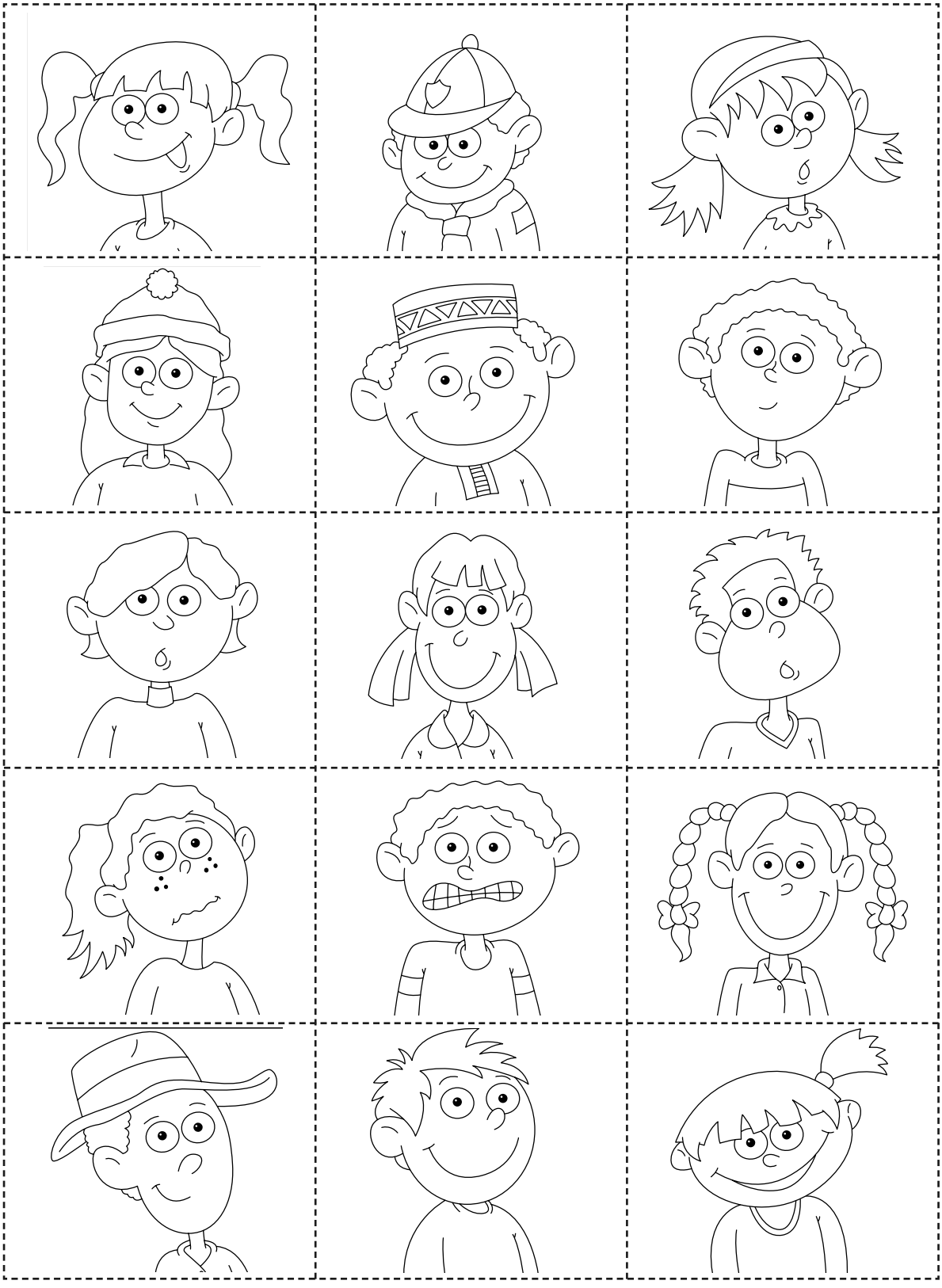
Animal fact book
- Objectives: To write words (parts of animals)
- Type of activity: Writing
- You will need: A4 paper

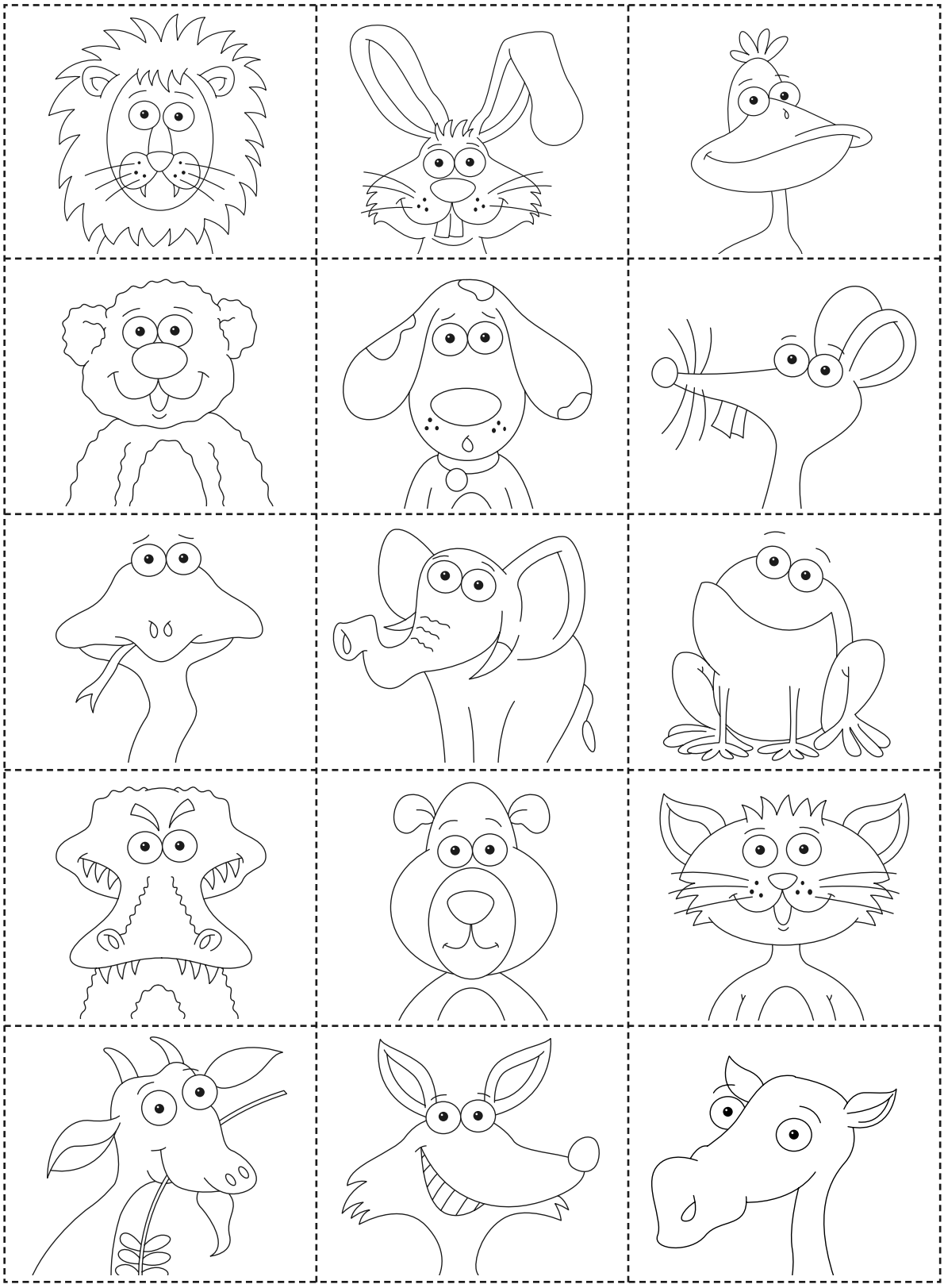
Give each child a piece of paper. Get them to draw a large picture of a wild animal on their paper. Tell them to give their picture a title, for example, the animal's name, and make sure they label the parts of the animal, for example, *tail, wing, beak, leg, head*, and *body*. Ask children to write their name at the bottom of their paper. Collect all the pictures together and fasten them together to make a class book of wild animals. Put the book in the classroom where children and visitors can read it.

