

Lesson 1

Outcomes	To understand new words when listening, using pictures and real objects To interpret pictures and label them correctly To complete a simple sentence and draw an appropriate answer To describe what one can do
Structures	<i>I can (jump).</i>
Functions	Describing ability
Vocabulary	<i>hop, jump, ride a bike, run, sports centre, swim</i>
Topic	Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 22 Exercise 1, Listen and point ■ Activity Book, page 52 Exercise 1, Look and write Exercise 2, Draw, say and write ■ Cassette, Unit 16, Exercise 1 ■ Flashcards: jump, swim, ride a bike, hop, run, sports centre

Revision

- Begin by revising the different instructions that pupils have learned so far. Say: *Stand up, please. Open the door.* (Pupils can mime this. They do not need to leave their places.) *Open the window. Close the door. Close the window. Sit down, please.*

Presentation

- Mime swimming. You can do this by standing and doing the motions of breast stroke. Say *Look! I can swim.* Repeat *I can swim* several times.
- Say *It's a sports centre. Look! I can run,* and jog on the spot. Alternate between *I can swim* and *I can run.* Have the class say the sentences with you. If you wish, they can stand and mime with you as well.
- Say *I can jump* and jump once on the spot. Have the class repeat the sentence with you – and, if practical, copy your mime. Continue repeating the three sentences and mimes alternately. Give yourself a rest by saying the sentences without the mimes and seeing if the pupils can do the mime by themselves.
- You can use the flashcards to demonstrate and teach all the above new words.

Pupil's Book, Page 22, Exercise 1

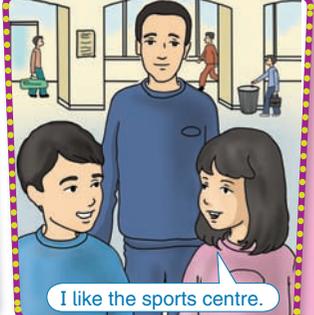
Unit 16
I can swim

1 Listen and point

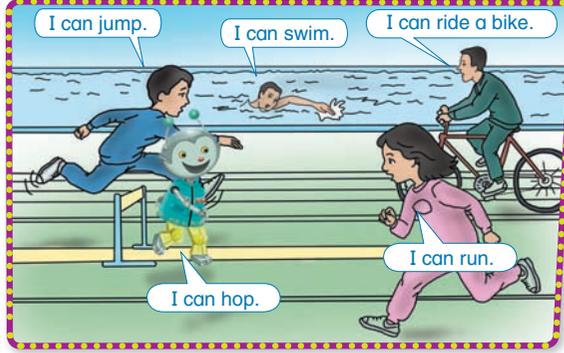
1 We're in the sports centre.



2 I like the sports centre.



3



I can jump. I can swim. I can ride a bike. I can run. I can hop.

22 Unit 16

- Tell the class briefly in Arabic that in Unit 16 they will be learning to talk about the different fitness activities that they can do.
- Say *Open your books at page 22.* Write 22 on the board to help understanding.
- Hold up your book, point to the different people shown and ask *Who's this? Ask Where's Mazen? Is he in the street? Is he in the park? No. He's in the sports centre.* Have the class repeat the sentence after you and ensure that everyone understands *sports centre.*
- Set a listening task. Tell pupils that they are going to hear five sentences where people say what fitness activities they can do, using *I can ...*. They must listen carefully and try to remember what the five sentences are.
- Play the recording, once for general listening, then two or three more times for familiarisation and repetition.
- Discuss the listening task. Help the class to repeat the five *I can* sentences. Focus on the activity that you didn't teach earlier: *I can ride a bike.* Practise saying this with an appropriate mime: rotate your hands as if they were feet on the pedals of a bike.

Tapescript

1. Mazen: We're in the sports centre.
2. Asma: I like the sports centre.
3. Mazen: I can jump.
Ibrahim: I can swim.
Dad: I can ride a bike.
Dan: I can hop.
Asma: I can run.

Activity Book, Page 52, Exercise 1

- Use the example of the boy jumping to demonstrate the exercise. Tell the pupils that they must look at the picture and write the correct word in the space provided. They should then cross out the corresponding word at the top of the exercise.
- Give the class a few minutes to write the remaining three answers.
- Bring the class together again to correct the exercise. Have pupils point to the people in the pictures and tell you the correct word.

Answers

1. jump
2. run
3. swim
4. hop

Activity Book, Page 52, Exercise 2

- Refer to page 131 of the Teacher's Book.
- Ask the pupils to focus on the sentence *I can ...*. Explain that the object of the exercise is to draw something they can do in the box provided.
- Draw an example on the board  and say *can run*.
- They must then complete the sentence and practise saying it with a partner.

Further practice

- Choose some confident pupils to act out the scene in the sports centre. Encourage the rest of the class to 'feed' them the lines of dialogue for them to repeat. Be ready to give whatever support is needed: you will probably need to model each line of dialogue first, have the class repeat, then have your actors repeat again and do appropriate actions.

End the lesson

- Ask two volunteers to come to the front of the classroom and help you with a game. Have them stand with their backs to the rest of the class, but place yourself where they can see you.

- Point to different pupils in the class and have them repeat an *I can* sentence after you, e.g. *I can swim*. Then ask your two helpers if they can name the pupil who has just spoken: ask them *Who's that?*

Lesson 2

Outcomes

- To understand new words when listening using pictures and real objects
- To practise saying what fitness activities they can do
- To learn the phonic value of the letters *r* and *n*
- To match pictures to corresponding pieces of dialogue

Structures

I can ride a bike.

Functions

Describing ability

Vocabulary

hop, jump, ride a bike, run, swim

Topic

Fitness

Resources

- Pupil's Book, page 23
Exercise 2, Listen and match
Exercise 3, Say
Exercise 4, Listen and say
- Activity Book, page 53
Exercise 3, Listen and circle
- Cassette, Unit 16, Exercises 2 and 4;
Activity Book, Unit 16, Exercise 3
- Flashcards: Nn, Rr, jump, swim, ride a bike, hop, run
- Wall chart (8): Letters

Revision

- Ask pupils to close their books. Play the recording of the picture story from Lesson 1. Pause the cassette after each line and have the class repeat.
- Mime the different fitness activities, saying *I can swim*, etc. Have the class mime and say the sentence after you.
- Gradually stop saying the sentence.
- Hold up the fitness activities flashcards for this lesson and prompt pupils to mime.

Diagnostic Assessment

With reference to the audio recording, pupils can:

Scoring criteria	A	S	N
mime fitness.			
name fitness activities using <i>I can ...</i>			

A = Always S = Sometimes N = Never

Presentation

- Use the flashcards to show the different activities in front of the class, e.g. *I can swim*, etc.

Pupil's Book, Page 23, Exercise 2

2 Listen and match

3 Say
I can ride a bike.

4 Listen and say

Unit 16 23

- Pupils turn to Exercise 2 in the Pupil's Book. Ask *How many boys?* and *How many girls?* Count them out loud with the class (*Two boys. Two girls.*).
- Ask the class to listen to the recording and point to the child who is speaking. Play the recording for general listening.
- Play the sentences again, pausing after each one. Pupils must circle the picture which corresponds to the matching sentence.

Tapescript

1. Boy 1: I can ride a bike.
2. Girl 1: I can hop.
3. Girl 2: I can jump.
4. Boy 2: I can swim.

Answers

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

Pupil's Book, Page 23, Exercise 3

- Hold up your book and point to the first picture in Exercise 3 – the boy riding a bike. Model the sentence *I can ride a bike.* Point to the girl running and say *I can run.* Point and say alternately *I can ride a bike and I can run.*
- Point to the third picture. Elicit a sentence from the pupils: *I can ...* (if necessary, you can mouth the word *jump* silently for pupils to lip-read). *I can jump.*
- Point to the pictures in random order and elicit the sentences from the class.

Answers

1. I can ride a bike.
2. I can run.
3. I can jump.

Pupil's Book, Page 23, 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 sounds /r/ and /n/.
- Hold up the Rr and Nn flashcards and ask pupils to practise saying them after you.
- Invite volunteers to read aloud the letters to the whole class.
- Hold up the letters wall chart and check if pupils are able to identify the Rr and Nn.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/r/ run /n/ nine

Activity Book, Page 53, Exercise 3

- Explain to pupils that this is a multiple choice exercise. They have to listen to the recording and choose the correct picture in each row.
- Ask pupils to read their answers aloud.

Tapescript

1. I can swim. 2. I can hop. 3. I can ride a bike.

Answers

1. Picture a
2. Picture b
3. Picture a

End the lesson

- Repeat the guessing game from Lesson 1 (*Ending the lesson*).

