

Lesson 1

Outcomes	To recognise some basic English words To understand new words through pictures, flashcards, a wall chart and real objects To pronounce some simple words accurately To read English from left to right To identify numbers of items To ask and answer about one's age and that of peers
Structures	<i>How old are you? I'm (six).</i>
Functions	Counting Asking and answering about ages
Vocabulary	<i>six, seven, eight, nine, ten</i>
Topic	Age
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 22 Exercise 1, Listen and point ■ Activity Book, page 50 Exercise 1, Match and say ■ Cassette, Unit 6, Exercise 1 ■ Flashcards: six, seven, eight, nine, ten ■ Wall chart (3): Numbers

Revision

- Revise numbers one to five with the wall chart of the numbers. Pupils count together.

Presentation

- Invite five confident pupils to come to the front of the class and stand in a row. Ask them to hold up the number flashcards: the pupil at the left-hand end of the row should hold the card for 6, and so on.
- Stand behind each of your helpers, beginning with 6. Say the number slowly and clearly and have the pupil repeat. Then encourage the whole class to repeat. Do this a few times before moving on to the next pupil and the next number.
- Continue in the same way as far as number 10.
- Collect in the cards, but ask your helpers to remain standing.
- Ask one of your helpers slowly and clearly *How old are you?* Show two of the flashcards, one of which you know to be the pupil's age. Ask e.g. *Are you seven or eight?* Repeat *How old are you?* a few times before you give the Arabic translation. Some classes may guess what your question means without translation.

- Model a full-sentence answer beginning with *I'm: I'm seven*, etc.
- Do the same with another of your helpers. If the second pupil's age is the same as the first, have them stand together and hold the corresponding card. If it is different, have them stand apart, each holding the card that shows their age.
- Continue, asking your remaining helpers *How old are you?* Group each of them with the number card that shows their age.
- Put the question to other pupils in the class and have them come and stand in the correct group.
- Count the pupils in the different age groups, then count all your helpers, encouraging the whole class to count with you.
- Say *Thank you, boys and girls. Sit down, please.* Your helpers return to their desks.

Pupil's Book, Page 22, Exercise 1

Unit 6
How old are you?

1 Listen and point



22
Unit 6

- Say *Open your books at page 22.* Hold up your own copy and point to the different people shown in frames 1, 2 and 3. For each, ask *Who's this?* and finish with Dan.

- Set a listening task: pupils must listen carefully to find out how old Ali and Samira are.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking.
- Play the recording again, pausing the machine after each sentence for pupils to repeat.
- Ask *How old is Ali? How old is Asma?* Accept one-word answers – *Seven* or *Six* – and model the whole sentence: *Yes. He's seven, and She's six.* (The third-person form will be taught fully in Lesson 2.)

Tapescript

- Mazen: How old are you?
Ali: I'm seven.
- Ali: How old are you?
Mazen: I'm six.
- Samira: How old are you?
Asma: I'm six.
- Boy 1: Six.
Girl 1: Seven.
Girl 2: Eight.
Boy 2: Nine.
Dan: Ten.

Further practice

- Ask different pupils *How old are you?* Insist on answers beginning *I'm*. Tell pupils to put the same question to other pupils. Say: *Ask Ibrahim, etc.*
- Ask the two questions alternately: *What's your name?* and *How old are you?*

Activity Book, Page 50, Exercise 1

- Pupils match the numerals with the correct items, depending on the quantity.
- Pupils then say the phrases aloud.

Answers

- 7/ seven windows
6/ six clocks
8/ eight cars
10/ ten birds
9/ nine books

End the lesson

- Ask pupils to count from one to ten as a class.

Lesson 2

Outcomes	To recognise some basic English words To pronounce some simple words correctly To recognise letters of the English alphabet To identify words beginning with the <i>t</i> sound To declare one's age To ask how old someone is
Structures	<i>How old is he/she? He/She's (six).</i> <i>How old are you? I'm (six).</i>
Functions	Counting Talking about how old someone is
Vocabulary	<i>six, seven, eight, nine, ten, table, tree</i>
Topic	Age
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 23 Exercise 2, Listen and point Exercise 3, Match and say Exercise 4, Listen and say ■ Activity Book, page 50 Exercise 2, Listen and circle ■ Cassette, Unit 6, Exercises 2 and 4; Activity Book, Unit 6, Exercise 2 ■ Flashcards: Tt, Mazen, Asma, Ali, Samira ■ Wall charts (3 and 8): Numbers, Letters

Before the lesson

- Taking the flashcards of the story characters, add to each a sticker on which the child's age is clearly written: Mazen – 6; Asma – 6; Ali – 7. Place the sticker in one corner of the flashcard.

Revision

- Revise the whole number sequence from 1 to 10. Practise counting round the class. Follow the numbers on the wall chart of the numbers.
- Play again the recording for the picture story in Lesson 1 and ask pupils to follow in their books.
- Ask different pupils *How old are you?* Insist on answers beginning *I'm*. Have pupils put the same question to their friends. Say: *Ask Ali, etc.*
- Alternate with other questions the pupils have learned: *What's your name? How are you?*

Presentation

- Ask different pupils *How old are you?* Once they have answered, ask other pupils about the answer they just heard: *How old is he/?she?* Model the full-sentence answer *He's/She's eight, etc.*

- Hold up the flashcards showing Mazen, Asma, Ali and Samira. Ask *How old is he?/she?* Help pupils to give answers beginning *He's* or *She's*.

Pupil's Book, Page 23, Exercise 2

- Pupils turn to page 23. Ask them to listen to the recording and point to the person who is speaking.
- Play the recording once more, pausing after each line of dialogue for pupils to repeat.

Tapescript

1. Miss Mariam: How old is he?
Mazen: He's seven.
2. Miss Mariam: How old is she?
Samira: She's six.

Further practice

- Use the three flashcards to which you have added age stickers. Hold up the card showing Ali and ask: *A boy or a girl? A boy. How old is he? He's seven.*
- Do the same with the flashcard showing Asma: *A boy or a girl? A girl. How old is she? She's six.*
- Hold up the same two cards alternately, repeating the question *How old is he/she?* Have the class repeat after you. Ensure that everyone is making clear the distinction between *he* and *she*.

- Hand out all three flashcards to different pupils. Ask these pupils to hold up the cards (you may want them to stand) and ask the class *How old is he/she?* Other pupils answer: *He's/She's seven.* etc.

Pupil's Book, Page 23, Exercise 3

- Hold up your book to demonstrate the activity. Point to girl number 1 and ask *How old is she?* Trace the line with your finger, then elicit the answer: *She's eight.*
- Continue in the same way with the other faces. If possible, have individual pupils ask the question. Say: *Hisham you ask, please.*

Pupil's Book, Page 23, Exercise 4

- Tell the class briefly in Arabic that they are going to learn the English letter that represents the sound /t/. Say the *t* sound alone several times, pointing to your mouth to show the class how the sound is formed.
- Focus on the letter *t* shown in Exercise 4. Post the letter *Tt* flashcard on the board. Draw a big *t* slowly on the board. Ask pupils to draw the same letter in the air in front of them.
- Have all the class draw *ts* in the air together, saying the sound /t/.
- Hold up the wall chart of the letters and check that pupils are able to identify the letter *t*.
- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /t/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/t/ table tree two

Activity Book, Page 50, Exercise 2

- Pupils listen to the cassette and circle the person with the corresponding age after each sentence.
- Pause after each sentence to check that pupils have circled the correct pupil.

Tapescript

1. How old is she? She's nine.
2. How old is he? He's six.
3. How old is he? He's ten.
4. How old is she? She's seven.
5. How old is he? He's eight.