Funny animals
- Objectives: To give descriptions (animals)
- Type of activity: Speaking
- You will need: A4 paper

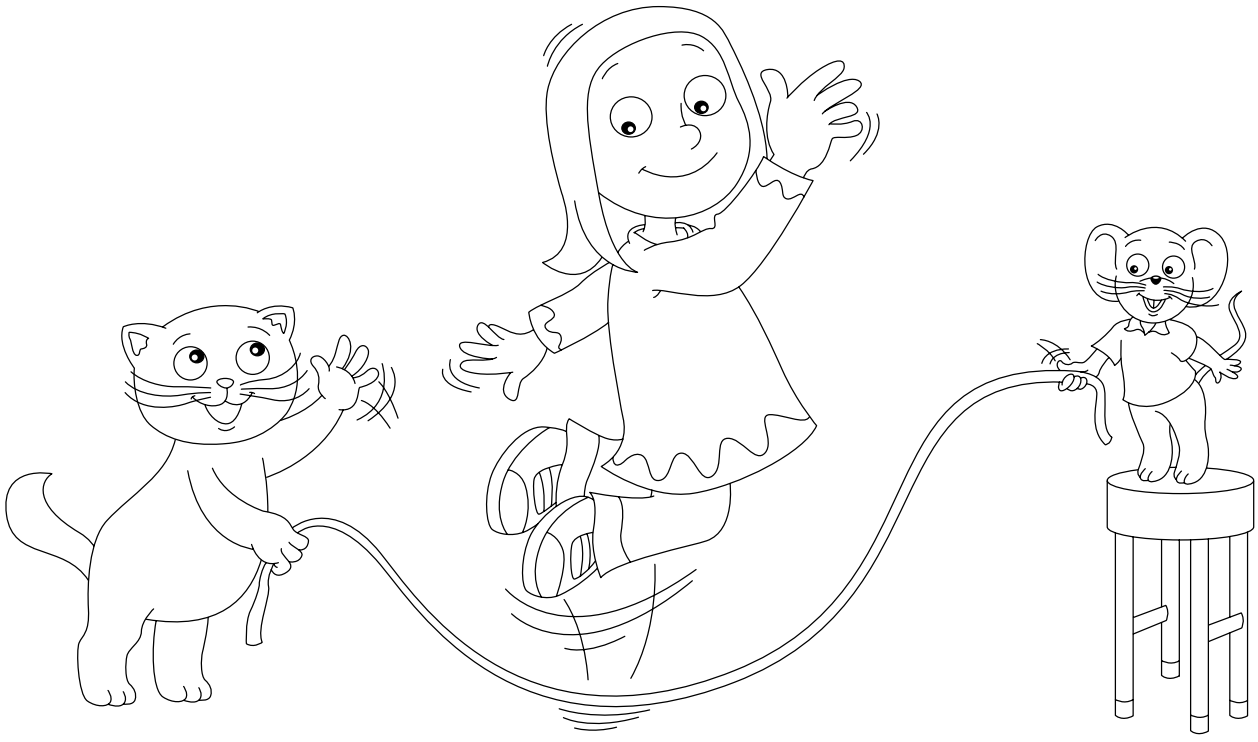
Draw a "funny animal" on the board. For example, the animal may have an elephant's head, a zebra's body, and crocodile's legs. Describe the animal, "It has an elephant's head, a zebra's body, and crocodile's legs."

Get children to draw their own "funny animal." Let them describe it and name it.

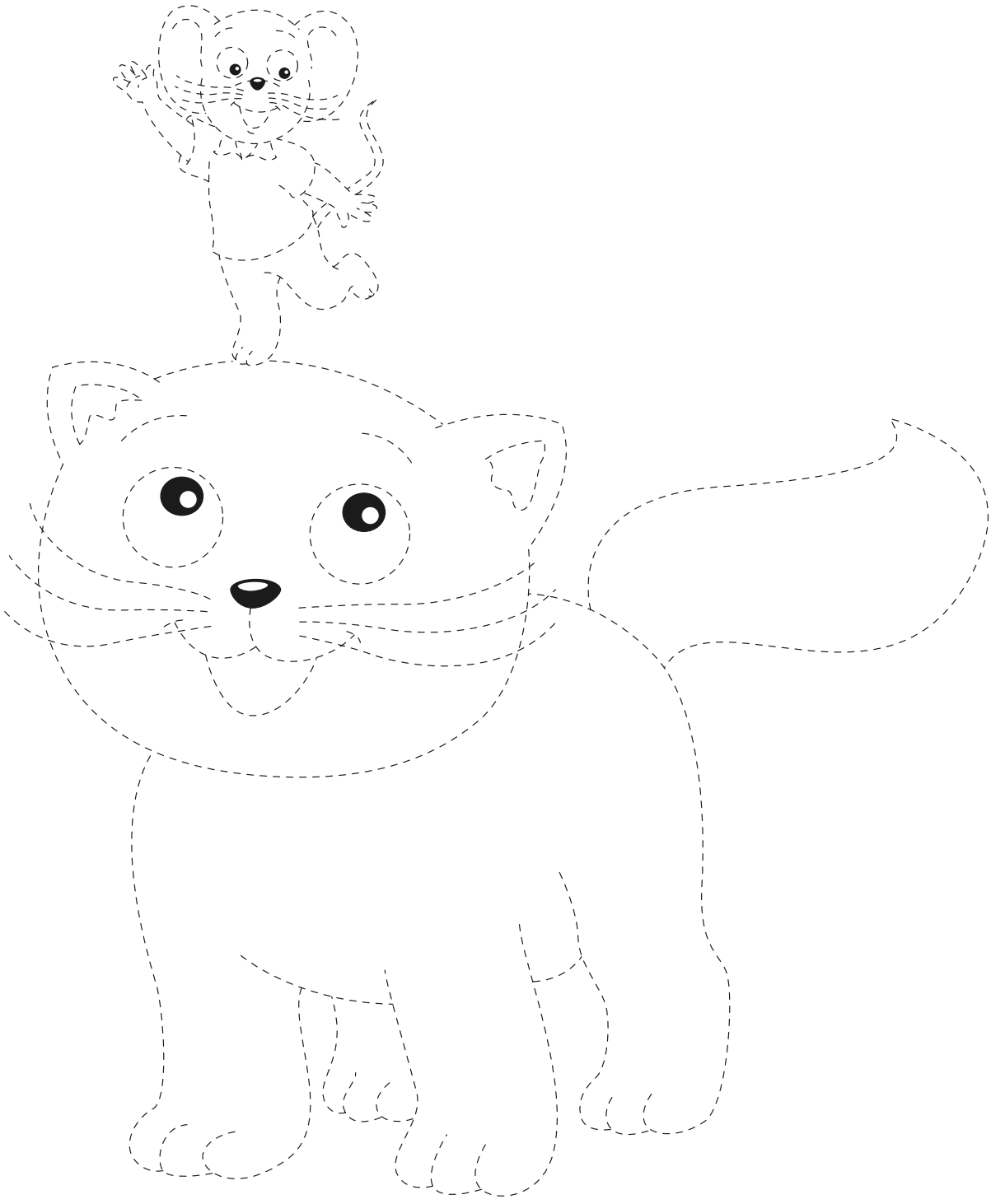




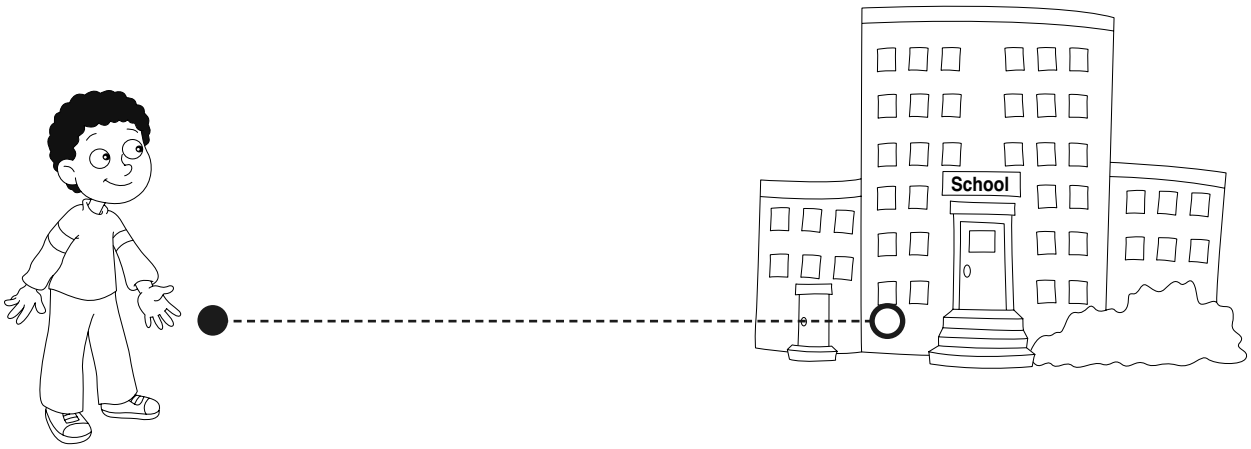
Look and circle.