Lesson 3

Outcomes	To understand the third person using pictures and real objects To say simple sentences after interpreting pictures To relate pictures of objects to their initial sounds /r/ and /n/
Structures	<i>He can (run).</i> <i>She can (hop).</i>
Functions	Describing ability
Vocabulary	<i>hop, jump, ride a bike, run, swim</i>
Topic	Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 24 Exercise 5, Listen and point ■ Activity Book, page 53 Exercise 4, Find and circle one <i>r</i> sound and one <i>n</i> sound ■ Cassette, Unit 16, Exercise 5

Revision

- Ask pupils to volunteer to mime fitness activities to the whole class. Other pupils try to guess the fitness activity. Elicit *He can run/jump*, etc.

Classroom Assessment

With reference to mime, pupils can:

Scoring criteria	Yes	No
identify correctly the fitness activity by saying <i>He/She can ...</i>		

Presentation

- Each time a pupil makes a sentence about their drawing, turn to other pupils in the class and ask them about the same activity, e.g. *Can you swim? Yes or no? Yes. You can swim. Good.* Pupils may not understand initially, but as you continue they should be able to discern the meaning of *Can you ... ?*

Pupil's Book, Page 24, Exercise 5

5 Listen and point

1 She can hop.

2 She can jump.

3 He can run.

4 He can ride a bike.

6 Say

1. She can jump.

1 2 3 4

24 Unit 16

- Pupils open their books at page 24 and look at the picture sequence in Exercise 5. Ask them to listen to the recording and point to the person who is speaking.
- Play the recording once or twice for familiarisation. Play it again, pausing after each line for pupils to repeat.

Tapescript

1. Dan: She can hop.
2. Dan: She can jump.
3. Dan: He can run.
4. Dan: He can ride a bike.

Pupil's Book, Page 24, Exercise 6

- Focus on the pictures in Exercise 6. Each picture represents a fitness activity.
- Ask pupils to say what each boy or girl is doing. Give them a few minutes to tell each other *She can jump*, etc.

Answers

1. She can jump.
2. She can run.
3. He can swim.
4. He can ride a bike.

Activity Book, Page 53, Exercise 4

- Pupils look at the pictures and circle the ones which begin with the sounds /r/ and /n/.
- Use the pictures to revise vocabulary from previous units, reading along the rows of pictures from left to right.

Answers

nine, rain

End the lesson

- Ask pupils to mime particular actions, and elicit the correct answers from the rest of the class.
- Make sure that the pupils can use the third person confidently.

Lesson 4

Outcomes	To learn short sentences when listening using pictures and real objects To learn a song To practise writing the letters <i>r</i> and <i>n</i>
Structures	<i>I can (swim).</i> <i>He can (run).</i> <i>She can (ride a bike).</i>
Functions	Describing ability Singing along with songs
Vocabulary	<i>hop, jump, ride a bike, run, swim</i>
Topic	Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 25 Exercise 7, Listen and match Exercise 8, Sing ■ Activity Book, page 53 Exercise 5, Trace and copy ■ Cassette, Unit 16, Exercises 7 and 8

Revision

- Revise the *r*, *h*, *s*, *n* and *b* sounds. Say *I can run* and have the class repeat. Practise the word *run*, and then the sound /r/ in isolation.
- Repeat for the rest of the sounds.

Classroom Assessment

With reference to the teacher's speech, pupils can

Scoring criteria	C	P	I
correctly pronounce the sound <i>r</i> .			
correctly pronounce the sound <i>h</i> .			
correctly pronounce the sound <i>s</i> .			
correctly pronounce the sound <i>n</i> .			
correctly pronounce the sound <i>b</i> .			
say a word that includes the sound <i>r</i> (<i>run or ride</i>).			
say a word that includes the sound <i>h</i> (<i>hop</i>).			
say a word that includes the sound <i>s</i> (<i>swim</i>).			
say a word that includes the sound <i>n</i> (<i>run or can</i>).			
say a word that includes the sound <i>b</i> (<i>bike</i>).			

C = Complete P = Partial I = Incomplete

Presentation

- Mime the actions for the various activities; *swim, run, jump* and *ride a bike*. Say *I can swim, I can run*, etc. as you are doing the action. Ask a volunteer to mime the actions which focus on the third person. When the pupil does the mime, elicit the answers from the rest of the class, *He can ride a bike. She can jump*.

Pupil's Book, Page 25, Exercise 7

7 Listen and match

8 Sing

He can run. He can swim.
He can hop. He can jump.
Look at him!

She can run. She can swim.
She can hop. She can jump.
Look at her!

- Play the recording, pausing after each line. Ask pupils to point to the person who is speaking and say the number.

Tapescript

1. Boy 1: I can swim.
2. Girl: I can run.
3. Boy 2: He can ride a bike.
4. Man: She can jump.

Answers

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

Pupil's Book, Page 25, Exercise 8

- Play the song once and then again, this time miming the different actions.

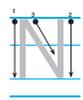
Tapescript

He can run. He can swim.
He can hop. He can jump.
Look at him!

She can run. She can swim.
She can hop. She can jump.
Look at her!

Activity Book, Page 53, Exercise 5

- A vertical line should be traced from the middle to the bottom of the stave. From this point, they draw an arched line to the right which rises to the centre of the stave before going back to the bottom. The start of the arch will overlap with the initial vertical line. 

- For the capital letter N, they should draw two parallel vertical lines from the bottom to the top of the stave. They should then add a rightward-sloping line going from the top of the first line to the bottom of the second. 

- Pupils should draw a vertical line from the middle to the bottom of the stave. They then retrace this line half way up and draw a rightward curving line to the middle of the stave. 

- For the capital letter R, pupils draw a vertical line from the top to the bottom of the stave, then retrace this line back up. They then draw a semicircle on the right hand side of the line which meets the vertical line half way down. Finally, they draw a straight, rightward sloping line down to the bottom of the stave. 

- Pupils trace and copy the letters *r/R* and *n/N* in the staves provided.
- Help pupils as they work.

End the lesson

- Remind pupils of the different structures with *can* that they have learned.

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To match pictures of food items with their corresponding words To draw a food item and label it To describe what food one likes and dislikes
Structures	<i>I like (apples).</i> <i>Do you like (chicken)?</i> <i>Do you like this (shop)?</i>
Functions	Expressing likes Asking about likes
Vocabulary	<i>apples, chicken, fish, salad</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, Page 26 Exercise 1, Listen and point ■ Activity Book, page 54 Exercise 1, Match Exercise 2, Draw, say and write ■ Cassette, Unit 17, Exercise 1 ■ Flashcards: apple, chicken, fish, salad (or photos of the same foods taken from magazines), shop ■ Wall chart (5): Food ■ A shopping basket

Revision

- Place the flashcards of apples, chicken, salad and shop in a row, where everyone will be able to see them.
- You may use the food wall chart to present food items to pupils.
- Pick up items around the class that pupils have learned to name in English. Say *I like this pen/book/bag*, etc. Use tone of voice and facial expression to reinforce the meaning of *I like*. Indicate the room all around you and say *I like this classroom*.
- Tell the pupils briefly in Arabic that they are going to use the expression *I like* to talk about food and drink that they like.

Presentation

- Hold your shopping basket and walk slowly across the classroom, as if you are in a supermarket choosing from the shelves. Say *I'm in the shop*.

- Pick up the flashcard showing apples. Say *Look! Apples. I like apples*. Put the flashcard into your basket.
- Repeat the process with the flashcards of chicken and salad. Say *I like chicken* and *I like salad*.
- Take the flashcards from the basket one by one and have the class repeat the food words after you.
- Hold up the cards in pairs. Say the name of one item and have the pupils say the other, e.g. *Chicken and apples*. Then hold up pairs of cards and have the class say the phrase without your help, e.g. *Apples and salad*.

Pupil's Book, Page 26, Exercise 1

Unit 17
I like chicken

1 Listen and point

2

3

4

26 Unit 17

- Say *Open your books at page 26*. Write 26 on the board.
- Ask questions about the pictures. Point to Asma in the first picture and ask *Who's this?* (*It's Asma.*) *Where is she?* (*In the car.*) Point to the subsequent pictures and ask *Where are Asma and her mum?* (*In the shop.*)

- Set a listening task. Draw a fish on the board. Tell the class that they are going to hear the English word for the thing you have drawn. They must listen carefully and tell you what the word is.
- Play the recording two or three times for familiarisation and for repetition. Discuss the listening task. Have the entire class practise saying *I like fish*.

Tapescript

- Mum: Let's go in.
Asma: I like fish.
- Mum: I like chicken.
Asma: I like fish.
- Mum: I like salad.
Asma: I like apples.
- Mum: Do you like this shop?
Asma: Yes.