Answers

1. Picture 4 2. Picture 1 3. Picture 5
4. Picture 2 5. Picture 3

End the lesson

- Ask pupils *How old is he/she?* about other members of the class. Pupils answer *He's/She's...*

Lesson 3

Outcomes	To pronounce some simple words correctly To follow number sequences To identify objects
Structures	<i>It's a (black) pen. It's a (clock).</i>
Functions	Describing objects
Topic	Objects
Functions	Describing colour and objects
Vocabulary	<i>blue, red, yellow, green, black, white, pen, bag, bird, door, clock, car, chair, table, tree</i>
Resources	<ul style="list-style-type: none"> Pupil's Book, page 24 Exercise 5, Say Exercise 6, Listen and say Activity Book, page 51 Exercise 3, Choose and circle Exercise 4, Find and circle two <i>t</i> sounds Cassette, Unit 6, Exercise 6 Flashcards: one, two, three, four, five, six, seven, eight, nine, ten Wall chart (3): Numbers

Revision

- Place the number flashcards around the classroom.
- Revise numbers 1 to 10 with a team game. Divide your class into two teams. Teams take turns to send one pupil to the front of the class. You should say a number from 1 to 10 and ask the pupil to touch the corresponding flashcard.
- If he or she chooses the correct number, that team wins a point.

Classroom Assessment

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

Scoring criteria	A	S	N
demonstrate understanding by pointing to named and numbered objects.			

A = Always S = Sometimes N = Never

Pupil's Book, Page 24, Exercise 5

5 Say
1. It's a black pen. 2. It's a blue bag.

6 Listen and say
3. It's a clock.

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- Focus on the picture in Exercise 5. Ask the class if they can name any of the items in the picture.
- Choose items in the picture and have pupils give you the corresponding number. Say, e.g. *Find the tree, please. Point to the tree. (hold up your book and point to the tree) What number is it? (point to the number cards you used in the previous activity) Is it 8? Is it 2? It's 6. Good.*
- Say numbers and have the pupils give you the corresponding noun, e.g. *What's 2? (It's a bag.) What colour is it? (It's blue.) Good. It's a blue bag.*
- Have the class repeat your sentence: *It's a blue bag.* Then say another number and help them to formulate a similar sentence beginning *It's...*
- Once ten sentences have been formulated in this way, repeat the activity, going a little faster.

Pupil's Book, Page 24, Exercise 6

- The recording consists of five sound effects, corresponding to the five pictures at the bottom of page 24, but in a different order. Play the first item – the alarm clock – then pause the machine. Tell the class to point to the picture of what they have just heard.
- Ask *What is it?* and elicit the answer *It's a clock.*, as in the example sentence.
- Continue in the same way with the other four items in the recording.

Tapescript

1. sound of a clock – alarm
2. sound of a bird - singing
3. sound of a door – opening/closing
4. sound of a car – starting and moving off
5. a boy saying ‘Hello. I’m Ibrahim.’

Answers

1. Picture 3. It’s a clock.
2. Picture 1. It’s a bird.
3. Picture 2. It’s a door.
4. Picture 5. It’s a car.
5. Picture 4. It’s Ibrahim.

Activity Book, Page 51, Exercise 3

- Pupils must consider each number sequence and decide what would be the fifth number in the sequence. They circle the correct number, as in the example. Give pupils a few minutes to complete the exercise. You can let them compare answers with their neighbour, but tell them that you only want to hear numbers in English.
- Correct the activity with the whole class, using the wall chart of the numbers as a reference. Say e.g. (pointing to the first sequence) *Look at number 1. What is it – 5 or 10?*

Answers

a. 5 b. 10 c. 6 d. 7 e. 4

Activity Book, Page 51, Exercise 4

- Pupils identify and circle the pictures with the words that have the initial sound /t/.
- Check pupils’ answers as a class

Answers

tree, two

End the lesson

- Ask pupils to identify items in the classroom, using *It’s a (yellow) clock.*

Lesson 4

Outcomes	To listen and match questions and answers to pictures To make a number chain To copy upper- and lower-case letters correctly To listen and draw objects they hear named
Structures	<i>How old are you? I’m (seven). How old is he/she? He’s/She’s (six).</i>
Functions	Counting Asking and answering questions
Vocabulary	<i>one, two, three, four, five, six, seven, eight, nine, ten</i>
Topic	Numbers; Age
Resources	<ul style="list-style-type: none"> ■ Pupil’s Book, page 25 Exercise 7, Listen and match Exercise 8, Project: Make a number chain ■ Activity Book, page 51 Exercise 5, Trace and copy Exercise 6, Listen and draw ■ Cassette, Unit 6, Exercise 7; Activity Book, Unit 6, Exercise 6 ■ Flashcards: one, two, three, four, five, six, seven, eight, nine, ten ■ Wall chart (3): Numbers ■ Paper, coloured pencils and thread for the project

Revision

- Revise numbers 1 to 10: count up to ten around the class, with one pupil saying each number.
- Say the numbers in random order and have pupils hold up the corresponding number of fingers.
- Consolidate using the flashcards or the wall chart of the numbers.

Classroom Assessment

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

Scoring criteria	Yes	No
respond correctly to numbers 1-10.		
answer correctly <i>How old are you?</i>		

Pupil's Book, Page 25, Exercise 7

7 Listen and match

1



2



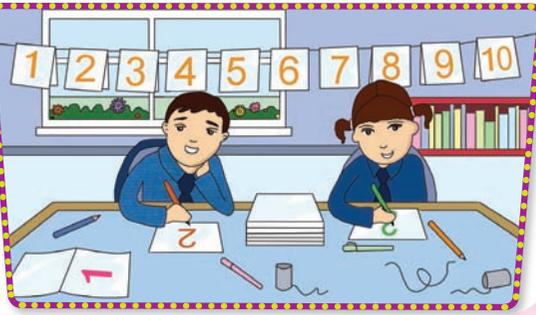
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4



8 Project: Make a number chain



Unit 6 25

- Pupils listen to the short dialogues and match them with the corresponding picture, as usual.
- Once dialogues and recordings have been matched, play the recording again, pausing immediately after each question. See if pupils can give you the answer.

Tapescript

- Girl 1: How old are you?
 Girl 2: I'm ten.
- Female teacher: How old is she?
 Girl: She's six.
- Female teacher: How old is he?
 Boy: He's seven.
- Girl 1: What colour is it?
 Girl 2: It's blue.

Answers

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

Pupil's Book, Page 25, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Working in pairs, pupils use sheets of paper and thread to make number chains like the one shown in the Pupil's Book. They fold the sheets of paper in two and write the numbers on one half. Then hang the sheets of paper over the thread, like towels on a washing line.
- Let them choose different colours for each number, using blue, red, green, yellow, black or white.
- While they work, circulate and talk to pupils about what they're doing: *What's this number? What colour is it? Show me a blue number.* etc.
- Pupils show their number chains to the class. They can play the role of teacher, pointing to numbers and asking their friends *What is it? What colour is it?*
- Display all the chains as they appear on page 25 in the Pupil's Book. Ask pupils to find particular numbers in particular colours. Say, for example, *Seven. Red.* Pupils must then find and point to a red number 7 on one of the chains.

Activity Book, Page 51, Exercise 5

- Pupils trace and copy the letters *t/T* following the arrows shown.
- Pupils draw a vertical line down from the top of the stave which curves upwardly right when it reaches the bottom of the stave. Then they cross the vertical line with a short horizontal line halfway up. 
- For the capital letter *T*, they trace a vertical line from the top to the bottom of the stave and then a shorter horizontal line across the top of the vertical line. 

Activity Book, Page 51, Exercise 6

- Pupils listen and draw the items in the correct boxes.
- Pupils hear the numbers of the boxes in a non-sequential order. They find the correct box, and then draw the corresponding picture.

Tapescript

1. It's a chair.
2. It's a tree.
3. It's a pen.

End the lesson

- Ask pupils to tell you about their number chains.

Lesson 1

Outcomes	To understand new words using pictures, flashcards and real objects To identify family members To read English from left to right To listen and circle the correct picture To match pictures using a line
Structures	<i>This is (my)...</i> <i>He's my (friend).</i>
Functions	Talking about the family
Vocabulary	<i>mum, dad, brother, sister, friend</i>
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 26 Exercise 1, Listen and point ■ Activity Book, page 52 Exercise 1, Listen and circle Exercise 2, Match ■ Cassette, Unit 7, Exercise 1; Activity Book, Unit 7, Exercise 1 ■ Flashcards: mum, dad, brother, sister ■ A photo of your family, if possible

Revision

- Warm up with some number practice. Count round the class from 1 to 10. Point to a different pupil to say each number, moving randomly around the class.
- Hold up fingers or number cards in random order to elicit the numbers.
- Hold up your copy of the Pupil's Book open at page 26. Point to the number '7' at the top of the page and elicit the number.