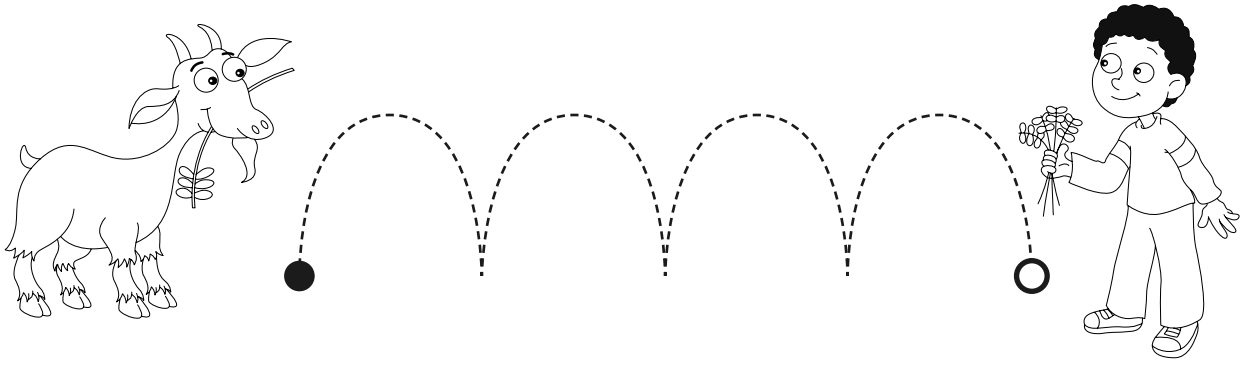


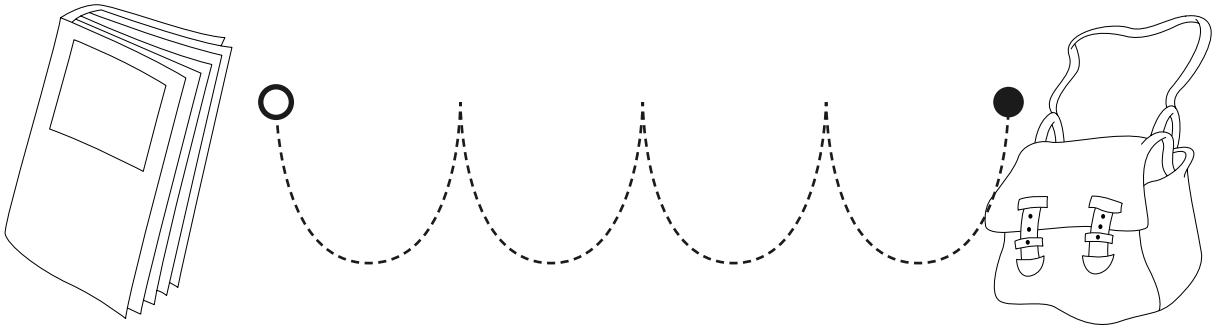
Draw.



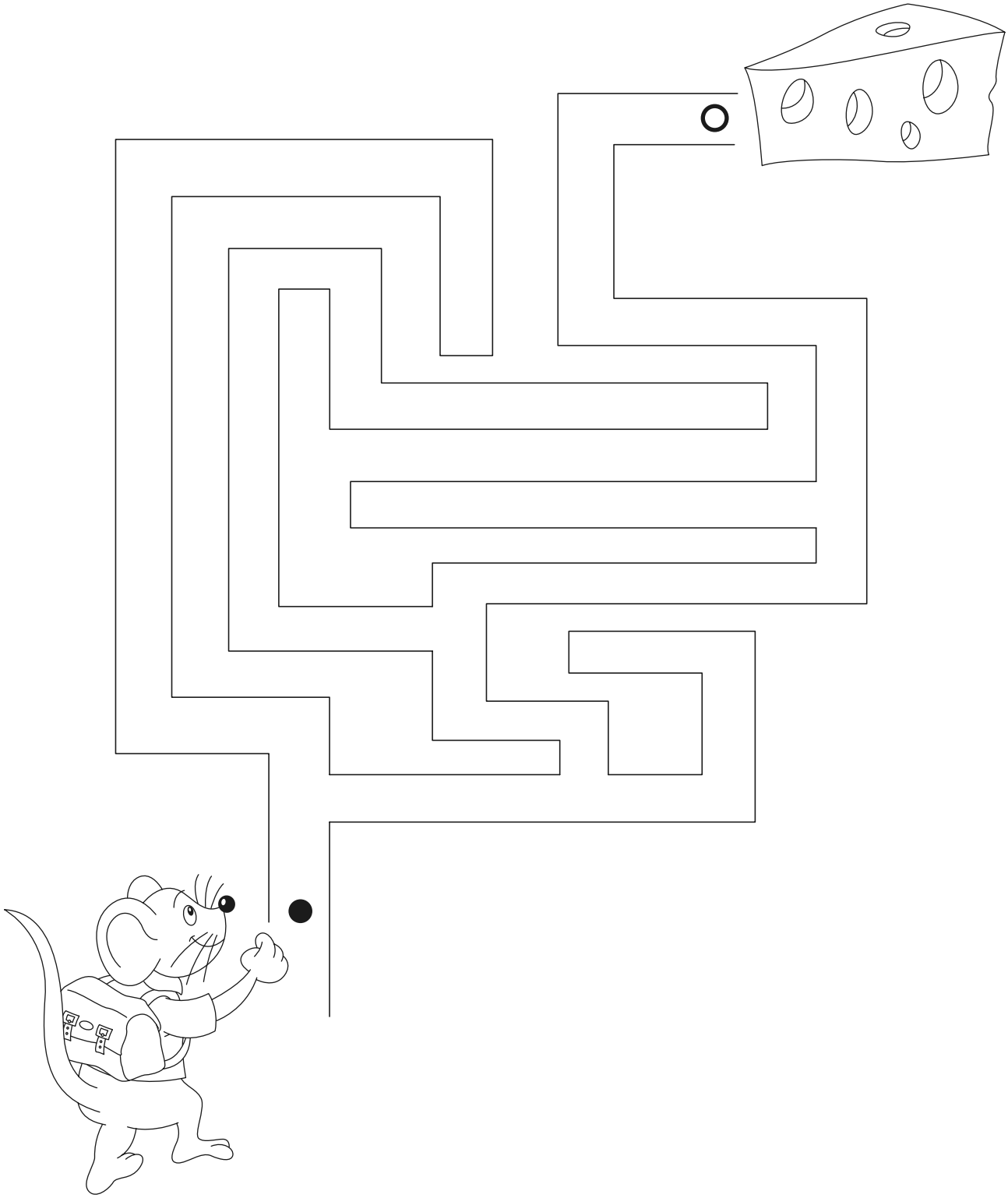
Draw and color.

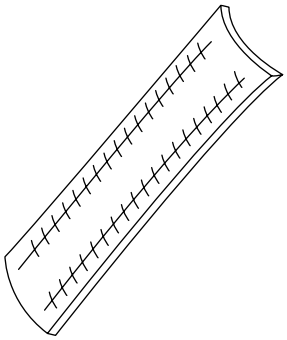


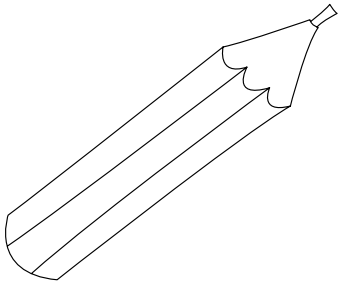


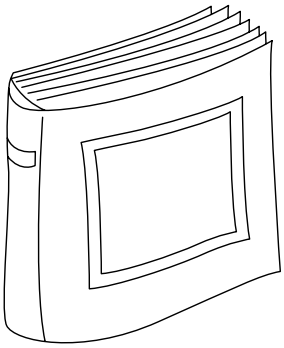


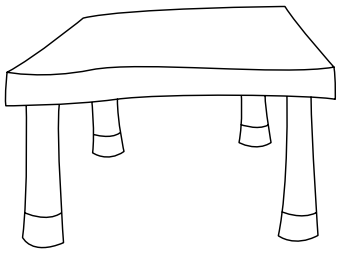
Draw.