Further practice

- Use the flashcards or the food wall chart to practise the question *Do you like ... ?* Show one of the cards or point to one of the food items on the food wall chart and ask an individual pupil about it, e.g. (*Raed*), *do you like apples?* Once the pupil has answered, encourage them to repeat the question to a neighbour.
- Continue in the same way with the other food items.

Activity Book, Page 54, Exercise 1

- Pupils match each pictured food item with its corresponding word. Go through the example with the pupils, making sure that they can see the line linking the chicken on a plate with the word *chicken*.
- Give the class a few minutes to draw in the remaining linking lines.
- Bring the class together again to correct the exercise. Hold up the completed exercise in your book for the pupils to check their answer lines.

Answers

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

Activity Book, Page 54, Exercise 2

- Draw a banana on the board  and say *I like bananas*.
- Ask pupils to draw a food that they like in the box provided. They should then say the resulting short sentence *I like ...*. Finally, they must write the food word in the space provided.
- Check answers as a class.

End the lesson

- Use the food flashcards for a guessing game. Hold up a card with its reverse side towards the class, so that the pupils cannot see what it is. Give them a choice of two things that might be on the card – one correct, one incorrect, e.g. (if it is the chicken card) *Fish or chicken?* When they guess, answer *Yes* or *No*.

Lesson 2

Outcomes	To understand new words when listening using pictures and real objects To look at pictures and say short simple sentences about food items To learn the phonic value of the letters <i>j</i> and <i>a</i> To recognise pictures of food items while listening
Structures	<i>I like (juice).</i>
Functions	Expressing likes
Vocabulary	<i>juice, milk, tea</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 27 Exercise 2, Listen and match Exercise 3, Say Exercise 4, Listen and say ■ Activity Book, page 55 Exercise 3, Listen and circle ■ Cassette, Unit 17, Exercises 2 and 4; Activity Book, Unit 17, Exercise 3 ■ Flashcards: Aa, Jj, apple, chicken, fish, salad (or photos of the same foods taken from magazines), tea, juice and milk ■ Wall charts (5 and 8): Food, Letters ■ A shopping basket; an empty carton or bottle of orange juice

Revision

- Post the food wall chart on the board. Play the recording from the picture story in Lesson 1. Pupils listen with their books closed. Press the pause button after each sentence about food (*I like chicken*, etc.) and have the class repeat and point to the mentioned food items on the food wall chart.

- Arrange the food flashcards in a row where everyone can see them. If possible, line them up on a shelf, as if they were produced on display in a supermarket. Invite a pupil to 'go shopping' with you. Say *I like this shop. Let's go in.* Then, walk to the first flashcard – perhaps the salad – and say *I like salad.* Let your helper drop the salad flashcard into your bag.
- Use gesture to convey to your helper that you want them to choose the next flashcard and drop it into your bag. Help them to make a sentence about it beginning *I like ...*
- Continue on the same way with the remaining flashcards, or give the shopping bag to two more helpers. You may then join the rest of the class and watch the new helpers put the remaining cards into the bag. Encourage them to talk about their purchases, using *I like ...*

Presentation

- Hold up the carton or bottle of orange juice. Ask *What's this?* Answer the question yourself: *It's juice.* Have the pupils repeat *juice* several times.
- Say *I like juice* and then ask one of the pupils *Do you like juice?* Elicit a positive or negative response.

Pupil's Book, Page 27, Exercise 2

2 Listen and match

1 2 3

3 Say
I like apples.

4 Listen and say

j jump a apple

Unit 17 27

- Tell the class that they are going to learn words for two more drinks. Have them turn to Exercise 2 in the Pupil's Book. Ask them what the three drinks in the pictures are. Accept answers in Arabic – it is important that everyone knows what drinks are shown – but model the English translations: *juice, tea* and *milk*. Have the class repeat each one.
- Point to each of the three people in Exercise 2 and ask *Who's this?*
- Point to each picture in turn and elicit sentences like those on the recording.

Tapescript

1. Ibrahim: I like juice.
2. Fadia: I like milk.
3. Dad: I like tea.

Answers

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

Pupil's Book, Page 27, Exercise 3

- Focus on the boy in the first picture. Say *Look. It's a boy. He likes ...* and see if the pupils can complete your sentence. You can hold up the juice flashcard to prompt them.
- Continue in the same way with the girl in the next picture.

Answers

- Picture 1: I like apples. I like fish. I like juice.
Picture 2: I like chicken. I like salad. I like milk.

Pupil's Book, Page 27, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /j/ and /a/.
- Hold up the Jj and Aa flashcards and ask pupils to repeat the sounds after you. Use the letters wall chart to check that pupils are able to identify the target letters.
- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

- /j/ jump /a/ apple

Activity Book, Page 55, Exercise 3

- Hold up your Activity Book and elicit the names of the different foods.
- Play the first piece of dialogue and show the pupils that the apples have been circled as an example.
- Explain to the pupils that they must circle the correct food item when they are mentioned on the tapescript.
- Check answers as a class.

Tapescript

1. I like apples.
2. I like milk.
3. I like chicken.
4. I like fish.

Answers

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

End the lesson

- Revise the sounds learned in the lesson by asking the pupils to name an object/food/action beginning with the sounds /j/ and /a/.

Lesson 3

Outcomes	To understand new words when listening using pictures and real objects To participate in guided exchanges with a peer To recognise pictures beginning with the /j/ sound and /a/ sound To describe what food and drink one likes and dislikes
Structures	<i>Do you like (oranges)? Yes/No.</i>
Functions	Discussing likes and dislikes
Topic	Food and drink
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 28 Exercise 5, Listen and point Exercise 6, Ask and answer ■ Activity Book, page 55 Exercise 4, Find and circle one <i>j</i> sound and one <i>a</i> sound ■ Cassette, Unit 17, Exercise 5 ■ Flashcards: apple, chicken, fish, salad ■ Wall chart (5): Food

Revision

- Use flashcards or the food wall chart to re-activate the words *apples*, *chicken*, *fish*, and *salad*. Hold up a flashcard and ask the class *What is it?* Elicit the answer *It's chicken.*
- Repeat this process for the other objects.

Classroom Assessment

With reference to flashcards/wall chart, pupils can:

Scoring criteria	Yes	No
respond correctly to <i>What is it?</i> by using <i>It's a ...</i>		

Presentation

- Point to the flashcard of the apples and say *I like apples*, stressing the plural form. Then ask the question *Do you like apples?* to the class. Elicit either *Yes* or *No* answers. Repeat this process for the other three items.

Pupil's Book, Page 28, Exercise 5

- Ask pupils to listen to the recording and point to the corresponding picture. Be ready to pause the recording after each dialogue. Ensure that everyone is pointing to the correct picture.
- Play the recording again. Pause after each dialogue and have the class repeat.
- Hold up your book, point to the pictures and encourage the class to say the corresponding sentence.

Tapescript

1. Girl 1: Do you like oranges?
Girl 2: Yes.
2. Girl 1: Do you like apples?
Girl 2: Yes.
3. Boy 1: Do you like fish?
Boy 2: Yes.
4. Boy 1: Do you like chicken?
Boy 2: Yes.

Pupil's Book, Page 28, Exercise 6

- Ask pupils about the different pictures in Exercise 6: *Do you like apples/juice/milk/salad/tea?*
- Give pupils a few minutes to work in pairs, asking each other about the food items in the pictures, using *Do you like ... ?*

Activity Book, Page 55, Exercise 4

- Pupils look at the pictures and circle the ones which begin with the sounds /j/ and /a/.
- Check that pupils have circled the correct pictures.

Answers

jump (Picture a), apples (Picture c)

End the lesson

- Ask a pupil to say a sentence about something they like, e.g. *I like fish*. Then ask another pupil if they like that food, e.g. *Do you like fish?* eliciting the answer *Yes* or *No*.
- Involve all the pupils as you combine these structures.

Lesson 4

Outcomes	To understand new words when listening using pictures and real objects To do a project To trace and copy the letters <i>j/J</i> and <i>a/A</i> . To describe what food and drink one likes and dislikes
Structures	<i>I like (chicken).</i>
Functions	Discussing likes and dislikes
Vocabulary	<i>apples, chicken, juice, milk</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 29 Exercise 7, Listen and match Exercise 8, Project: Make a poster ■ Activity Book, page 55 Exercise 5, Trace and copy ■ Cassette, Unit 17, Exercise 7 ■ Flashcards: apple, chicken, juice, milk ■ Sheets of display paper and drawing paper for each pupil ■ Coloured pencils, glue, child's safety scissors ■ Wall chart (5): Food

Revision

- Revise the structure *I like* using the flashcards *chicken, juice, milk* and *apple* or you may use the wall chart. After you have said *I like chicken*, ask some pupils if they also like chicken, stressing the word *you* in the question.