Presentation

- Show the class a photo of your family. Say *This is my mum. This is my dad*, etc. Ask pupils to repeat.
- Reinforce the new vocabulary with the flashcards.
- Teach *friend* using an example of a friend of a pupil in the class.

Pupil's Book, Page 26, Exercise 1

Unit 7
My family

1 Listen and point

1

This is Dad.

2

This is Mum.

3

This is my sister.

This is my brother.

4

This is Ali. He's my friend.

Hello.

Hello, Ali.

26
Unit 7

- Say *Open your books at page 26*. Pointing to the picture of Mazen, ask *Who's this?* Do the same with the picture of Ali.
- Point to Mazen's father in picture 2. Ask *Who's this?* Model the English word *Dad*.
- Set a listening task. Tell the pupils that they are going to meet Mazen and Asma's family.
- Play the recording all the way through two or three times. Pupils point to the person who is speaking.
- Play the recording again. Pause the machine after each sentence and have the class repeat.

Tapescript

Asma: This is Dad.

Mazen: This is Mum.

Mazen: This is my sister.

Asma: This is my brother.

Mazen: This is Ali. He's my friend.

Ali: Hello.

Mum: Hello, Ali.

Further practice

- Draw a man's face on the board. Make it simple to show whether it is a man or a woman, a boy or a girl (use a moustache, short hair for males, long hair for girls). Say *This is my dad*. Continue with three more faces: your (imaginary) mother, sister and brother.
- Point to the pictures in random order and have the class recite with you: *This is my sister*. etc.

Activity Book, Page 52, Exercise 1

- Look at the pictures of the family. Pupils listen, and circle the corresponding picture after each sentence.
- Pause after each sentence to check that pupils have circled the correct picture.

Tapescript

1. This is my sister.
2. This is my dad.
3. This is my brother.
4. This is my mum.

Answers

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

Activity Book, Page 52, Exercise 2

- Pupils draw a line from each picture to its match.
- Check that pupils have done the matching correctly.

Answers

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

End the lesson

- Point again to the faces you drew on the board. Encourage the pupils to say with you *This is my mum*. etc.
- Ask pupils to bring photos of their families to the next lesson if possible.

Lesson 2

Outcomes	To listen and match sentences with pictures To pronounce some simple words correctly To recognise the sounds of the letters of the English alphabet To identify words beginning with the s sound
Structures	<i>This is my/his/her (brother).</i> <i>He's my friend.</i> <i>His/her name is... .</i>
Functions	Talking about the family
Topic	The family
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 27 Exercise 2, Listen and point Exercise 3, Say Exercise 4, Listen and say■ Activity Book, page 53 Exercise 3, Find and circle three s sounds■ Cassette, Unit 7, Exercises 2 and 4■ Flashcards: Ss, mum, dad, brother, sister, Mazen, Asma■ A photo of your family, if possible■ Wall chart (8): Letters

Revision

- Play the recording of the picture story from Lesson 1. Pause the machine after each line of dialogue and have pupils repeat.
- Draw the faces of your family on the board again, as you did in Lesson 1. As you draw each one, say *This is my... .* Pause and see if pupils can supply the word.
- Revise the new family vocabulary from the last lesson with the flashcards.

Presentation

- Point to your drawing of your brother. Say *This is my brother. His name's Ahmad* – or whatever name you wish.
- Point to the drawing of your sister and say *This is my sister. Her name's Fadia*. – or whatever.
- Point alternately to your 'brother' and 'sister', saying *His name's Ahmad. Her name's Fadia*. Be sure to pronounce distinctly the possessive adjectives *his* and *her*.
- Hold up the flashcards showing the children from the picture story.

- Alternate between boys and girls, saying *His name's Mazen. Her name's Asma.* etc. Pause before the name of the character and see if the class can say it without your help.
- Continue, gradually saying less of the sentence and eliciting the remainder from the class. Try mouthing the entire sentence without actually saying it. Hold your hand to your ear to show that you want the class to say it for you.
- Ensure that everyone understands that we say *His name's...* for a boy or man and *Her name's...* for a girl or woman.

Pupil's Book, Page 27, Exercise 2

- Pupils turn to page 27 in the Pupil's Book and look at Exercise 2. Tell them to listen to Mazen and point to the person he is speaking about.
- Play the recording, pausing after each family member is mentioned. Check that pupils are pointing to the correct person.
- Play the recording again, pausing after each sentence for pupils to repeat.

Tapescript

Mazen: 1. This is my brother. His name's Ibrahim.
 2. This is my sister. Her name's Fadia.
 3. This is my mum.
 4. This is my dad.

Answers

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

Further practice

- See if any pupils would like to show their family photos to the class. Help them to formulate sentences of the type *This is my brother/sister. His/Her name's...* . Prompt them with questions if necessary: *Who's this? What's his/her name?*

Pupil's Book, Page 27, Exercise 3

- Hold up your book and point the people in Exercise 3 one by one, beginning with *Mazen*. Say *This is Mazen. This is his mum. This is his dad. This is Asma. This is her mum. This is her dad.* Pause in the middle of each sentence to encourage the class to complete.
- Ask the pupils to point along with you. Repeat the sentences. Gradually say less of each sentence and encourage the class to say more.

Presentation

- Point to one of the pictures of Mazen and Asma's sister in the Pupil's Book. Say *sister* and have the class repeat.
- Write the number 6 on the board. Point to it and say *six*. Repeat the words *sister* and *six* several times.
- Say the sound /s/ in isolation and encourage pupils to say it with you.
- Draw the letter *s* on the board. Ask the class to draw big *Ss* in the air.
- Hold up the wall chart of the letters and check that pupils are able to identify the letter *s*.

Pupil's Book, Page 27, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all items shown in Exercise 4 begin with the sound /s/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/s/ six seven sister

Activity Book, Page 53, Exercise 3

- Pupils look at the pictures and circle those that begin with the /s/ sound.

Answers

six, seven, sister

End the lesson

- Pupils repeat the /s/ words once again.

Lesson 3

Outcomes	To recognise some basic English words To listen and match sentences with pictures To circle the odd one out in a series of pictures To use <i>this</i> and <i>that</i> in appropriate contexts
Structures	<i>That's my/his/her (school).</i>
Functions	Talking about school
Vocabulary	<i>school, teacher, car, friend, dad, my, her, his</i>
Topic	The school
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 28 Exercise 5, Listen and point ■ Activity Book, page 53 Exercise 4, Circle the odd one out ■ Cassette, Unit 7, Exercise 5 ■ Flashcards: mum, dad, brother, sister, Mazen, Asma, Ali, Samira, school, teacher

Revision

- Hold up flashcards of the story characters. Help pupils to formulate sentences: *Her name's Samira. His name's Ali.* etc.

Classroom Assessment

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

Scoring criteria	G	F	P
use correctly <i>This is...</i> and <i>That's...</i>			

G = Good F = Fair P = Poor

Presentation

- Invite two pupils to help you demonstrate the difference between *This is* and *That's*: ask one helper to stand near you and the other to stand on the other side of the room.
- Point to the nearer pupil and say *This is Samia* (or whoever it is). Point to your other helper and say, for example, *That's Badria*. Say both sentences again, pointing to each pupil in turn. Encourage the rest of the class to repeat after you.
- Ensure everyone understands that *this* is used for something near to you and *that* is used for something further away.

Unit 7 • Present the words *school* and *teacher* using the flashcards.

Pupil's Book, Page 28, Exercise 5

5 Listen and point

1  That's my school.

2  That's my teacher. That's her car.

3  That's my friend.

4  That's his dad.

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- Pupils turn to page 28. Set a listening task: ask the class to listen and follow the pictures and count the cars. Ask *How many cars?* as you indicate the whole of the page.
- Play the recording two or three times. Pupils follow in their books, pointing to the person who is speaking. Be ready to pause the machine after each line of text.
- Ask *How many cars?* If necessary, hold up your book and help the pupils count. (There are two cars, including the one in which the boy who is speaking is sitting.)
- Play the recording again. Pause for pupils to repeat.

Tapescript

Boy: That's my school.
That's my teacher. That's her car.
That's my friend.
That's his dad.

Activity Book, Page 53, Exercise 4

- Pupils circle the odd one out in each row of pictures.
- When you check the answers, ask pupils why each picture is the odd one out by identifying the words in the pictures.