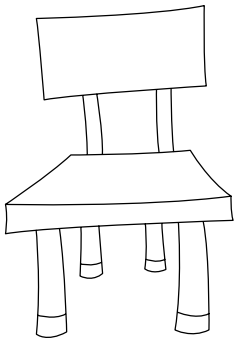


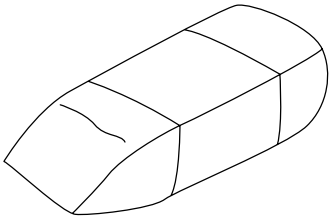






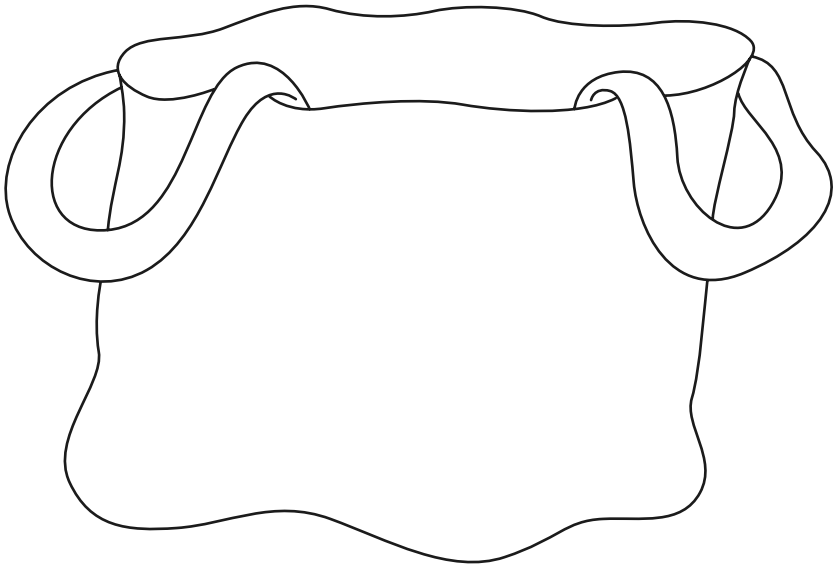




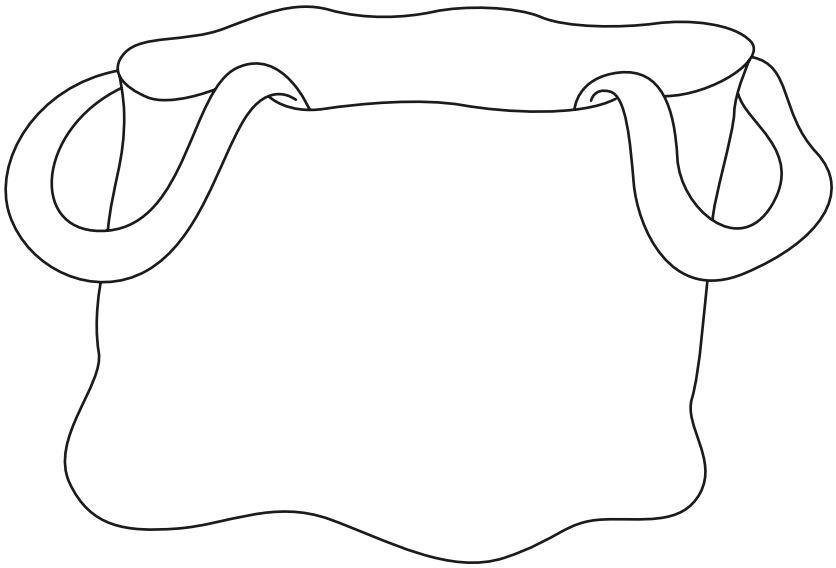


ruler	pencil	book
table	chair	eraser

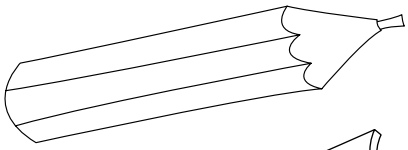
Me.

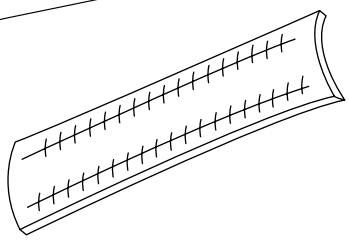


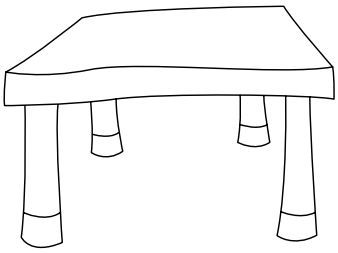
My friend.

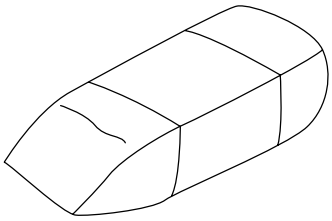


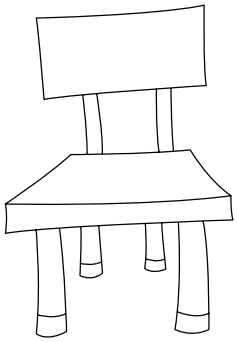
Match.

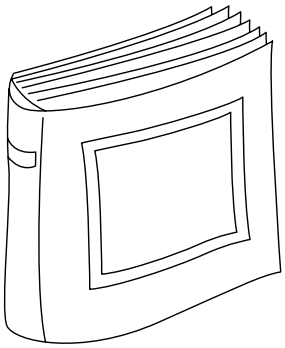












table

pencil

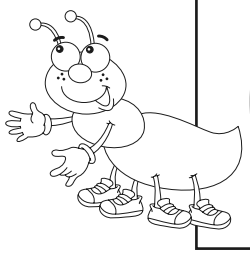
ruler

chair

book

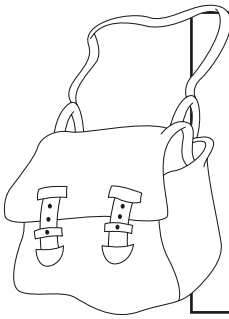
eraser

Write.



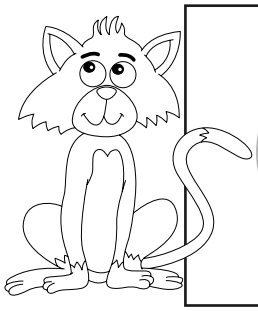
a a a a

a



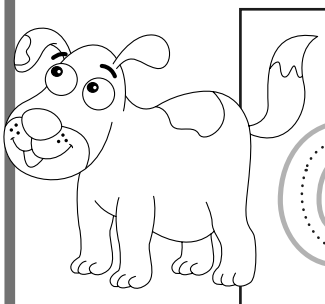
b b b b

b



c c c c

c

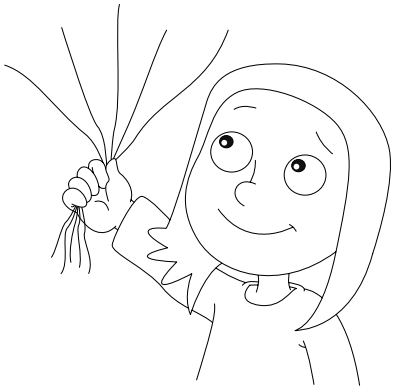


d d d d

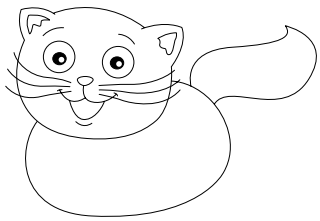
d

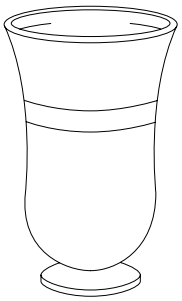
Draw the number.

2

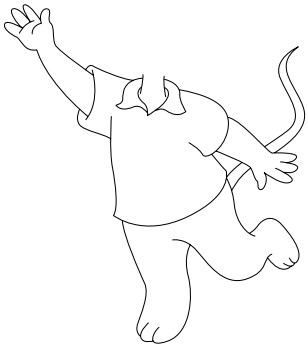


5

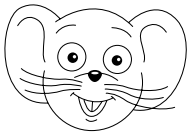




3

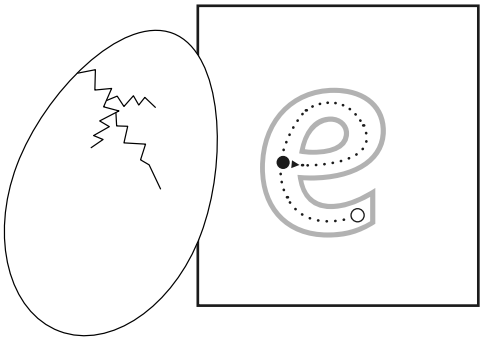


4



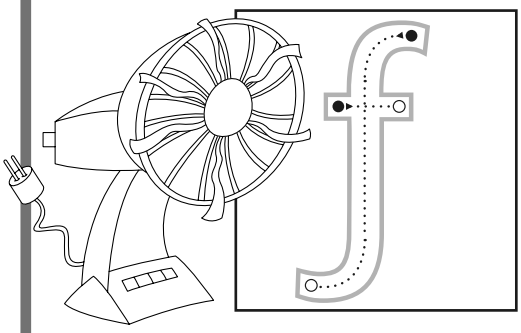
1

Write.