Classroom Assessment

With reference to flashcards/wall charts, pupils can:

Scoring criteria	G	F	P
answer correctly, using <i>I like ...</i>			

G = Good F = Fair P = Poor

Pupil's Book, Page 29, Exercise 7

7 Listen and match

1

2

3

4

8 Project: Make a poster

Unit 17 29

- Pupils listen to each utterance and point to the corresponding picture.

Tapescript

- | | |
|---------------|---------------------|
| 1. Girl 1: | I like chicken. |
| 2. Girl 2: | I like juice. |
| 3. Woman: | Do you like milk? |
| Boy and girl: | Yes. |
| 4. Man: | Do you like apples? |
| Boy: | Yes. |

Answers

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

Pupil's Book, Page 29, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Focus on the pictures in Exercise 8. Tell the class that they are going to make a poster, showing four similar pictures of things that they like to eat.

- Give each pupil a piece of paper, ideally A4 size. Show them how to fold it in four, then open it out again so that it is divided into four equal rectangles. Ask pupils to think of four things they like and draw them, one in each bubble as in Pupil's Book. They can colour in their drawings. Encourage them to stick to things they can name in English.
- Give each pupil a sheet of display paper. In the middle, they should draw a picture of themselves or stick on a photo. Using child's safety scissors, they then cut out the pictures of things they like and fix them to the display paper, as in the example on page 29.
- Fix the posters to the classroom wall. Invite individual pupils to talk to the class about their poster. They can point and say sentences beginning *I like ...*

Activity Book, Page 55, Exercise 5

- First, pupils should trace a vertical line from the middle of the stave which curves upwardly left when it reaches half a stave below the bottom line. To finish, a dot should be drawn just above the starting point.



- For the capital letter *J*, they trace a vertical line from the top of the stave which arches upwardly left when it reaches the bottom of the stave. A short horizontal line is then added to the top of the line.



- A vertical line should be drawn from the middle to the bottom of the stave. Pupils should then trace a circle on the left starting at the base of the stave and reaching the middle at its highest point.



- For the capital letter *A*, pupils should draw a rightward-sloping line from the bottom to the top of the stave. They should then draw a rightward-sloping line from this point to the bottom of the stave. Finally, a horizontal line should be drawn between the middle of the left line to the middle of the right.



- Pupils trace and copy the letters *j/J* and *a/A* in the staves provided.
- Help pupils as they work.

Further practice

- Tell the class that you want them all to prepare a question for another pupil in the class, beginning *Do you like ... ?* Give them a few minutes to think about it.
- Give every pupil the chance to ask the question they have prepared. They should begin with the name of the person they are addressing, e.g. (*Raed*), *do you like oranges?*

End the lesson

- Remind pupils of the different structures with *like* that they have learned.

Unit 18 Can I have some bread, please?

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To match a piece of dialogue with a corresponding picture To fill in missing letters to complete a word To ask for food and respond politely
Structures	<i>Can I have some (bread), please?</i> <i>Yes, here you are.</i>
Functions	Making requests
Vocabulary	<i>bread, ice cream</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 30 Exercise 1, Listen and point ■ Activity Book, page 56 Exercise 1, Listen and circle Exercise 2, Write the missing letters ■ Cassette, Unit 18, Exercise 1; Activity Book, Unit 18, Exercise 1 ■ Flashcards: apple, bread, chicken, fish, ice cream, salad ■ Wall chart (5): Food

- Give the bread and ice cream cards to two different pupils. Ask for the bread: *Can I have some bread, please?*
- Model the reply *Yes, here you are*, and have the pupil with the bread card repeat it after you as they offer you the card.
- Say *Thank you, (Raed)*, thanking the pupil by name.
- Follow the same procedure with the ice cream card, then hand the cards to other pupils and practise the short dialogue again.

Pupil's Book, Page 30, Exercise 1

Unit 18 Can I have some bread, please?

1 Listen and point

1 Can I have some bread, please?

2 Yes, here you are.

Thank you, Mum.

3 Can I have some ice cream, please?

4 Yes, here you are.

Thank you, Asma.

30 Unit 18

Revision

- Use the flashcards or the food wall chart to reactivate *apples, chicken, fish* and *salad*. Hold up the cards one by one, reciting the food words with the class.
- Ask different pupils *Do you like fish?*, etc. Have them repeat the question to their friends or to you.

Classroom Assessment

With reference to pictures of food items, pupils can:

Scoring criteria	A	S	N
ask questions using <i>Do you like ... ?</i>			
correctly answer <i>Do you like ... ?</i> questions.			

A = Always S = Sometimes N = Never

Presentation

- Use flashcards or the food wall chart to teach the words *bread* and *ice cream*.
- Hold up the bread card and ask *What's this?* Answer the question yourself – *It's bread* – then say the word *bread* in isolation and have the class repeat it, several times.
- Use the ice cream card in the same way, to teach the word *ice cream*.

- Say *Open your books at page 30*. Write 30 on the board.
- Ask about the people shown in the picture story: *Who's this?* Establish that the pictures show Asma, Mazen and Mum. *This is Asma. This is her mum. This is her brother.*
- Set a listening task. Tell the class to listen carefully to the recording once. Explain that you will then play it again and pause the cassette during the dialogue: you will want them to tell you what is said next when you pause the cassette.
- Play the recording once for familiarisation, then a second time with pauses for pupils to anticipate what comes next.

Tapescript

1. Asma: Can I have some bread, please?
Mum: Yes, here you are.
Asma: Thank you, Mum.
3. Mazen: Can I have some ice cream, please?
Asma: Yes, here you are.
4. Mazen: Thank you, Asma.

Activity Book, Page 56, Exercise 1

- Ask the pupils to name the food items in the pictures.
- Explain to the class that they must listen to each dialogue and circle the corresponding picture.
- Go round and check pupils' work.

Tapescript

1. Can I have some bread, please?
Yes, here you are. Thank you.
2. Can I have some salad, please?
Yes, here you are. Thank you.
3. Can I have some ice cream, please?
Yes, here you are. Thank you.
4. Can I have some tea, please?
Yes, here you are. Thank you.

Answers

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

Activity Book, Page 56, Exercise 2

- Pupils have to complete the words by writing the missing letters after looking at the picture clues.

Answers

1. bread
2. ice cream
3. fish
4. salad

Further Practice

- Display all the flashcards in a row, where everyone can see them. Invite a volunteer to come to the front of the class. Ask for one of the items on the cards, e.g. *Can I have some salad, please?* Encourage your helper to pass you the salad flashcard and say *Yes, here you are.* Thank your helper by name.
- Ask pairs of volunteers to come to the front and play out the scene, using other flashcards. It may be necessary to help them at first by giving them the question to finish, e.g. Ask for some chicken. Say *'Can I have ... ?'*

End the lesson

- Divide the class into two: pupils on the left-hand side of the room and pupils on the right.
- Hold up one of the food flashcards. Encourage half of the class to ask for the food shown on the card, e.g. *Can I have some apples, please?* and the others to reply *Here you are,* and then have the first group say *Thank you.*
- Continue in the same way, holding up other cards. Reverse the roles so that both groups have a turn at asking for things.

Lesson 2

Outcomes	To listen to and say a question and answer dialogue To participate in guided exchanges with a peer To imitate the pronunciation of some simple sounds and words To match pictures with corresponding food words To ask for food and drink and respond politely
Structures	<i>Can I have some (water), please?</i>
Functions	Making requests
Vocabulary	<i>banana, date, egg, orange, water</i>
Topic	Food
Resources	<ul style="list-style-type: none">■ Pupil's Book, page 31 Exercise 2, Listen and say Exercise 3, Ask and answer Exercise 4, Listen and say■ Activity Book, page 57 Exercise 3, Match Exercise 4, Match the picture and the sound■ Cassette, Unit 18, Exercises 2 and 4■ Flashcards: Ee, Oo, apple, chicken, bread, ice cream, eggs, dates, oranges, water and juice■ Wall charts (5 and 8): Food, Letters■ A bottle of mineral water and a carton of juice (they can be empty); a shopping basket

Revision

- Play the recording for the picture sequence from Lesson 1. In the second half of the scene, where Asma's brother asks for ice cream, pause the cassette between lines of dialogue and ask the class to tell you what comes next.
- Use the food flashcards or the food wall chart to help the class ask for and give different items of food, as they did at the end of Lesson 1 (*Ending the lesson*).

Presentation

- Display the mineral water and the juice where everyone can see them. Choose a confident pupil and ask (*Raed*), *can I have some juice, please?* Encourage your helper to pass you the juice and carton and say *Yes, here you are.* You should reply *Thank you, (Raed).*
- Ask another pupil (*Hani*), *can I have some water, please?* *Water* is a new word, so you should enunciate it clearly. (*Hani*) should pass you the water and say *Yes, here you are.* Thank him/her by name, as before.
- Present the words for *eggs* and *dates* using the corresponding flashcards.