Answers

1. car 2. dad

End the lesson

- Before you leave the classroom, ask pupils to identify an item that belongs to either them or a friend, and to say a sentence using *this/that* and a possessive adjective, e.g. *That's his pen.*

Lesson 4

Outcomes	To listen and match dialogues with pictures To sing short, simple songs after listening to a cassette To demonstrate a love of listening to songs To copy upper- and lower-case letters correctly
Structures	<i>This/That is my... . His/Her name is... .</i>
Functions	Talking about the family Singing along with songs
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 29 Exercise 6, Listen and match Exercise 7, Sing ■ Activity Book, page 53 Exercise 5, Trace and copy ■ Cassette, Unit 7, Exercises 6 and 7 ■ Flashcards: mum, dad, brother, sister, Mazen, Asma, Ali, Samira, school, teacher

Revision

- Play the recording from the exercise on page 28 of the Pupil's Book. Pupils listen and follow in their books.
- Hold up your book and point to each picture in turn. Read out what the boy says, but pause before the final noun. Mouth it, but don't say it out loud. See if pupils can remember the words or if they can lip-read them as you mouth them.
- Revise the story characters using the flashcards.

Classroom Assessment

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

Scoring criteria	Yes	No
introduce people to others using <i>This / That is my...</i> <i>His / Her name is...</i>		

Pupil's Book, Page 29, Exercise 6

6 Listen and match

1



2



3



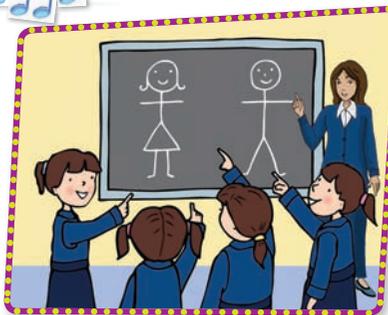
4



7 Sing

She's my friend.
Her name's Kate.
How old is she?
She's eight.

He's my friend.
His name's Ben.
How old is he?
He's ten.



Unit 7 29

- Play the recording, pausing after each mini-dialogue. Pupils find and point to the corresponding picture.

Tapescript

- Girl 1: Hello, Mum.
Mother: Hello, Laila.
- Girl 1: This is my friend. Her name's Aisha.
Mum: Hello, Aisha.
- Girl 1: This is my brother. His name's Ali.
Boy: Hello.
Girl 1: And this is my sister. Her name's Zainab.
Girl 2: Hello.
- Girl 1: That's my Dad. Hello, Dad.
Father: Hello, Laila.

Answers

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

Presentation

- Draw a sketch of a girl (such as that in the Pupil's Book, page 29) on the board. Tell the class *She's my friend. Her name's Kate. She's eight.* Say this two or three times, then point to your drawing and ask *What's her name? How old is she?* Write a number '8' next to your drawing.
- Tell the class that *Kate* is a common English name for a girl.
- Draw a picture of a boy (such as that in the Pupil's Book, page 29). Say *He's my friend. His name's Ben. He's ten.* And, as before, ask *What's his name? How old is he?* Write a number '10'.
- Tell the class that *Ben* is a common English name for a boy.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 7. Draw sketches of your family members' faces again, and point and elicit sentences: *This is my brother.* etc.
- Congratulate the pupils on all their hard work in Unit 7.

Pupil's Book, Page 29, Exercise 7

- Ask pupils to look at Exercise 7 on page 29. Tell them that the children in the picture are drawing their friends on the board.
- Play the song through once or twice. Point to your drawings and to the numbers at the appropriate moments.
- Play the song again, encouraging pupils to join in.

Tapescript

She's my friend.
Her name's Kate.
How old is she?
She's eight.

He's my friend.
His name's Ben.
How old is he?
He's ten.

Activity Book, Page 53, Exercise 5

- Starting from just below the middle of the stave, pupils trace an anticlockwise curve until the line is just beyond a semicircle in shape and has reached half way between the middle and the bottom of the stave. Next, the line curves in a clockwise semicircle continuing down to the bottom of the stave.



- For the capital letter *S*, pupils follow the same instructions, replacing 'the middle' for 'the top'.



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

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To learn to say which rooms people are in, using the preposition <i>in</i> To match characters with the rooms they are in
Structures	<i>Where's [Mum]?</i> <i>[Ibrahim] is in the [bathroom].</i>
Functions	Talking about location
Vocabulary	<i>bathroom, bedroom, in, kitchen, living room</i>
Topic	The house
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 30 Exercise 1, Listen and point ■ Activity Book, page 54 Exercise 1, Listen and match ■ Cassette, Unit 8, Exercise 1; Activity Book, Unit 8, Exercise 1 ■ Flashcards of Mazen and his family ■ Wall chart (4): The house

Revision

- Review the names of Asma's brother, *Ibrahim* and her sister, *Fadia*.
- Tell the class that they are going to begin work on a new topic. Put wall chart 4, 'The house', on a wall where all pupils can see it. See if pupils can guess what the new topic is going to be. Accept guesses in Arabic but repeat them back to the pupils in English: *No. Not sport, etc.*

Presentation

- Point to the wall chart of the house. Tell the class *It's a house*. For the present, teach the word *house* for understanding only.
- Point to the room as a whole, say *This is the bedroom*. Have the class repeat *bedroom*.
- Point to the remaining rooms, teaching the names for the rooms in the same way: *the bathroom, the living room, the kitchen*.
- Point to items in the rooms, teaching the words *a sofa, a bed, a chair, a table, etc.*

Pupil's Book, Page 30, Exercise 1

Unit 8
Fadia is in the bedroom

1 Listen and point

1 Ibrahim is in the bathroom.



2 Fadia is in the bedroom.



3 Mazen is in the kitchen.



4 Mum is in the living room.



30 Unit 8

- Say *Open your books at page 30*. Say *Point to Ibrahim* and make sure the pupils are pointing to Ibrahim, top left. Ask *Who's this? (Ibrahim) Where is he? (He's in the bathroom.)*. Point to the other people in the house and ask questions about them: *Who's this? Where is he/she? (He/She is in ...)*
- Ask pupils to listen and be ready to tell you afterwards which room each of Asma's family members is in.
- Play the recording. Pupils listen and follow in their books.
- Play the recording again. Pause the machine after each of Asma's sentences and have the class repeat.
- Ask about the different family members: *Where's Mum? Where's Dad?* etc.

Tapescript

Asma: Ibrahim is in the bathroom.
Fadia is in the bedroom.
Mazen is in the kitchen.
Mum is in the living room.

Activity Book, Page 54, Exercise 1

- Pupils listen to the tapescript and draw lines linking the characters to the correct rooms.
- Check that pupils have done the matching correctly.

Tapescript

1. Mum is in the bathroom.
2. Dad is in the living room.
3. Ibrahim is in the kitchen.
4. Fadia is in the bedroom.

Answers

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

Further practice

- Invite pupils to draw different objects on the board. For example, someone draws a bag and points to the bedroom.
- Ask the rest of the class *Where's the bag?* and elicit the answer *In the bedroom.*
- Ask other pupils to draw different objects on the board and point to a room (a chair, a table, a book, a clock and a (toy) car.) Ask *Where's the chair?* etc.
- Repeat the procedure many times to practise earlier questions.

End the lesson

- Ask pupils to close their books. Ask questions about Asma's family.

Lesson 2

Outcomes	To learn to ask and answer questions about which rooms people are in To say simple sentences containing object words and rooms To learn the phonic value of the letter <i>f</i> To fill in missing letters to complete a word To draw objects after listening to questions and answers
Structures	<i>Where is he/she?</i> <i>Where's the (bag)? It's in the (bedroom).</i>
Functions	Talking about location
Vocabulary	<i>bathroom, bedroom, kitchen, living room</i>
Topic	The house
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 31 Exercise 2, Ask and answer Exercise 3, Find and say Exercise 4, Listen and say■ Activity Book, page 54 Exercise 2, Write the missing letters Exercise 3, Listen and draw■ Cassette, Unit 8, Exercise 4; Activity Book, Unit 8, Exercise 3■ Flashcards: Ff■ Wall charts (4 and 8): The house, Letters

Revision

- Use the wall chart of the house. Point to the rooms and the items.
- As you point, say the name of the room and the items and have the class repeat. When you have finished your drawing, point to the different rooms and items and elicit the word.
- Remind pupils of another word they know for a room. Point to the classroom around you and have the class say *classroom* with you. Continue pointing to the rooms in the house and – occasionally – to the classroom around you, saying the words with your class.