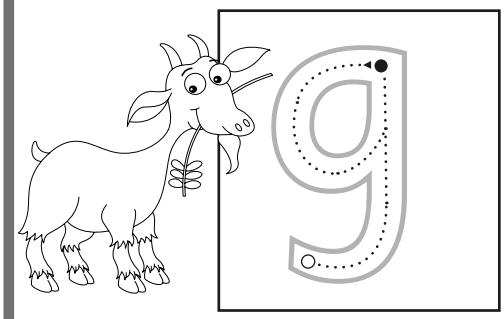
e e e

e



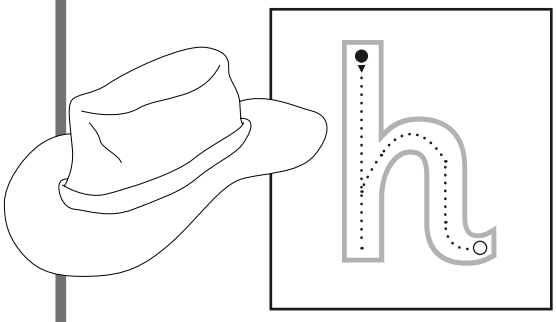
f f f

f



g g g

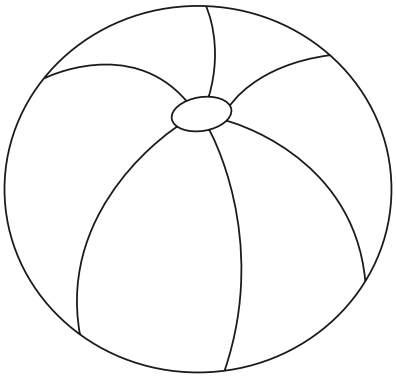
g



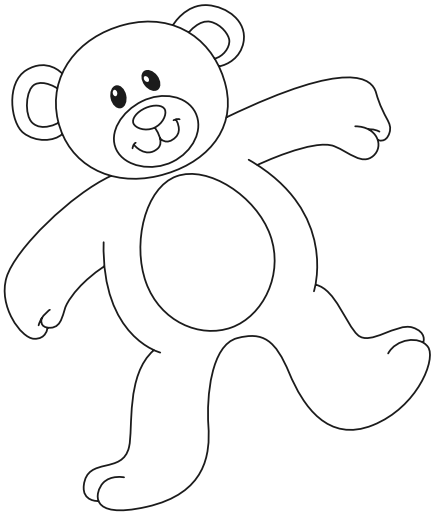
h h h

h

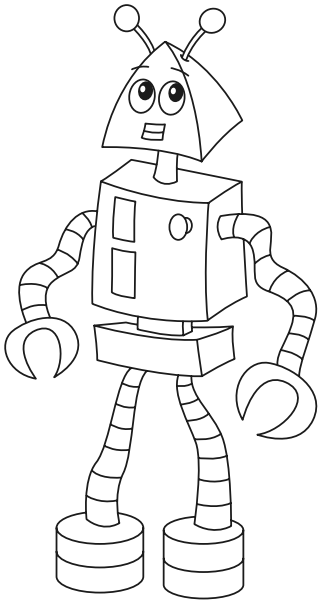
Read and color.



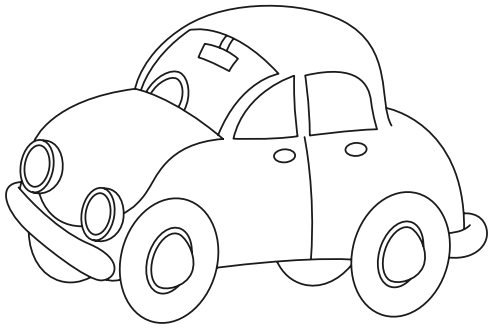
a pink ball



a red teddy bear



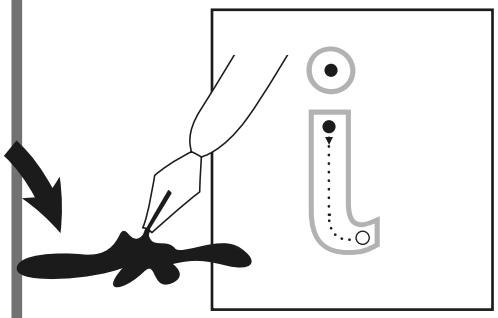
a blue robot



a green car

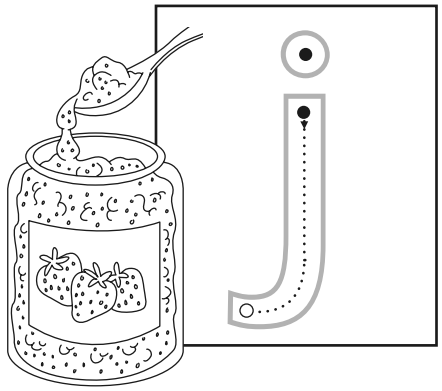
a yellow doll

Write.



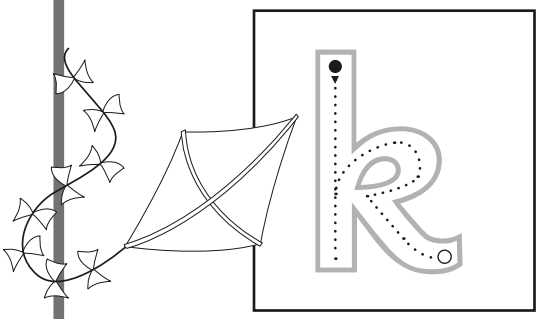
i i i i

i



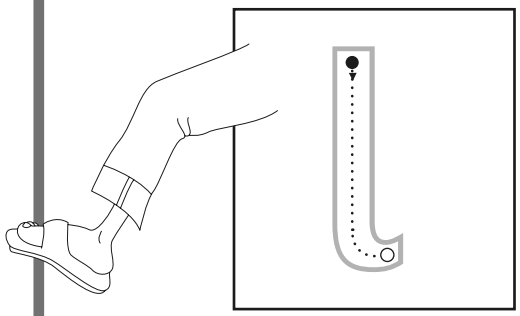
j j j j

j



k k k k

k

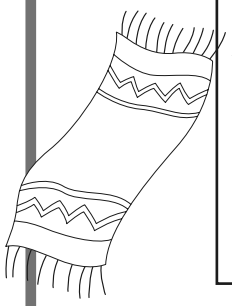


l l l l

l

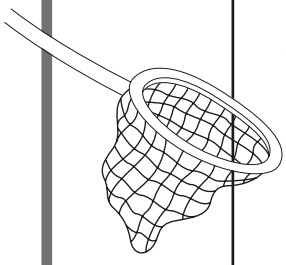
5	10
4	6
3	8
2	7
1	9

Write.



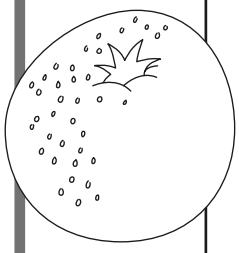
m m m

m



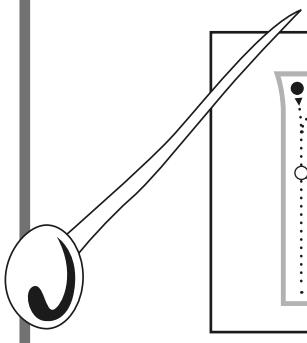
n n n n

n



o o o o

o



p p p p

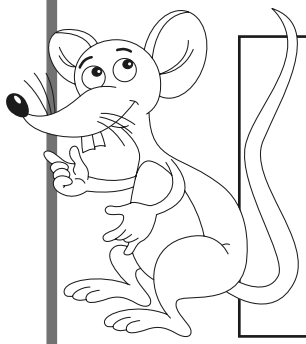
p

fish
bread
peas
cake
chicken
ice-cream
rice
apple

Write.

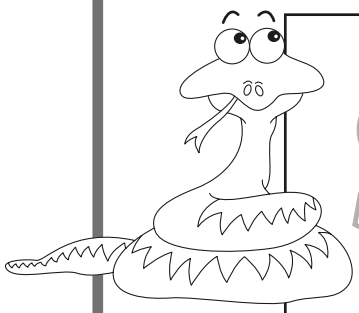
q q q q

q



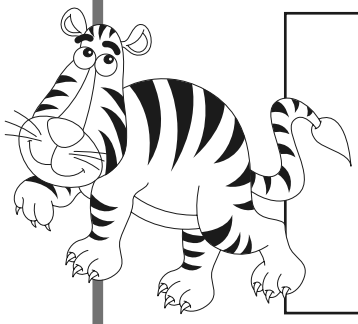
r r r r

r



s s s s

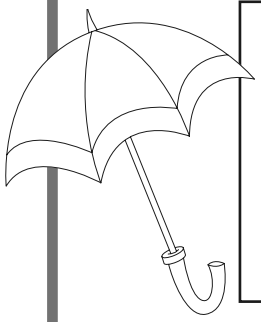
s



t t t t

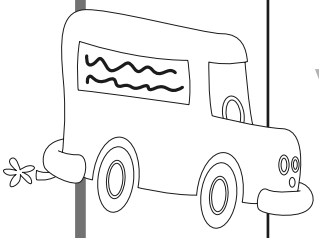
t

Write.