Pupil's Book, Page 31, Exercise 2

- Play the recording for familiarisation and then for repetition. Pause the cassette after each line of the dialogue.

Tapescript

Girl 1: Can I have some water, please?
 Girl 2: Yes, here you are.
 Girl 1: Thank you.

Pupil's Book, Page 31, Exercise 3

- Focus on the shopping list in Exercise 3. Help pupils to ask for the different things on the list, using *Can I have*

some ... ? You can then hand over the flashcards, saying *Here you are.* The pupil who asked should then say *Thank you.*

- Give pupils a few minutes to practise in pairs. You can treat the activity as a memory game. One pupil – the one who is shopping – closes his/her book. They must imagine that they have left their shopping list at home. They must try to remember the five things on their list and ask for them.

Pupil's Book, Page 31, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /e/ and /o/. Use the Ee and Oo flashcards to practise with pupils how these letters are pronounced.
- Play the recording. Have the class repeat each word after the voice in the recording. Pause the recording after each voice and ask pupils to point to the relevant letter on the Letters wall chart.

Tapescript

/e/ egg /o/ orange

Activity Book, Page 57, Exercise 3

- Pupils draw lines linking each food word to its corresponding picture.
- Make sure pupils understand how to complete the exercise by guiding them through the example.
- Check answers as a class.

Answers

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

Activity Book, Page 57, Exercise 4

- Pupils match each picture with the appropriate letter sound.
- Check answers as a class.

Answers

1. e 2. a 3. o

Further practice

- Place the water bottle and the juice carton on a table at the front of the classroom. Invite a pair of pupils to come and play shops, like the two girls in Exercise 2. Give one of them the shopping basket.
- The pupil with the shopping basket asks for water or juice and the other pupil – the shopkeeper – takes the bottle from the table and hands it over, saying *Yes, here you are.* Pupil 1 then says *Thank you.* They then swap roles and repeat the roleplay.
- Repeat several times with different pairs of pupils.

End the lesson

- Use the flashcards and tell pupils to ask for different items, as if they were in a shop. Give the corresponding flashcard to the pupil who has asked and say *Yes, here you are.*

- Once a card has been removed from the display, no one may ask for that item again. Pupils will need to think of the different food words they know and work out which have not yet been 'bought'.

Lesson 3

Outcomes	To understand question and answer dialogues using pictures and real objects To ask questions after interpreting food pictures To recognise food items and draw them accordingly To ask for food and drink and respond politely
Structures	<i>Can I have some (water), please?</i>
Functions	Making requests
Vocabulary	<i>bananas, dates, ice cream, oranges, salad, water</i>
Topic	Food and drink
Resources	<ul style="list-style-type: none"> Pupil's Book, page 32 Exercise 5, Listen and point Exercise 6, Say Activity Book, page 57 Exercise 5, Read and draw Cassette, Unit 18, Exercise 5 Flashcards: bananas, oranges, dates, bread, apple A bottle of mineral water and a carton of juice (they can be empty); a shopping basket

Revision

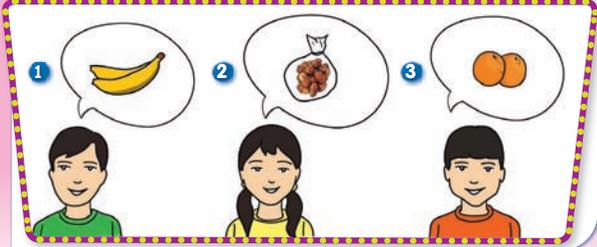
- Repeat the shopping game from the end of Lesson 2 (*Ending the lesson*), but with the following twist: place the food flashcards needed with their fronts towards the class so that everyone can see what they are. Have two helpers stand by the cards: they are the 'shopkeepers'. Position yourself with your back to the cards. Ask for different items, trying to remember which are left on display without looking. The shopkeepers must give you the different items you ask for and you can put them in the shopping basket. If you make a mistake, you are eliminated from the game. Then one of the pupils still seated must come and be the 'shopper' but, like you, they must stand with their back to the flashcards.

Pupil's Book, Page 32, Exercise 5

5 Listen and point



6 Say
Can I have some bananas, please?



32 Unit 18

- Ask questions about the picnic scene: *How many girls/ boys? Where are they? (In the park.)*
- Ask the pupils to listen to the recording and point to the person who is speaking. Press the pause button after each line of dialogue and check that everyone is pointing to the correct person.
- Play the recording again, pausing after each line of dialogue. Ask pupils to point to the person who is making the request.

Tapescript

- Girl 1: Can I have some water, please?
 Boy 1: Yes, here you are.
 Girl 1: Thank you.
- Boy 2: Can I have some ice cream, please?
 Woman: Yes, here you are.
 Boy 2: Thank you.
- Man: Can I have some salad, please?
 Girl 2: Yes, here you are.
 Man: Thank you.

Pupil's Book, Page 32, Exercise 6

- Pupils must point to each of the three children in turn, beginning with the boy on the left, and formulate questions beginning *Can I have some ... ?*
- In your stronger classes, let the pupils try the activity without your help to begin with. They may work with a partner. They should point to each child and decide what question they are asking. Then bring the class together again to go through the activity.

Answers

1. Can I have some bananas, please?
2. Can I have some dates, please?
3. Can I have some oranges, please?

Activity Book, Page 57, Exercise 5

- Pupils must read and interpret the sentences and draw their answers on the plates.

- Correct the exercise with the whole class .

Answers

1. Pupils draw some oranges on the plate.
2. Pupils draw some dates on the plate.

Further practice

- Create a long picnic table like the one shown in the Pupil's Book. You could perhaps join two desks together. Place three chairs either side. Invite six confident pupils to come and roleplay having a picnic. Give each one a flashcard. Also, place the water bottle and the juice carton on the table.
- Have all your helpers place their flashcards in front of them, so that everyone can see them. They should take turns to ask for the food held by the pupil opposite them, using *Can I have some ... ?* The pupil opposite passes the card across to them saying *Here you are*, and the first pupil thanks them.
- Give the water and the juice to two different picnickers. Then ask other pupils to ask for those drinks.
- The rest of the class can also participate. They can repeat the questions that have just been asked. Or you can ask one of the picnickers to hold up their card then elicit questions (*Can I have some ... ?*) from the rest of the class.

End the lesson

- Invite a volunteer to come to the front of the class. Give him/her two food flashcards. They may look at them but they must not show them to the class.
- Other pupils in the class ask for the food items, using *Can I have some ... ?* If they guess correctly, your helper hands over the card saying *Here you are*.

Lesson 4

Outcomes	To understand mini-dialogues using pictures and real objects To demonstrate a love of listening to songs To practise writing the letters <i>e/E</i> and <i>o/O</i>
Structures	<i>Can I have some (salad), please?</i>
Functions	Making requests Singing along with songs
Vocabulary	<i>apples, bread, chicken, fish, ice cream salad, water</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 33 Exercise 7, Listen and match Exercise 8, Sing ■ Activity Book, page 57 Exercise 6, Trace and copy ■ Cassette, Unit 18, Exercises 7 and 8 ■ Flashcards: apple, bread, chicken, fish, ice cream, salad, egg, orange ■ Wall chart (5): Food ■ A bottle of mineral water and a carton of juice (they can be empty)

Revision

- Revise the /e/ sound and the /o/ sound using the egg and orange flashcards or the food wall chart.
- Practise saying the words *egg* and *orange*, stressing the sounds at the beginning of each word.

Classroom Assessment

With reference to flashcards/ wall charts, pupils can:

Scoring criteria	G	F	P
correctly pronounce the initial short vowel <i>e</i> .			
correctly pronounce the initial short vowel <i>i</i> .			

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

Presentation

- Model the letters *e* and *o* on the board. Have the class write small *es* and *os* in the air with their fingers.

Pupil's Book, Page 33, Exercise 7

7 Listen and match

1 

2 

3 

4 

8 Sing

Can I have some chicken, please?
Yes, here you are.
Thank you.

Can I have some salad, please?
Yes, here you are.
Thank you.

Can I have some ice cream,
please?
Yes, here you are.
Thank you.




Unit 18 33

- Pupils listen to the recording and match each dialogue to its corresponding picture. Pause the recording after each mini-dialogue and ensure that everyone has found the correct picture.
- Play the recording again. Pause after each mini-dialogue and have pupils repeat.

Tapescript

- Boy: It's hot. Can I have some water, please?
- Woman: Can I have some salad, please?
Man: Yes, here you are.
- Boy: I like fish.
Girl: I like bread.
- Woman: Can I have some apples, please?
Man: Yes, here you are.