Presentation

- Play the recording for the picture sequence from Lesson 1 (Pupil's Book, page 30). Pupils listen with their books closed.
- Ask what rooms the different people are in: *Where's Fadia?* etc. Either play the recording right through and ask questions at the end, or pause the machine during the recording and ask the class about what they have just heard.

- Ask about a pupil in your class, e.g. *Where's (Raed)? In the kitchen? In the bedroom?* Help pupils to say *In the classroom*.

Pupil's Book, Page 31, Exercise 2

2 Ask and answer
1. Where is she? She's in the bathroom.

3 Find and say
Where is the bag? It's in the bedroom.

4 Listen and say

f 4 5
four five

Unit 8 31

- Ask pupils to look at the first picture in this exercise. Ask the question *Where is she?* Elicit the response, *She's in the bathroom*.
- Ask pupils to work with a partner, taking turns to point to a picture and ask, *Where is he/she?*

Answers

1. Where is she? She's in the bathroom.
2. Where is he? He's in the bedroom.
3. Where is he? He's in the kitchen.
4. Where is she? She's in the living room.

Pupil's Book, Page 31, Exercise 3

- Revise the nouns *boy, girl, table, chair, bag, and clock*. Either do simple drawings on the board, asking *What's this? Is it a girl? Is it a boy?* or use the pictures on the left in exercise 3 and help pupils formulate sentences: *It's a bag, etc.*
- Ask about the first item: *Where's the bag?* Elicit the answer, *It's in the bedroom*.
- Help individual pupils to ask about the other items, using *Where's the ... ?* Invite other pupils to answer.

Answers

- Where's the bag? It's in the bedroom.
 Where's the girl? She's in the bedroom.
 Where's the clock? It's in the living room.
 Where's the table? It's in the kitchen.
 Where's the chair? It's in the kitchen.
 Where's the boy? He's in the bathroom.

Pupil's Book, Page 31, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /f/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescrpt

/f/ four five

Activity Book, Page 54, Exercise 2

- Ask the pupils to look at the three pictures in Exercise 2. See if they can name the rooms.
- Focus on the first picture and instruct pupils to trace over the letter *t*.
- Explain that they must write the missing letters for the other two pictures. Post the wall chart of the letters on the board for pupils to use as a reference.

Answers

1. kitchen
2. bathroom
3. bedroom

Activity Book, Page 54, Exercise 3

- Refer to page 131 of the Teacher's Book.
- Hold up your book, pointing to each room in turn. Elicit the rooms from the pupils.
- Say *Point to the bedroom* and make sure everyone is doing as you tell them. Do the same for the living room.
- Now explain to the pupils that they must draw each object in the correct room of the house. Pause after each question and answer.

Tapescript

- Where's the robot? It's in the living room.
- Where's the bag? It's in the bedroom.

Answers

- Picture 2
- Picture 1

End the lesson

- Ask pupils about items in their house.

Lesson 3

Outcomes

To connect a spoken description to a matching picture
 To interpret a mime and talk about it verbally
 To distinguish between the /f/ sound and other letter sounds
 To trace and copy the letters f/F

Structures

Where's it/he/she?
He's/She's in the (kitchen).
It's in the (living room).

Functions

Discussing location

Vocabulary

bathroom, bedroom, kitchen, living room

Topic

The house

Resources

- Pupil's Book, page 32
 Exercise 5, Listen and match. Say
 Exercise 6, Look and say
- Activity Book, page 55
 Exercise 4, Find and circle two f sounds
 Exercise 5, Trace and copy
- Cassette, Unit 8, Exercise 5
- Wall chart (4): The house

Revision

- Ask pupils to open their Activity Books at page 54 and look at Exercise 3, which they did in the previous lesson. Play a memory game, with the pupils asking you the questions. Encourage them to ask you about the two pictures: *Where's the chair?*, etc. They will enjoy correcting your mistakes, whether unintended or deliberate.

Classroom Assessment

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

Scoring criteria	C	P	I
ask appropriate questions.			
correct the teacher's deliberate mistakes.			

Presentation

- Before pupils open their Pupil's Books, play the first item of the recording for Exercise 5: the sound of the TV. Ask *Where is it? In the bathroom? In the kitchen?*

Pupil's Book, Page 32, Exercise 5

5 Listen and match. Say
It's in the living room.

1

2

3

4

5

6

6 Look and say
She's in the kitchen.

32
Unit 8

- Pupils open their Pupil's Books at page 32 and look at Exercise 5. Tell them to listen to the different sounds in the recording and point to the corresponding picture.
- Play the recording again, pausing the cassette after each sound. Pupils have to match each sound to its accompanying picture.
- Play the recording once more. Pause after each sound and ask *Where is it?*

Tapescript

- Special effect: sound of a television
- Special effect: sound of a shower
- Special effect: sound of cutting vegetables
- Special effect: sound of someone brushing their teeth
- Special effect: sound of a mixture being whisked in a bowl by hand
- Special effect: sound of an alarm clock – ticking then ringing

Answers

- 1. Picture 1 It's in the living room.
- 2. Picture 3 It's in the bathroom.
- 3. Picture 2 It's in the kitchen.
- 4. Picture 4 It's in the bathroom.
- 5. Picture 6 It's in the kitchen.
- 6. Picture 5 It's in the bedroom.

Pupil's Book, Page 32, Exercise 6

- Invite two confident pupils to come to the front of the class: choose pupils who enjoy games involving miming. Whispering so that the rest of the class cannot hear, tell your first helper to mime washing their face.
- Ask the rest of the class *Where's (Raed)?* – or whatever your helper is called. Elicit the answer *In the bathroom.*
- Whispering to your second helper, tell them to pretend they are asleep in bed with their eyes shut. Again, ask the class *Where's ... ?*
- Thank your helpers and ask them to sit down.
- Ask the class to think of the different things they usually do in the different rooms of their house. See if anyone has ideas for other mimes. Invite these pupils to mime while the rest of the class try to guess what room they are in. Alternatively, whisper suggestions to them, for example:

- In the kitchen:** doing the washing-up, slicing vegetables, taking ice cream from the freezer
- In the living room:** turning on the TV, reading a magazine, sitting and talking on the telephone
- In the bedroom:** waking up in the morning and stretching, making your bed, folding your clothes and putting them in the wardrobe
- In the bathroom:** brushing your teeth, washing your hair, turning on the bath taps

Activity Book, Page 55, Exercise 4

- Give pupils a few minutes to find and circle the items that begin with the /f/ sound.
- Circulate and work with pupils individually. Encourage them to point to the /f/ items and say the word.

Answers

four, five

Activity Book, Page 55, Exercise 5

- Pupils trace and copy the letters *f/F* in the staves provided.
- Pupils should trace an anticlockwise arch from just below the top of the staff. The line then straightens out and descends vertically to the bottom of the staff.

To finish, they should cross the line halfway down with a short horizontal line.



- For the capital letter *F*, they draw a vertical line from the top to the bottom of the staff. Then draw two horizontal lines on the right hand side of the vertical line, one at the top and one in the middle. The lines should touch but not cross the vertical line.



- Help pupils as they work.

End the lesson

- Show the pupils the wall chart of the house and ask them to say where an object is located.

Lesson 4

Outcomes	To connect a spoken description to a matching picture To do a project
Structures	<i>Where's (Mum)?</i> <i>Where are you?</i> <i>I'm/She's in the bathroom.</i>
Functions	Talking about location
Topic	The house
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 33 Exercise 7, Listen and match Exercise 8, Project: Make a picture of a house ■ Activity Book, page 55 Exercise 6, Project: Make a picture of a house ■ Cassette, Unit 8, Exercise 7 ■ For the project: display paper, drawing paper, coloured pencils, blunt-ended plastic scissors

Revision

- Revise words for rooms by playing the mime game again from the last lesson. Invite new volunteers to repeat the mimes that their friends did last time.