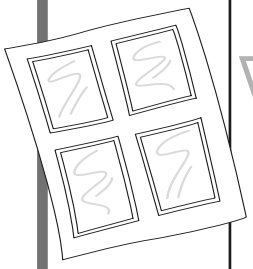
u u u u

u



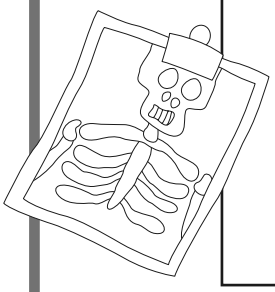
v v v v

v



w w w w

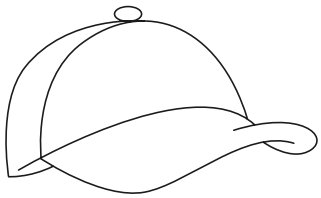
w



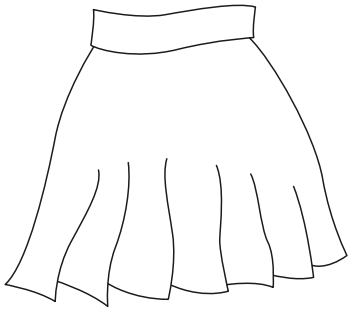
x x x x

x

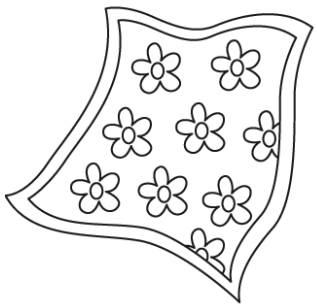
Read and color.



red cap

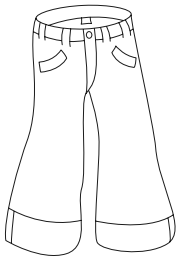


blue skirt



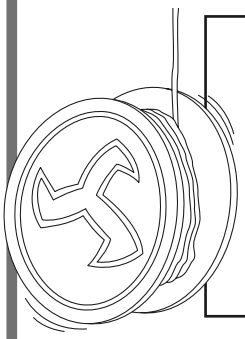
green scarf

pink shirt



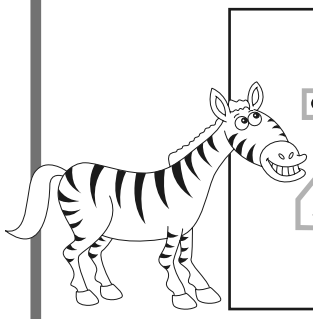
brown pants

yellow dress



y y y y

y



z z z z

z

shoes

sandals

pants

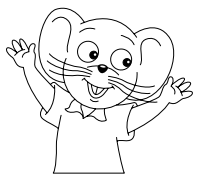
cap

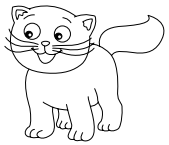
skirt

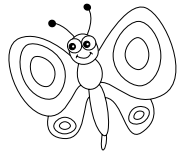
scarf

shirt

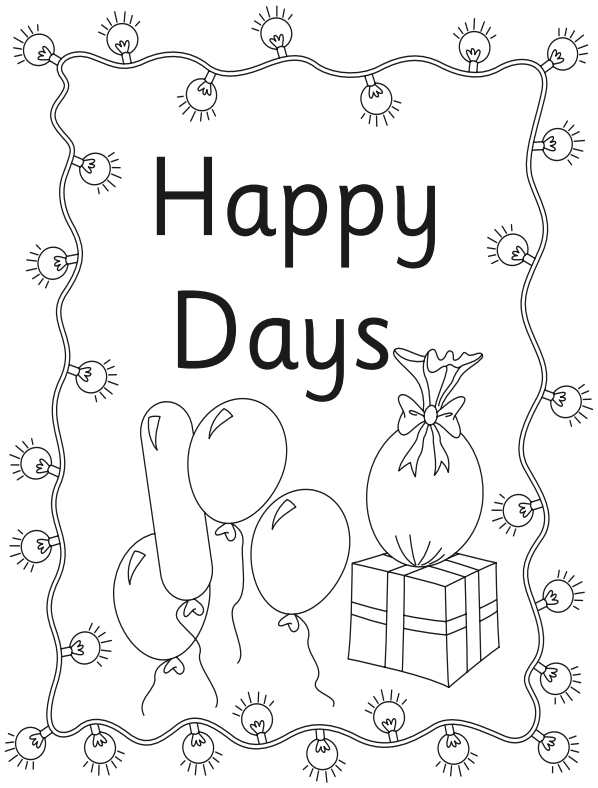
dress





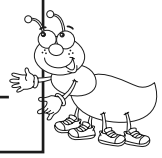


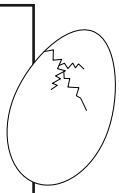
Sunday		Sunday		Sunday	
Monday		Monday		Monday	
Tuesday		Tuesday		Tuesday	
Wednesday		Wednesday		Wednesday	
Thursday		Thursday		Thursday	
Friday		Friday		Friday	
Saturday		Saturday		Saturday	

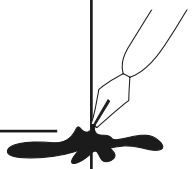

Happy
Days

Write the capital letters.

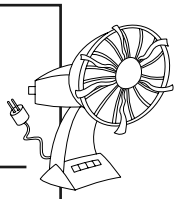
~~A~~ G M C I L F
J B H E D K

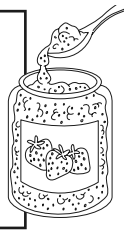
a A 

e ____ 

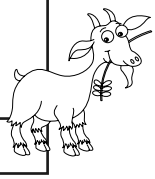
i ____ 

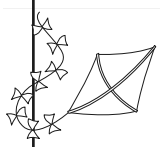
b ____

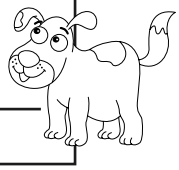
f ____ 

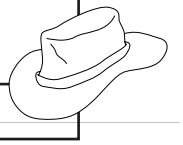
j ____ 

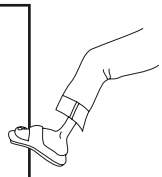
c ____

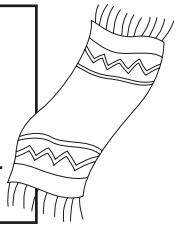
g ____ 

k ____ 

d ____ 

h ____ 

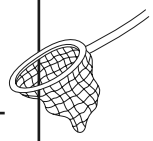
l ____ 

m ____ 

Write the capital letters.