Answers

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

Pupil's Book, Page 33, Exercise 8

- If you wish to add an action element to the song, have the pupils stand in a circle and give one pupil a flashcard: *chicken, salad or ice cream*. As they sing, the flashcard is passed from pupil to pupil on *here you are*.

Tapescript

Can I have some chicken, please?
Yes, here you are.
Thank you.

Can I have some salad, please?
Yes, here you are.
Thank you.

Can I have some ice cream, please?
Yes, here you are.
Thank you.

Activity Book, Page 57, Exercise 6

- Pupils should draw a horizontal line halfway between the middle and the bottom of the stave. Then they begin to trace a circle around the horizontal line. This line should end just after curving up from the bottom of the stave, forming an incomplete circle around the original line.



- For the capital letter E, draw a vertical line from the top to the bottom of the stave. Then draw three horizontal lines on the right of the vertical line; one at the bottom, one at the top, and one in the middle.



- Pupils should draw a small circle with the highest point touching the middle of the stave and the lowest point touching the bottom of the stave.



- Repeat the instructions for a capital O but substitute 'the middle' for 'the top'.



- Pupils trace and copy the letters *e/E* ; and *o/O* in the staves provided.
- Help pupils as they work.

Further practice

- Reactivate the vocabulary and structures learned in Unit 18, using the flashcards, the water bottle and the juice carton. Distribute these to different pupils around the class. Have those pupils line up in a row at the front of the class, holding up their flashcards, bottle or carton so everyone can see them.
- Without looking at any particular pupil in the row, ask for different items, e.g. *Can I have some juice, please?* The pupils holding that item will need to recognise it in your question and hand it over to you – not forgetting to say *Here you are*.

End the lesson

- Repeat the game from Lesson 3 (*Ending the lesson*) to reinforce *Can I have some ... ?*

Lesson 1

Outcomes	To understand new words when listening using pictures and real objects To label the parts of the body To listen and follow instructions by drawing appropriate answers
Structures	<i>Let's draw a (man).</i> <i>Draw his (head).</i> <i>Is he (sad)? No, he's (happy).</i>
Functions	Giving commands
Vocabulary	<i>arms, draw, feet, hands, head, legs</i>
Topic	Parts of the body
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 34 Exercise 1, Listen and point ■ Activity Book, page 58 Exercise 1, Write ■ Cassette, Unit 19, Exercise 1; ■ Flashcards: head, leg, arm, hand, foot ■ Wall chart (6): The body

Revision

- Ask the class to draw different things in the air. Say, e.g. *Can you draw a tree? Draw a car. Can you draw a table? ... and a chair? Draw a ball,* etc.
- Alternatively, you can have pupils come and draw the things on the board. In this case, set a time limit such as ten seconds. The rest of the class can count to ten.
- The drawing could be cumulative, with each pupil drawing an additional detail: *Draw a car. Draw a boy in the car. Draw a bird on the car. Draw a ball under the car.*

Classroom Assessment

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

Scoring criteria	C	P	I
demonstrate understanding by drawing the named object.			

C = Complete P = Partial I = Incomplete

Presentation

- Begin by drawing a simple picture of a boy on the board. Talk about the picture as you draw, emphasising the words for parts of the body: *What's this? Is it a girl or a boy? It's a boy. This is his head. This is his arm and this is his hand. This is his leg. And here are his feet.* (The singular form, *foot*, will be taught in Lesson 3.)
- Point to the different parts of the drawing and say the parts of the body. Or you can use the flashcards of the parts of the body or the body wall chart to teach the words (*head, leg, arm, hand, foot*). Have the class repeat after you.

Pupil's Book, Page 34, Exercise 1

Unit 19
Let's draw a man

1 Listen and point

Let's draw a man. Draw his head.

Draw his arms and legs.

Draw his hands and his feet.

Is he sad? No, he's happy!

34 Unit 19

- Say *Open your books at page 34. Write 34 on the board.*
- Point to the pictures of Miss Mariam and ask *Who's this?* Pupils may need to be reminded: *She's Miss Mariam. She's a teacher.*
- Set a listening task: ask pupils to listen carefully and count how many different words for parts of the body they hear.
- Play the recording for familiarisation and then again – with pauses – for repetition. Each time, count off the five body words on your fingers.

- Ask *How many words for parts of the body? (Five.)* Say the five words with the class, touching the corresponding parts of your body.

Tapescript

Miss Mariam: Let's draw a man. Draw his head.
 Draw his arms and legs.
 Draw his hands and his feet.
 Is he sad? No, he's happy!

Activity Book, Page 58, Exercise 1

- Pupils label the parts of the man. Go through the example with them, and show them that the word 'head' has also been crossed out in the box. Make sure that the pupils write the word first and then cross out the corresponding word in the box.
- Correct the answers with the whole class.

Answers

1. head 2. arm 3. leg 4. hand

End the lesson

- Ask the pupils to say the names of their body parts to their family.

Lesson 2

Outcomes

To practise counting skills
 To count body parts by doing a question and answer exercise
 To imitate the pronunciation of some simple sounds and words
 To look at pictures and count objects/parts of the body

Structures

How many (hands)? (Six) hands.

Functions

Counting

Vocabulary

arms, feet, hands, head, in, legs, man, under

Topic

Parts of the body

Resources

- Pupil's Book, page 35
 Exercise 2, Listen and answer
 Exercise 3, Ask and answer
 Exercise 4, Listen and say
- Activity Book, page 58
 Exercise 2, Listen and draw
- Cassette, Unit 19, Exercises 2 and 4
 Activity Book, Unit 19, Exercise 2
- Flashcards: Ii, Uu, Mm, Ll, head, leg, arm, hand, foot
- Wall charts (6 and 8): The body, Letters

Revision

- Say *Stand up, please.* Point to your head, etc. and say the words: *Head. Arms. Hands. Legs. Feet.* Have the pupils do the same: *Head. Arms. Hands. Legs. Feet.* Or you can use the flashcards or the body wall chart.

Classroom Assessment

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

Scoring criteria	G	F	P
point to the named part of their body.			

G = Good F = Fair P = Poor

Presentation

- Have two helpers come and stand at the front of the class. Ask the other pupils *How many hands?* and count the hands of your helpers out loud.
- Ask *How many feet/legs/heads/arms?* Encourage the rest of the class to count out loud with you each time.
- Have a third then a fourth, then a fifth helper join the others. Ask again *How many heads?* etc. Count them as before.

Pupil's Book, Page 35, Exercise 2

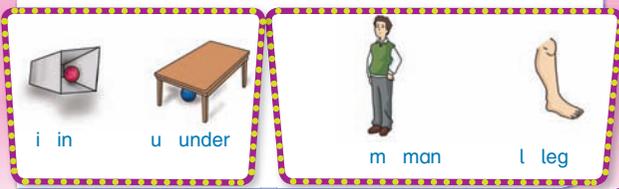
2 Listen and answer



3 Ask and answer
 How many hands? Six hands.



4 Listen and say



Unit 19 35

- Focus on the picture of the three girls. Ask *How many girls?* and count them with the class. Ask one or two more *How many ... ?* questions about the picture.

- Pupils look at the picture and listen to the recording. Pause the recording after each question and let pupils answer. Then play the recorded answer so they can see whether they were right.

Note: It is possible that the pupils will count the doll's head, hands and feet as well. If they do, accept their answer, but explain that, for the purposes of the recording, only the girls' heads, hands and feet are counted.

Tapescript

Woman: How many girls?

Girl: Three.

Woman: How many heads?

Girl: Three.

Woman: How many hands?

Girl: Six.

Woman: How many books?

Girl: Three.

Woman: How many bags?

Girl: Two.

Woman: How many legs?

Girl: Six.

Woman: How many feet?

Girl: Six.

Woman: How many dolls?

Girl: One.

Pupil's Book, Page 35, Exercise 3

- Use the first picture – the hand – to ask a question about the girls in Exercise 2: *How many hands?* (make sure you establish with the class that you are counting either only the girls' body parts, or the body parts of the girls and the doll).
- Invite pupils to ask questions based on the other two pictures: *How many heads?* *How many arms?* Have other pupils give the answers.
- Give pupils a few minutes to work in pairs and ask each other questions about the three girls, using *How many ... ?* However, if you feel your pupils will need more guidance, continue with whole-class work. Prompt them to ask questions by pointing to your own arms, feet, etc. or by holding up a book or a bag.

Answers

How many hands? Six hands.

How many heads? Three heads.

How many arms? Six arms.

Pupil's Book, Page 35, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /i/, /u/, /m/ and /l/. Use the flashcards or letters wall chart to practise reading the letters with the class.

- Play the recording. Have the class repeat each word after the voice in the recording.