Classroom Assessment

With reference to the pupils' miming, pupils can:

Scoring criteria	Yes	No
identify that the mimed action takes place in the bathroom.		
identify that the mimed action takes place in the bedroom.		
identify that the mimed action takes place in the living room.		
identify that the mimed action takes place in the kitchen.		

Presentation

- Ask a pupil to pretend that they are in the room of a house. Ask them, 'Where are you?' When the pupil has replied *I'm in the ...* ask a different pupil to name where he/she is. Alternate between the first and third person until the pupils are confident using both.

Pupil's Book, Page 33, Exercise 7

7 Listen and match

1 **2**

3 **4**

8 Project: Make a picture of a house

Unit 8 33

- Pupils listen to the mini-dialogues and match each one to the corresponding picture. Pause the recording after each mini-dialogue.

Tapescript

1. Girl: I'm in the bathroom.
2. Boy: Dad! Where are you?
Dad: I'm in the bedroom.
3. Girl: This is my brother. He's in the kitchen.
4. Boy: Where's Mum?
Girl: She's in the living room.

Answers

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

Pupil's Book, Page 33, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils can do the project in small groups, or you can make one big house picture for the class, with pupils contributing different elements.
- For each picture, you will need a large piece of display paper on which a cut-away house is drawn like the one shown in the Pupil's Book. You may want to draw this yourself.
- Pupils can draw different family members – mother, father, brother and sister – and items of furniture appropriate for each room.
- Pupils colour in their drawings and cut them out, using round-ended plastic scissors for safety.
- Pupils stick the cut-out furniture and people in different rooms. Use Blu-tack or a similar adhesive which will allow repositioning.
- Display and use the completed pictures for further language practice. Ask *Where's the girl? Where's her mum/brother?*

Activity Book, Page 55, Exercise 6

- Refer to page 8 (introduction) of the Teacher's Book.
- Refer to page 131 of the Teacher's Book.
- Pupils complete the 'Make a picture of a house' project.
- Each pupil chooses one of the completed pictures on display and copies this picture into the space provided on page 55 of their Activity Book.

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 8.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To connect a spoken description to a matching picture
Structures	<i>What's this?</i> <i>Who's this?</i> <i>This is my ...</i> <i>Look at my ...</i>
Functions	Expressing possession
Vocabulary	<i>CD, computer, game</i>
Topic	Toys
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 34 Exercise 1, Listen and point ■ Activity Book, page 56 Exercise 1, Listen and match ■ Cassette, Unit 9, Exercise 1; Activity Book, Unit 9 Exercise 1 ■ A CD game in its plastic case

Revision

- Revise the names for classroom objects. Tell pupils *Point to the door.*, etc. Point to items around the room – the door, a window, etc. – and ask *What's this?*
- Hold up your book and say *This is m ...*. Pupils complete your sentence.
- Encourage pupils to hold up different possessions and say *This is my pen*, etc. They can touch their chairs and desks and say *This is my chair/table*. Demonstrate by holding up your own pen, etc. and saying the sentence.
- Do the actions without speaking, and let the pupils say the sentences.

Presentation

- If you have a computer in your classroom, use it to teach the word *computer*. Touch the computer and say *This is my computer*. Repeat the word *computer* and have the class say it after you.
- If there is no computer, ask the class *What's this?* and mime typing on a computer. Accept guesses in Arabic then model the English word and have the class repeat.

- Alternate between holding up objects and touching the computer (or miming). Say with the class *This is my computer*, etc.

Pupil's Book, Page 34, Exercise 1

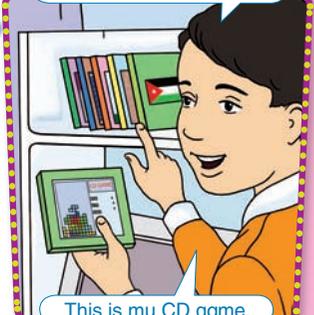
Unit 9
My toys

1 Listen and point

This is my computer.

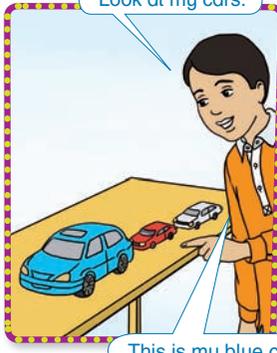


Look at my CD games.



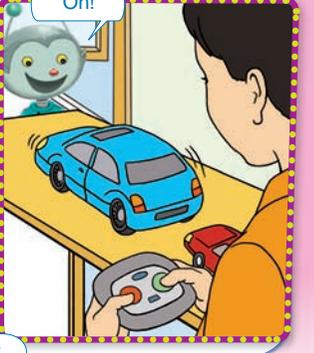
This is my CD game.

Look at my cars.



This is my blue car.

Oh!



34 Unit 9

- Tell the class to open their books at page 34. Hold up your book, point to Mazen and ask *Who's this? Where is he?* If necessary, use closed questions: *Is it Ali?* (No. It's Mazen.) *Is he in the kitchen?* (No. He's in the living room.)
- Point to Dan and ask *Who's this?*
- Set a listening task, using the pupils' own language. Hold up a CD game and ask the class to listen and tell you the word for it – (CD) game – in English.
- Play the recording once. Pupils listen and follow in their books. Play the recording, pausing the machine after each of Mazen's sentences for pupils to repeat.
- Hold up your computer game and ask *What's this?* Help pupils to answer *It's a CD game*.

Tapescript

Mazen: This is my computer.

Look at my CD games.
This is my CD game.

Look at my cars.
This is my blue car.

Dan: Oh!

Activity Book, Page 56, Exercise 1

- Pupils look at the picture of Mazen and the items/objects around him.
- Tell them that they have to listen to each description and draw lines from Mazen to the relevant toy.
- Make sure pupils match correctly.

Tapescript

1. This is my computer.
2. This is my book.
3. This is my pen.
4. This is my bag.
5. This is my car.
6. This is my CD game.

Answers

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

Further practice

- Invite volunteers to mime the story. First, let someone mime the role of Mazen while you play the recording again.
- Then let a confident pupil take the role of Mazen and speak his lines. You and the other pupils can help by saying the words for your volunteer to repeat.

End the lesson

- Pupils can pretend that Dan is visiting their classroom and they are showing him their school things and introducing him to their friends. Help them to use phrases such as *This is my book/pencil/bag/chair. This is my friend. Her name's (Asma), etc.*
- For the next lesson, ask pupils to bring in small toys (car, ball ...).

Lesson 2

Outcomes

To ask people if something belongs to them
To respond to a new question when listening using pictures and real objects
To learn the phonic value of the letter *c*
To listen to a question and link it to a corresponding picture

Structures

Is this your (book)? Yes/No.

Functions

Expressing possession

Topic

Toys

Resources

- Pupil's Book, page 35
Exercise 2, Listen and say
Exercise 3, Listen and match
Exercise 4, Listen and say
- Activity Book, page 56
Exercise 2, Listen and circle
- Cassette, Unit 9, Exercises 2, 3 and 4;
Activity Book, Unit 9, Exercise 2
- Small toys brought in by the pupils (car, ball ...)
- A tray
- Flashcards: Cc

Revision

- With their books closed, invite confident pupils to act out the role of Mazen showing Dan his toys, etc. Play the recording from the Pupil's Book picture sequence on page 34 which pupils heard in Lesson 1, pausing after each sentence.
- Pupils repeat what they heard, miming Mazen's actions.

Classroom Assessment

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

Scoring criteria	G	F	P
act out Mazen's role.			
repeat what they have heard.			
mime Mazen's actions.			

G = Good F = Fair P = Poor

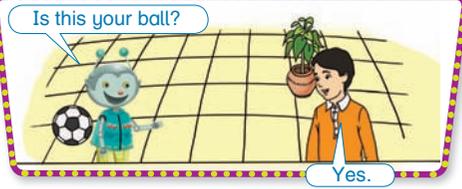
Presentation

- Invite pupils to show the class the toys they have brought in, using *This is my ...*. Help them with new vocabulary.
- Teach the question *Is this your ... ?* Pick up a toy and ask a pupil who is not the owner *Is this your car?* (or whatever it is). Then ask the real owner. Pupils answer *Yes* or *No*.

Pupil's Book, Page 35, Exercise 2

2  **Listen and say**

Is this your ball?



Yes.