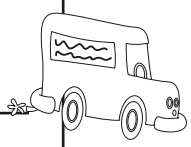
~~N~~	W	S	Z	P	T	X
Q	U	O	R	V	Y	

n N

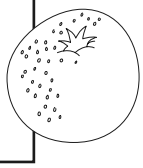


r ____

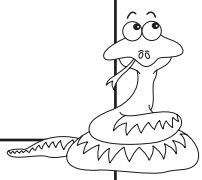
v ____



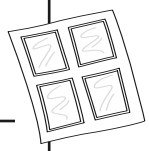
o ____



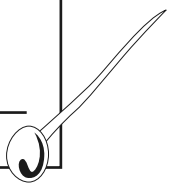
s ____



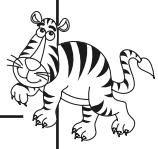
w ____



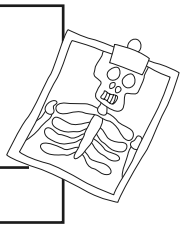
p ____



t ____

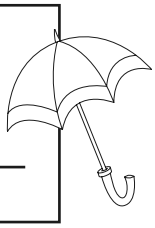


x ____



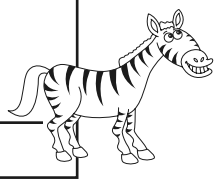
q ____

u ____



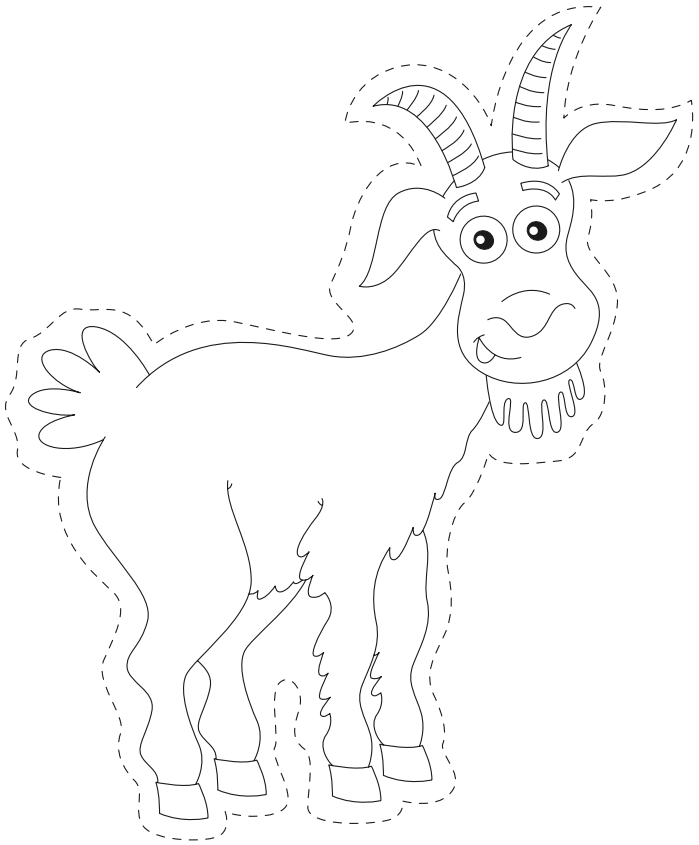
y ____

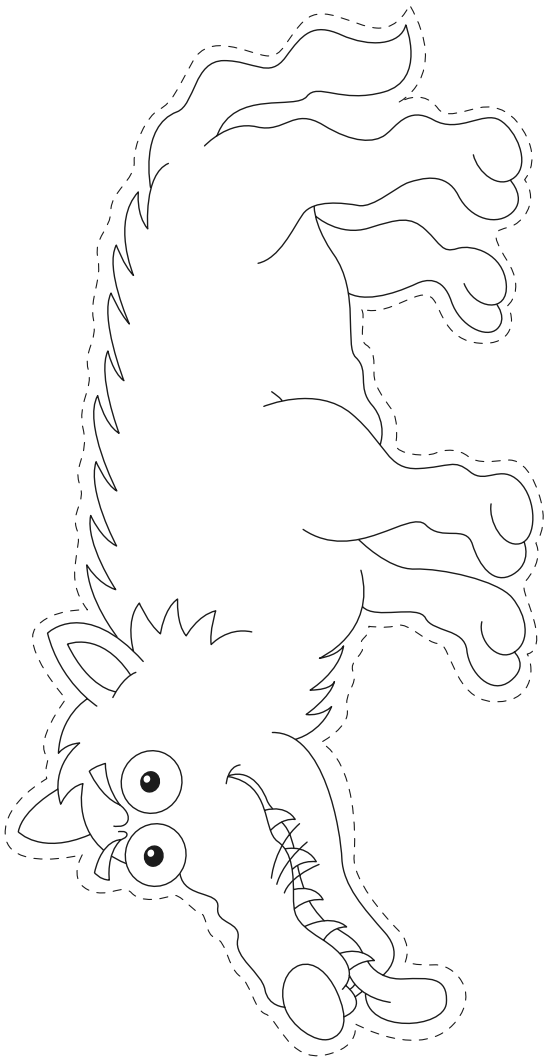
z ____

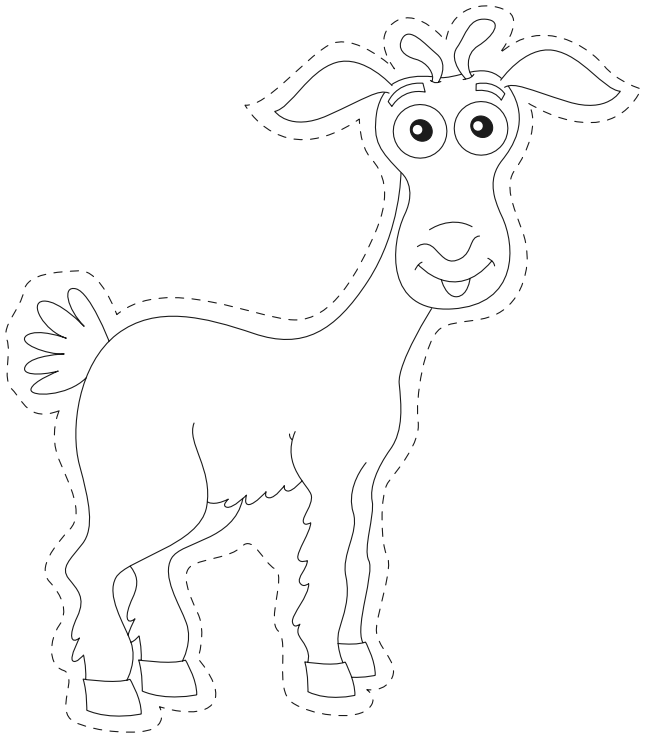


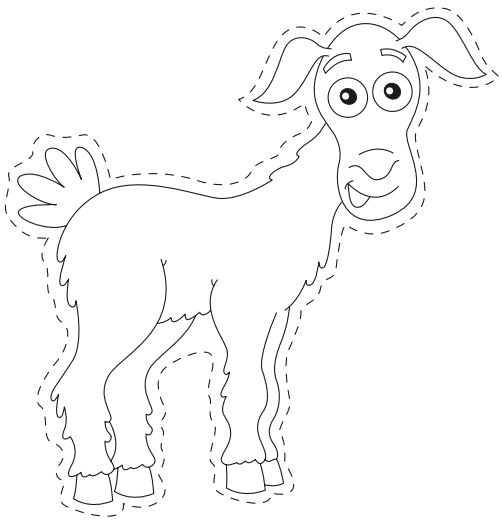
sofa.	television.	bath.
toilet.	fridge.	stove.
bed.	It	It	It
is	a	is	is	a	a