Tapescript

/i/ in /u/ under /m/ man /l/ leg

Activity Book, Page 58, Exercise 2

- Focus on the picture of the body in the box. Tell the class that they must listen to the tapescript and complete the drawing of the boy's body.
- Say *Let's draw a boy* and let the pupils complete the drawing.
- Focus on the completed drawing. Have the class point to the different body parts, naming them with you: *head, arms, legs, hands, feet*.

Tapescript

head, arms, legs, hands, feet

End the lesson

- Review structures taught in this lesson.

Lesson 3

Outcomes

To find parts of the body in a picture and say their names
To follow commands as part of a game
To distinguish between different phonic sounds

Structures

Touch your (nose).

Functions

Giving and following commands

Vocabulary

mouth, nose, touch, eyes, ears

Topic

Parts of the body

Resources

- Pupil's Book, page 36
Exercise 5, Find and say
Exercise 6, Game: Touch your foot
- Activity Book, page 59
Exercise 3, Count and write

Revision

- Point to your head, arms, hands, legs and feet, saying the English words. Have the pupils do the same, speaking along with you.
- Revise the words for facial features in the same way: *eyes, ears, nose and mouth*.
- Have two helpers come to the front. Ask *How many feet/ legs/heads/arms/eyes/mouths/ears?* Encourage the rest of the class to count them out loud with you.

- Add an extra twist by having two different groups of helpers at the front of the class. Put one helper in one group and two helpers in the other, so that there are never the same number of pupils in each group. Ask the same questions, e.g. *How many ears?* etc. about one group and then the other to elicit different answers.

Presentation

- Say *Stand up, please*. Ask the class to touch different parts of their bodies: *Touch your head/arms/feet*, etc.
- Say *Touch your foot* and demonstrate touching just one foot. Demonstrate the instructions alternately: *Touch your feet. Touch your foot.*
- Continue with a few more instructions, repeating *Touch your foot/feet* from time to time.
- Explain briefly in Arabic that *foot* is different from other English words. Usually, we make the plural by adding the /s/ sound, e.g. *book, books*. But in the case of *foot*, the sound in the middle of the word changes in the plural, and there is no /s/ sound at the end.
- Pointing to your own eyes, etc. say *Touch your eyes. Touch your ears. Touch your nose. Touch your mouth.* Emphasise the words for facial features.
- Repeat, saying just the facial features. Have the pupils point to their own eyes, etc. and repeat the words after you: *Eyes. Ears. Nose. Mouth.*

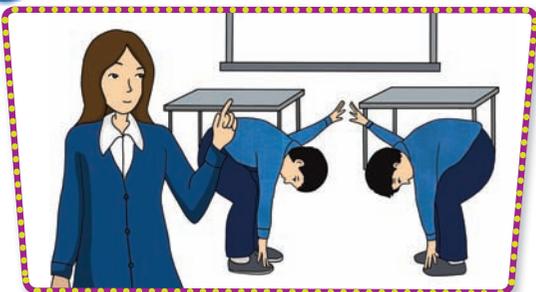
Pupil's Book, Page 36, Exercise 5

5 Find and say

mouth



6 Game: Touch your foot



- Tell the class to look at the picture. Explain briefly that the children are playing *Hide and Seek*. Ask pupils if they can see and name any of the parts of the body. Have them point to the part of the body and say the word.
- Tell them to point to the different parts of the body that can be seen in the picture. Say *Point to the mouth*, etc.

Answers

Pupils point to: arm, ear, head, feet, hand, eyes, mouth, legs, nose

Pupil's Book, Page 36, Exercise 6

- Use the picture to explain the game. In pairs, pupils pretend that one of them is the mirror reflection of the other. They must copy each other's movements exactly, and at the same time. They will find this easier if they move slowly.
- Have a pair of volunteers come to the front and demonstrate. They should stand facing each other, a couple of metres apart. Give instructions for the pair to carry out, moving simultaneously, e.g. *Touch your foot/head arms*, etc.

Activity Book, Page 59, Exercise 3

- Point to the first three pictures of the boys and ask *How many hands?* Use a pencil to point to the boys' hands and count them out loud.
- Give pupils a few moments to count the other items in the pictures – hands of the three boys, books, cars and noses – and write the correct number for each under pictures 1–4.
- Bring the class together again to correct the exercise. Ask *How many hands/feet?*, etc.

Answers

1. six hands
2. two books
3. two cars
4. three noses

End the lesson

- Revise vocabulary from earlier in the course. Say *Point to the window/door/clock. Touch your chair/table. Show me your book/pencil/bag*, etc.

Lesson 4

Outcomes	To listen to the names of parts of the body and recognise them in a picture To demonstrate a love of listening to songs To practice writing the letters <i>m/M, i/I, u/U</i> and <i>l/L</i>
Structures	<i>I can touch my (head).</i>
Functions	Describing parts of the body Singing along with songs
Vocabulary	<i>arm, ear, eye, foot, hand, head, leg, mouth, nose</i>
Topic	Parts of the body
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 37 Exercise 7, Listen and match Exercise 8, Sing ■ Activity Book, page 59 Exercise 4, Trace and copy ■ Cassette, Unit 19, Exercises 7 and 8 ■ Flashcards: eye, head, hand, nose, mouth, foot, leg, ear, arm ■ Wall chart (6): The body

Revision

- Revise words for parts of the body using any activity from earlier lessons that the pupils have enjoyed or the flashcards or the wall chart.

Pupil's Book, Page 37, Exercise 7



8 Sing

I can touch my head.
I can touch my head.
I can run and I can jump
And I can touch my head.

I can touch my nose.
I can touch my nose.
I can run and I can jump
And I can touch my nose.

- Pupils listen to the recording and circle the corresponding parts of the body in the picture of the boy or use the body wall chart. Press the pause button after each word to give them time to think and find the right place in the picture.
- For further practice, hold up a flashcard of a body part and say the word.

Tapescript

1. head 2. hand 3. foot 4. leg 5. arm

Answers

1. Pupils circle number 1.
2. Pupils circle number 5.
3. Pupils circle number 3.
4. Pupils circle number 4.
5. Pupils circle number 2.

Pupil's Book, Page 37, Exercise 8

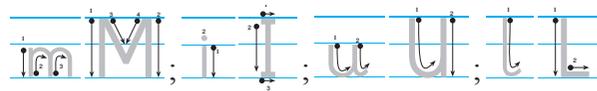
- Say *Stand up, please*. Play the recording and do the actions described. For *I can run* and *I can jump* you can run and jump on the spot. Encourage the pupils to copy your actions.
- Play the song again once or twice. Encourage the class to join in with the words.
- Invite a volunteer to come to the front. Play the song and ask him/her to point to the relevant body part on the body wall chart.

Tapescript

I can touch my head. I can touch my nose.
I can touch my head. I can touch my nose.
I can run and I can jump I can run and I can jump
And I can touch my head. And I can touch my nose.

Activity Book, Page 59, Exercise 4

- Pupils trace and copy the letters *m/M, i/I, u/U* and *l/L* in the staves provided.
- Help pupils as they work.



End the lesson

- Remind pupils of all the different things they have learned to say in Unit 19. Revise words for parts of the body by having pupils touch their head, arms, etc. and say the words with you. End by touching one foot then both feet, and saying clearly *foot, feet*.

Unit 20 Review

Lesson 1

Outcomes	To understand a mixture of sentence structures using pictures and real objects To label objects To fill in missing words to complete a sentence
Structures	<i>I can (swim).</i> <i>I like (juice).</i>
Functions	Making requests Describing ability
Vocabulary	<i>apples, chicken, fish, happy, hop, jump, milk, ride a bike, run, salad</i>
Topic	Food and drink Fitness
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 38 Exercise 1, Listen and point ■ Activity Book, page 60 Exercise 1, Find and write the odd one out Exercise 2, Write ■ Cassette, Review, Exercise 1 ■ An empty bottle for mineral water, an empty milk bottle or carton, an empty juice bottle or carton; a shopping bag ■ Flashcards: apple, chicken, fish, salad (or photos of the same foods taken from magazines) ■ Wall chart (5): Food

Revision

- Revise the action verbs that pupils learned in Unit 16. Use mime to elicit the sentences: *I can run /jump/ride a bike/swim.*
- Use the empty drinks bottles, etc. to revise *I like ...*. Hold the shopping bag and pretend you are going shopping. As you step into the shop, say *I like this shop.*
- Walk past the row of drinks containers. Pick up each one and put it in your bag, saying *I like juice*, etc. Pause before the name of the drink and see if the children can say it for you.
- Replace the drinks, then invite two volunteers to come and be shoppers. Give one of them the bag. They should pick up the drinks as you did, saying sentences with *I like ...*.