3  **Listen and match**

1



2



3



4



4  **Listen and say**

C



car



computer



clock

Unit 9 35

- Pupils look at the picture of Dan and Mazen in Exercise 2. Ask them if they can guess what question Dan is asking.
- Play the recording. Pupils listen and see if they guessed Dan's question correctly.
- Play the recording again. Pupils repeat the question as a class and individually.

Tapescript

Dan: Is this your ball?
Mazen: Yes.

Pupil's Book, Page 35, Exercise 3

- Pupils listen to each question and match it to the correct picture. Pause the cassette after each question and check that everyone has chosen correctly.

Tapescript

1. Man: Is this your ball?
2. Teacher: Is this your book?
3. Girl: Is this your pencil?
4. Boy: Is that your computer?

Answers

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

Pupil's Book, Page 35, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that all the items shown in Exercise 4 begin with the sound /k/.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/k/
car
computer
clock

Activity Book, Page 56, Exercise 2

- Hold up your book and point to the boy in the first picture. Ask the pupils what they can see in the picture. Do the same with the picture of the two girls.
- Play the recording and make sure the pupils circle the correct box after each question.

Tapescript

1. Is this your ball?
2. Is this your bag?

Answers

1. Picture 1
2. Picture 2

End the lesson

- Go round the class with a tray. Ask pupils to put their toys on the tray, telling you what they are at the same time: *This is my car*, etc.
- Return the toys to their owners, asking *Is this your car?*, etc.
- Tell the pupils to bring the toys again to the next lesson, or to bring a different toy if they wish.

Lesson 3

Outcomes	To practise asking and saying who toys belong to, using <i>my</i> and <i>your</i> To practise counting toys and using plural nouns To distinguish between the /k/ sound and other letter sounds To count objects and match them with corresponding numerals
Structures	<i>This is my doll.</i> <i>Is this your book?</i> <i>Four red balls</i>
Vocabulary	<i>doll</i>
Functions	Expressing possession Counting
Topic	Toys
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 36 Exercise 5, Listen and match ■ Activity Book, page 57 Exercise 3, Find and circle three <i>c</i> sounds ■ Exercise 4, Count and circle ■ Cassette, Unit 9, Exercise 5 ■ Small toys brought in by the pupils; a tray; a small doll/car of your own; coloured pencils for each pupil; one small sheet of drawing paper for each pupil

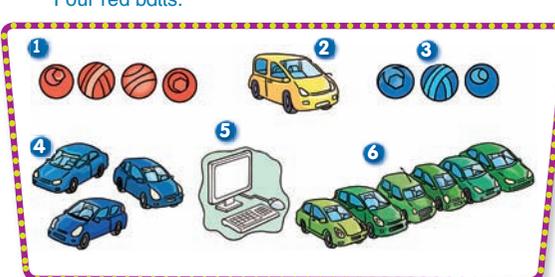
Pupil's Book, Page 36, Exercise 5

5 Listen and match



6 Ask and answer

Four red balls.



36 Unit 9

- Focus on the picture of the boy and the girl with their objects spread on the table. Ask pupils to listen to the recording and to match each piece of dialogue with a corresponding picture. Play the recording, pausing after each line of dialogue. Check that everyone has matched the correct picture.

Revision

- Ask pupils to imagine again that Dan is visiting their classroom. Tell them to show him their school things using *This is my ...*
- Now Dan has come to visit them in their homes. He is looking at the toys in their bedrooms and is asking questions about them. Ask the pupils to make up three questions each for Dan, beginning *Is this your ... ?*

Presentation

- Show the class the doll/car you have brought in. Say *This is my doll/car*. Put the doll/car on your tray.
- Go round with your tray and ask each pupil to put one object onto it – either a toy they have brought in or one of their school things, such as a pen or a book. Put the tray at the front of the classroom where everyone can see it.
- Pick your doll/car from the tray, saying *This is my doll/car*. Tell pupils to go to the tray one by one and take their possessions. Each pupil must say *This is my car*, etc. before they sit down again.

Tapscript

Girl: This is my doll.

Boy: This is my car.

Girl: This is my ball. It's green.

Boy: This is my ball. It's red.

Girl: Is this your book?

Boy: No.

Boy: Is this your pen?

Girl: Yes.

Pupil's Book, Page 36, Exercise 6

- Focus on the four red balls. Hold up your book and count them with the class. Say, *Four balls*. Ask *Four green balls?* and model the answer *No. Four red balls*. Have the class repeat *Four red balls*.
- Proceed in the same way with the other groups of objects.

Answers

1. Four red balls.
2. One yellow car.
3. Three blue balls.
4. Three blue cars.
5. One white computer.
6. Six green cars.

Activity Book, Page 57, Exercise 3

- Pupils must find and circle the items that begin with the sound /k/.
- Offer help when needed.

Answers

car, clock, computer

Activity Book, Page 57, Exercise 4

- Demonstrate the activity. Hold up your Activity Book and point to the balls. Have pupils count them out loud with you.
- Say *Four balls* and point to the number 4, which has been circled as an example.
- Pupils count the toys in each row and circle the corresponding number.
- Correct the exercise by asking *How many cars?* etc.

Answers

Picture 1	4
Picture 2	3
Picture 3	8
Picture 4	10

End the lesson

- Ask the pupils to count different objects in the classroom and say how many there are of each. They can say the colour as well, if it is one that they already know.

Lesson 4

Outcomes

To practise asking and saying who toys belong to, using *my* and *your*
 To demonstrate a love of listening to short songs
 To invent words for a simple song based on the song in the Pupil's Book
 To trace and copy the letters *c/C*

Structures

This is my (car).
What colour is it? It's ...
Is this your (ball)? Yes/No.

Functions

Expressing possession

Topic

Toys

Resources

- Pupil's Book, page 37
 Exercise 7, Listen and match
 Exercise 8, Sing
- Activity Book, page 57
 Exercise 5, Trace and copy
- Cassette, Unit 9, Exercises 7 and 8
- Colour flashcards: blue, green, red, yellow
- Coloured pencils

Revision

- Revise the colours that the pupils have learned so far. You may wish to use the colour flashcards to elicit the colours.
- You can then apply colours to objects around the classroom. Point to objects in the classroom and ask *What colour is this?*

Classroom Assessment

With reference to an object, pupils can:

Scoring criteria	Yes	No
answer correctly <i>It's</i> + colour.		

Presentation

- Hold up a pencil in front of the class. Tell the pupils that it is yours. e.g. *This is my pencil*. Then, ask them if it is theirs by saying, *Is this your pencil?* After they have said *No*, ask the pupils, *What colour is it?* making sure that they respond with the correct answer.

Pupil's Book, Page 37, Exercise 7

7 **Listen and match**

1 

2 

3 

4 

8 **Sing**

Look at my book.
My book, my book.
This is my book.
My book is red.

Look at my book.
My book, my book.
This is my book.
My book is blue.



Unit 9 37

- Pupils listen to the recording and match each piece of dialogue to its corresponding picture. Pause the recording after each mini-dialogue and check that everyone has found the correct picture.
- Play the recording again and ask pupils to repeat each line of dialogue.

Tapescript

- Boy: This is my car.
- Woman: What colour is it?
Girl: It's red.
- Man: Is this your ball?
Boy: No.
- Woman: Is this your doll?
Girl: Yes.

Answers

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

Pupil's Book, Page 37, Exercise 8

- Pupils listen to the song once all the way through.
- Divide the class into two. Play the recording again and have half the class sing the first verse and half the class sing the second verse.
- Help pupils to make up their own verses, possibly singing about their own toys or school things. One pupil can hold up their toy: the others sing along with them, e.g. *Look at my car. My car, my car.* etc. They can use the instrumental version of the song on the recording to sing their own verses.

Tapescript

Look at my book.
My book, my book.
This is my book.
My book is red.

Look at my book.
My book, my book.
This is my book.
My book is blue.

Activity Book, Page 57, Exercise 5

- Pupils trace and copy the letters *c/C*.
- They should draw an anticlockwise semicircle which starts from the middle of the staff, has its lowest point at the bottom of the staff and then curves slightly upwards before finishing. 
- For the capital *C*, pupils follow the same instructions but substitute 'the middle' for 'the top'. 