sofa.	television.	bathtub.
toilet.	fridge.	stove.
bed.	It	It	It
is	a	is	is	a	a







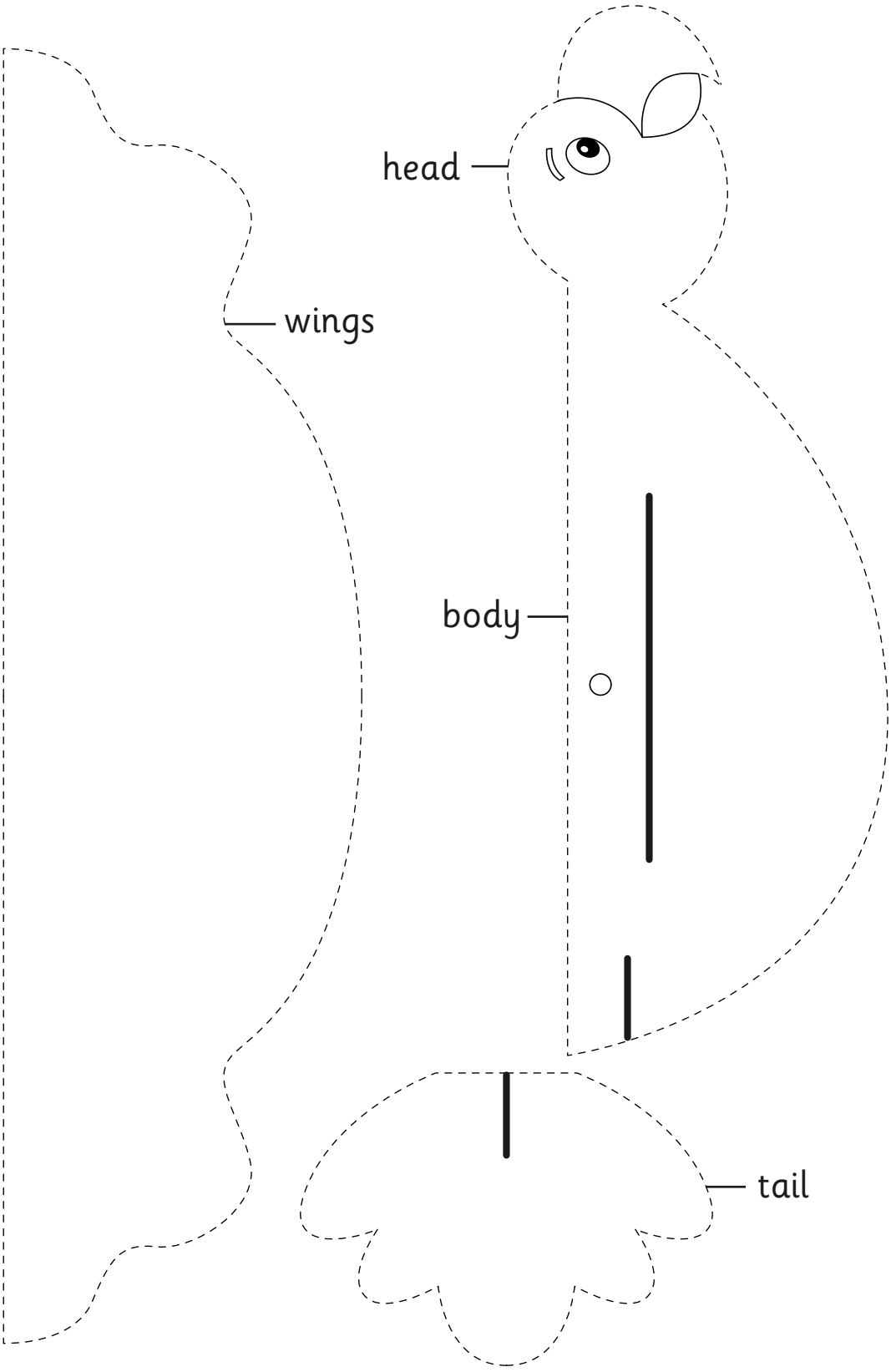


Shopping List

Shopping List

Shopping List

Shopping List


head
wings
body
tail

UNIT 2																													
Can follow instructions ("Stand Up!" rhyme)																													
Can talk about location (*in, on, under*)																													
Can say the sounds for letters (a, b, c, d)																													
Can read words (Classroom objects)																													
Can write letters (a, b, c, d)																													

UNIT 3	Can follow a chant (Listen and do actions)	Can describe quantity (*Three legs.*)	Can say the sounds for letters (e, f, g, h)	Can read words (Parts of the body)	Can write letters (e, f, g, h)

UNIT 4																													
Can describe toys (*Blue robot.*)																													
Can say the sounds for letters (i, j, k, l)																													
Can read words (Toys)																													
Can write numbers (1–5)																													
Can write letters (i, j, k, l)																													

UNIT 5	Can follow a story ("The Clever Crow")	Can read numbers (1–10)	Can say the sounds for letters (m, n, o, p)	Can read words (Action words)	Can write letters (m, n, o, p)

Progress Chart: Unit 6

	UNIT 7	Can follow a story ("Grandma's Glasses")	Can describe a face (*little mouth, big ears, long hair*)	Can say the sounds for letters (u, v, w, x)	Can read words (Parts of the face)	Can write letters (u, v, w, x)

UNIT 8																													
Can give instructions (*put on, take off*)																													
Can say the sounds for letters (y, z)																													
Can describe clothes (*red dress, blue pants, green shoes*)																													
Can read words (clothes)																													
Can write letters (y, z)																													

	UNIT 9	Can name people (family members)	Can read words (colors)	Can read words (family members)	Can say the sounds for letters (a–z)	Can write letters (anticlockwise circles, up and down)

UNIT 10																													
Can say a rhyme ("Happy Eid")																													
Can read words (party words)																													
Can read words (days of the week)																													
Can say the sounds for letters (a–z)																													
Can write letters (ascending curves)																													

UNIT 12																													
Can ask and answer questions (*Do you …?*)																													
Can read phrases (*in the morning/afternoon*)																													
Can write numerals (1–15)																													
Can write phrases (*in the morning/afternoon*)																													
Can spell words (*he, she, you, they*)																													

UNIT 13																														
Can talk about daily activities (*I wake up.*)																														
Can read numbers (1–20)																														
Can read words and phrases (daily activities)																														
Can write capital letters (A–M)																														
Can spell words (*but, like, can, can't*)																														

UNIT 14																													
Can read house words (rooms and furniture)																													
Can read /ee/ words (*queen, teeth, sleep, bee, tree*)																													
Can write numerals (1–20)																													
Can write capital letters (N–Z)																													
Can spell words (*in, on, under, next*)																													

	UNIT 15	Can describe animals (size, color and ability)	Can ask and answer questions (*Can it fly?*)	Can read /ch/ an /oo/words (*chair, chicken, chain, cheese, food, moon, spoon, school*)	Can write sentences (*A frog can jump.*)	Can spell words (*big, small, the, walk*)

UNIT 16																													
Can talk about where things are (*opposite/next to*)																													
Can read /sh/ and /th/ words (*wash, shop, shoe, shirt, fish, brush, three, teeth, thumb, bathroom*)																													
Can read words (places and buildings)																													
Can write sentences (*The mall is next to the supermarket.*)																													
Can spell words (*look, make, think, said*)																													

UNIT 17	Can ask and answer questions (*How do you go to school?*)	Can give directions (*Turn left. Turn right.*)	Can read /ck/ words (*sock, tick, black, chicken*)	Can write sentences (*3 children go to school by car.*)	Can spell words (*over, under, girl, boy*)

UNIT 18																													
Can describe location (*in front of, behind*)																													
Can read "ng" words (*spring, king, wing, ring*)																													
Can write sentences (*My plant has a stem.*)																													
Can write words (parts of a plant)																													
Can spell words (*put, give, what, where*)																													

	UNIT 19	Can ask for things (*Please can I have . . .?*)	Can read words (food and objects)	Can read descriptions (*I bought a can of lemonade.*)	Can write sentences (*I bought some . . .*)	Can spell words (*this, get, have, some*)

Progress Chart: Unit 20

Track 83: Teacher Resource *Sounds File*

The following tracks are for teachers to check and model pronunciation.

Track 84: Alphabet

a ant
b bag
c cat
d dog
e egg
f fan
g goat
h hat
i ink
j jam
k kite
l leg
m mat
n net
o orange
p pin
q queen
r rat
s snake
t tiger
u umbrella
v van
w window
x x-ray
y yo-yo
z zebra

Track 85: Numbers

1
2
3
4
5
6
7
8
9
10

Track 86: Colors

red
blue
yellow
pink
orange
green
brown
black
white
gray
purple

Track 87, Unit 1 words

Reem
Hassan
Mandy
Sam
Kiko
Velvet

Track 88, Unit 2 words

table
chair
pencil
ruler
eraser
book

Track 89, Unit 3 words

head
body
arm
hand
leg
foot

Track 90, Unit 4 words

ball
car
computer
doll
robot
teddy bear

Track 91, Unit 5 words

hop
swim
skip
jump
chant
cycle
run

Track 92, Unit 6 words

bread
cake
fish
rice
peas
apple
ice-cream
chicken

Track 93, Unit 7 words

hair
eyes
nose
mouth
ears
big
little
long
short

Track 94, Unit 8 words

shirt
pants
skirt
dress
scarf
cap
sandals
shoes

Track 95, Unit 9 words

mom
dad
sister
brother
grandpa
grandma

Track 96, Unit 10 words
balloons
cards
presents
lights

Track 97, Unit 11 words
bed
lamp
cupboard
table
mat

Track 98, Unit 12 words
brush
wash
eat healthy food
drink
exercise
sleep

Track 99, Unit 13 words
wake up
get dressed
go to school
play
watch TV
pray

Track 100, Unit 14 words
sofa
television
fridge
stove
bathtub
toilet

Track 101, Unit 15 words
frog
mouse
cow
camel
chicken
donkey

Track 102, Unit 16 words
shoe store
hospital
school
park
mosque
supermarket
mall

Track 103, Unit 17 words
car
bus
bike
train
plane
truck

Track 104, Unit 18 words
seed
plant
light
soil
water
flower

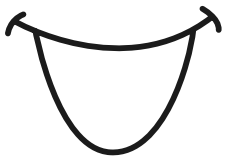
Track 105, Unit 19 words
eggs
carrots
beans
lemonade
rice
water

Track 106, Unit 20 words
monkey
lion
elephant
crocodile
parrot

Activity icons

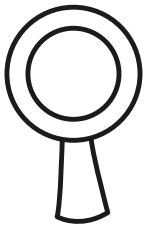
Use these simple, easy-to-draw icons to indicate to the class when you are moving from one activity to another. You can draw these on the board in advance of the lesson and point to the relevant icon when you are ready to change activity.

Say

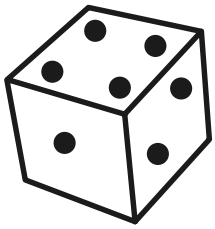


Listen

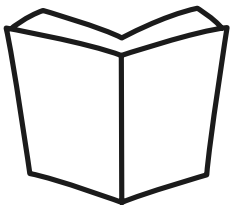
Find



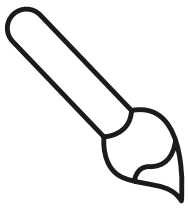
Play a game



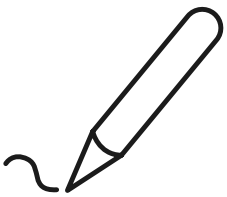
Read



Color



Write



Make