End the lesson

- Remind pupils of all the different things they have learned to say in Unit 9. Hold up different toys and ask *What's this?*

Unit 10 Review

Lesson 1

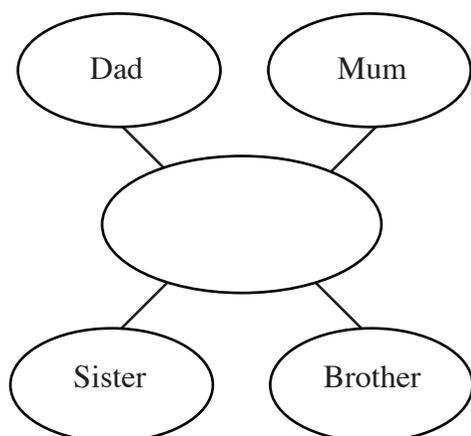
Outcomes	To recognise some basic English words To read English from left to right To listen and circle the correct picture To match numbers with pictures
Structures	<i>This is (my)...</i> <i>He's my (friend).</i>
Functions	Talking about the family Counting
Vocabulary	<i>dad, friend, mum</i>
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 1, Listen and point ■ Activity Book, page 58 Exercise 1, Listen and circle ■ Cassette, Review, Exercise 1; Activity Book, Review, Exercise 1 ■ Flashcards: mum, dad, brother, sister; numbers one to five; food flashcards ■ Wall chart (3): Numbers

Revision

- Ask pupils to tell you about their family members, using a picture if possible.
- Elicit the names of family members from the flashcards.

Diagnostic Assessment

- Copy the following mindmap onto the board. Ask pupils to copy it into their exercise books.
- Elicit from the pupils the names of the family members.
- Help them to fill in the mind map as necessary.



Pupil's Book, Page 38, Exercise 1

Unit 10
Review

1 Listen and point

1 This is my mum.

2 This is my dad.

3 This is Mazen. He's six.

4 Mazen is my friend.

2 Say

1	2	3
4	5	6
7	8	9
	10	

38
Unit 10

- Pupils listen to the cassette and follow the pictures and text with their fingers.
- Explain to the class that Dan is talking about his family.

Tapescript

Dan: This is my mum.
This is my dad.
This is Mazen. He's six.
Mazen is my friend.

Activity Book, Page 58, Exercise 1

- Pupils listen and circle each picture along with its corresponding sentence on the cassette.
- Pause the cassette after each sentence to check that pupils have circled the correct picture.

Tapescript

1. This is my dad.
2. This is my sister.
3. This is my mum.
4. This is my brother.

Answers

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

Revision

- Revise the numbers one to five once again with the aid of the flashcards or the numbers wall chart. Point to a number, asking pupils to guess, or have pupils count from one to five.

End the lesson

- Ask pupils to count from one to five again.

Lesson 2

Outcomes	To pronounce some simple words correctly To recognise letters of the English alphabet To match numbers with pictures
Structures	<i>Four (boys).</i> <i>Two (trees).</i>
Functions	Counting
Vocabulary	numbers 1–10
Topic	Objects and numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 2, Say ■ Activity Book, page 58 Exercise 2, Look and match ■ Flashcards: numbers one to ten, bird, boy, tree, car, pencil ■ Wall chart (3): Numbers

Revision

- Revise numbers one to ten with the class using the flashcards and/or the numbers wall chart.
- Revise the words from the previous three units with the flashcards.

Pupil's Book, Page 38, Exercise 2

- Pupils look at the numbers and say them in order in pairs.

Revision

- Revise the sounds that pupils have covered, using the flashcards for *bird, boy, car, pencil* and *tree*.

Activity Book, Page 58, Exercise 2

- Pupils match each number with its corresponding picture, according to the number of items pictured.

Answers

1. one boy
2. two trees
3. three pencils
4. four birds
5. five cars

End the lesson

- Ask different pupils *What's your name? How old are you?* Have other pupils repeat their friends' answers by asking them *How old is he/she?* Insist on full-sentence answers: *Her name's [Samira]. She's [eight],* etc.

Lesson 3

Outcomes	To listen and match dialogues with pictures To listen and draw To listen and colour
Structures	<i>How many pencils? (six) pencils.</i> <i>How old are you? I'm (six).</i> <i>This is my mum.</i>
Functions	Counting
Vocabulary	numbers 1–10
Topic	Objects and numbers
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 39 Exercise 3, Listen and match ■ Activity Book, page 59 Exercise 3, Listen and draw Exercise 4, Listen and colour ■ Cassette, Review, Exercise 3; Activity Book, Review, Exercises 3 and 4 ■ Flashcards: numbers one to ten, Mazen, Asma, Ali, Samira ■ Wall chart (3): Numbers

Revision

- Revise numbers one to ten once more with the flashcards/numbers wall chart.
- Ask pupils *How old are you?* They answer *I'm ...* .Then, with the character flashcards, ask pupils *How old is (Mazen)?* Pupils answer *He's (six).*

Diagnostic Assessment

With reference to the characters, flashcards, pupils can:

Scoring criteria	Yes	No
answer <i>How old is ...?</i> correctly by using <i>He/She's ...</i>		

Pupil's Book, Page 39, Exercise 3

- Look at the pictures with the class. Ask them to tell you what they can see.
- Explain that pupils listen to the dialogues and match each one to its corresponding picture.

Tapescript

1. Look! It's a bird.
2. How many pencils? Five pencils.
3. This is my mum.
4. How old are you? I'm six.

Answers

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

Activity Book, Page 59, Exercise 3

- Refer to page 131 of the Teacher's Book.
- Pupils listen and draw what they hear in the boxes.

Tapescript

1. One girl.
2. Two pens.
3. Three pencils.

Activity Book, Page 59, Exercise 4

- Ask pupils what they see in the pictures.
- Pupils colour the pictures in accordance with the phrases on the cassette.
- Go round and check pupils' performance.

Tapescript

1. Six blue clocks.
2. Seven green doors.
3. Eight red chairs.

End the lesson

- Pupils say number sequences around the class from numbers one to ten. You can start at any number, and pupils continue, one by one, until they reach ten.

Lesson 4

Outcomes	To pronounce correctly some key simple words To copy lower and upper-case letters
Structures	<i>Look! It's a bird.</i> <i>Six blue clocks.</i>
Functions	Describing pictures Counting
Vocabulary	<i>book, boy, brother, mum, pencil, teacher;</i> numbers 1–10
Topic	The family
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 39 Exercise 4, Game: Look and say ■ Activity Book, page 59 Exercise 5, Trace and copy ■ Wall charts (1, 2 and 3): Colours, Numbers, The classroom

Revision

- Play a game using the wall charts of the colours, numbers and the classroom. Ask pupils to identify as many items on the wall charts as they can in a minute.
- Revise the structure *How many* by holding up items and asking the class *How many (pens, books)?* Pupils answer *three pens, two books, etc.*

Classroom Assessment

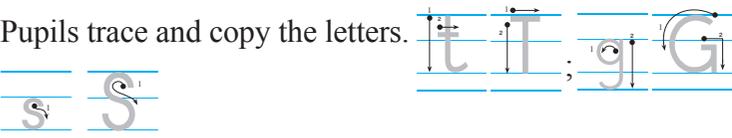
With reference to the number of objects, pupils can:

Scoring criteria	Yes	No
answer correctly <i>How many ...?</i> with two-word answers.		

Pupil's Book, Page 39, Exercise 4

- Ask the pupils to work in pairs and to take turns to 'read' the pictures from left to right in numerical order. Pupil 1 can 'read' the top row and Pupil 2 can 'read' the bottom row, then they can take turns to 'read' all eight pictures.
- Call out the picture numbers at random and prompt the class, groups and individual pupils to say the word for that picture.
- Play a team game. Call out a sequence of three or four numbers and prompt the teams in turn to say the words for the pictures in the same order as the number sequence you called out. For example, say *Team A: one, seven, four, eight* to elicit *Mum, teacher, girl, boys* from Team A. Say *Team B: three, two, six, five* to elicit *brother/boy, friend/boy, pencil, book* from Team B.

Activity Book, Page 59, Exercise 5

- Pupils trace and copy the letters. 
- Help them as they work.

End the lesson

- Play a game with *How many*. Hold up a collection of pencils, for example, and ask the class *How many pencils?* Pupils guess how many pencils there are. Count them with the class and see who had the closest guess.