- Use the containers to revise *Can I have some ... ?* Arrange them in a group, as if they were on the dining table. Have a confident pupil come to the front and pass you a drink: ask *Can I have some juice, please?*
- Encourage the pupil to say *Yes, here you are*, and don't forget to say *Thank you*. Have different pupils ask for drinks from the table: you can do this by simply pointing to a pupil and to one of the containers. Mouth the question silently, if necessary.

Pupil's Book, Page 38, Exercise 1

Unit 20
Review

1 Listen and point

1

Hello, Mum. Can I have some milk, please?

Yes, here you are.

Thank you.

2

Milk.

Yes, Fadia. I like milk.

3

Bike.

Yes, Fadia. He can ride a bike.

4

Fadia is happy.

38 Unit 20

- Say *Open your books at page 38*. Write 38 on the board to help understanding.
- Point to the different people in the pictures, asking *Who's this?* to elicit *It's Mazen/his mum/his sister/his brother.*
- Set a listening task: tell the class that Fadia has been listening to Mazen practising his English. Now she is going to say her first words in English. Pupils must listen carefully and tell you what those words are: there will be two of them.
- Play the recording once or twice for familiarisation. Pupils point to the person who is speaking. Play the recording again, pausing for repetition.

- Return to the listening task. Ask pupils to tell you what Fadia's first words in English are: *milk* and *bike*.

Tapescript

1. Mazen: Hello, Mum. Can I have some milk, please?
Mum: Yes, here you are.
Mazen: Thank you.
2. Fadia: Milk.
Mazen: Yes, Fadia. I like milk.
3. Fadia: Bike.
Asma: Yes, Fadia. He can ride a bike.
4. Mum: Fadia is happy.

Activity Book, Page 60, Exercise 1

- Focus on picture 1. Ask the pupils to name the vehicles/fruit in the picture.
- Explain to them that they must decide which picture is the odd one out and then write their answer in the space provided.
- Check answers as a class.

Answers

1. apple
2. bus

Activity Book, Page 60, Exercise 2

- Point to the first picture and elicit the word *boy* and then *He*. Explain to the pupils that they must write *He* or *She* for each answer depending on the gender of the characters.

Answers

1. He can jump.
2. She can run.
3. He can ride a bike.
4. She can hop.

End the lesson

- Use the flashcards, which you arranged round the classroom before the lesson, to reactivate words for food or you may use the food wall chart. Pretend to be looking for something and ask *Where's the fish?* Point to a card which is not the fish and ask *Fish?* See if pupils can find and point to the fish card. Proceed the same way with the cards for *chicken*, *salad* and *apples*. (*Where are the apples?*) Then point to the different cards and ask *What's this?*

Lesson 2

Outcomes	To understand sentences when listening using pictures and real objects To interpret pictures and say simple sentences correctly To listen to and repeat letter sounds and words To look at pictures and fill in missing words to complete a sentence To use the correct personal pronouns to identify people by gender
Structures	<i>I can ride a bike.</i> <i>Can I have some (chicken), please?</i>
Functions	Expressing likes Stating ability
Vocabulary	<i>apples, bananas, dates, fish, ice cream, juice, jump, orange, ride a bike, run</i>
Topic	Fitness Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 39 Exercise 2, Listen and match Exercise 3, Say Exercise 4, Listen and say ■ Activity Book, page 61 Exercise 3, Match and write ■ Cassette, Review, Exercises 2 and 4 ■ Flashcards: Jj, Rr, Aa, Oo, juice, chicken, bananas, dates ■ Wall charts (5 and 8): Food, Letters

Revision

- Revise fitness words by miming actions in front of the class. (e.g. *ride a bike*, *swim*, etc.)
- Use the flashcards or the food wall chart to revise the food words, *juice*, *chicken*, *bananas* and *dates*. Give flashcards for these foods to random pupils in the class. Ask if you can have each food item by saying, *Can I have some chicken, please?*, etc. Collect all the flashcards from the pupils.

Diagnostic Assessment

With reference to food, flashcards/wall charts, pupils can:

Scoring criteria	Yes	No
ask correctly <i>Can I have some ..., please?</i>		

Pupil's Book, Page 39, Exercise 2

2 Listen and match

3 Say
I can swim.

4 Listen and say

Unit 20 39

- Ask pupils to listen to the recording and match each dialogue to its corresponding picture.
- Press the pause button after each sentence and check that everyone has found the correct picture.
- Have pupils point to the pictures, beginning with number 1, and say the corresponding sentence.

Tapescript

1. She can run.
2. She can jump.
3. He can ride a bike.
4. I like fish.
5. I like juice.
6. I like ice cream.

Answers

1. Picture 4
2. Picture 6
3. Picture 3
4. Picture 1
5. Picture 2
6. Picture 5

Pupil's Book, Page 39, Exercise 3

- This exercise gives pupils a chance to revise the fitness activities. Pupils look at the pictures and say the sentences in the first person.

Answers

1. I can swim.
2. I can ride a bike.
3. I can run.
4. I can hop.
5. I can jump.

Pupil's Book, Page 39, Exercise 4

- Hold up your book and point to Exercise 4. Tell the class that the items shown in Exercise 4 begin with the sounds /j/, /r/, /a/ and /o/.
- Use the flashcards or letters wall chart to practise with the pupils the target letters and how they are pronounced.
- Explain to the pupils that they must say the letter sound first and then the word.

Tapescript

- /j/ jump
/r/ run
/a/ apple
/o/ orange

Activity Book, Page 61, Exercise 3

- Pupils must follow the lines from each person to their desired food. Go through the example with the class, running your finger along the line from the girl's head to the picture of the chicken. Make sure that they cross out the word in the box as they complete each number.

Answers

1. chicken
2. juice
3. bananas

End the lesson

- Write the letters that pupils learned earlier in the course on the board. Practise saying the sound of each letter, then see if pupils can remember any words that begin with that sound. Prompt them by pointing to items in the classroom or by drawing simple pictures on the board: *b* (bag, book), *f* (four, five, fish), *s* (six, seven), *d* (dad, doll, door), *p* (park, pencil, pen).

Lesson 3

Outcomes To understand food requests using pictures and dialogues
To ask and answer questions about requesting food
To trace and copy short simple words

Structures *Can I have some (chicken), please?*
Yes, here you are.

Functions Making requests

Vocabulary *bread, chicken, fish, salad, water*

Topic Food

Resources

- Pupil's Book, page 40
Exercise 5, Listen and match. Say
Exercise 6, Ask and answer
- Activity Book, page 61,
Exercise 4, Trace and copy
- Cassette, Review, Exercise 5
- Flashcards: apple, bread, chicken, fish, ice cream, salad
- A bottle of mineral water, a carton of juice, a carton of milk (all empty), a shopping basket

Pupil's Book, Page 40, Exercise 5

5 Listen and match. Say



6 Ask and answer

Can I have some chicken, please? Yes, here you are.
Thank you.



40 Unit 20

Revision

- Arrange the flashcards and the drinks containers in a row where everyone will be able to see them.
- Revise phrases for asking for and giving things politely. Invite two pupils to come and be shopkeepers. Hold the basket and position yourself so that you cannot see the cards. Ask for different items: *Can I have some milk, please?* etc. The shopkeepers give you the correct item, saying *Yes, here you are.* You thank them.
- Invite volunteers to assume your role. Like you, they must stand so that they cannot see the goods on display, and they must be careful not to ask for an item that has already been removed. Encourage the other pupils – those who can see what is left in the shop – to suggest *Can I have ... ?* requests.

Diagnostic Assessment

With reference to flashcards, pupils can:

Scoring criteria	Yes	No
ask correctly <i>Can I have some ..., please?</i>		
respond correctly by giving the item and saying <i>Yes, here you are.</i>		

- Pupils listen to the recording and follow the picture sequence, pointing to the girls as they speak. Play the recording once for familiarisation.
- Play the recording a second time, pausing after each conversation. Pupils can circle the correct picture when they hear the corresponding piece of dialogue.

Tapscript

Narrator: One.
Girl 2: Can I have some water, please?
Girl 3: Yes, here you are.
Girl 2: Thank you.

Narrator: Two.
Girl 1: Can I have some salad, please?
Girl 2: Yes, here you are.
Girl 1: Thank you.

Narrator: Three.
Girl 2: I like water.
Girl 1: I like salad.

Answers

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

Pupil's Book, Page 40, Exercise 6

- Ask a pupil for some chicken, as in the example shown. Help them to say *Yes, here you are*.
- Follow the same procedure with the other pictures. If possible, have pupils take the role of the person asking.
- Let pupils work in pairs for a few minutes to practise the short dialogues.

Answers

Can I have some chicken, please?

Yes, here you are.

Can I have some fish, please?

Yes, here you are.

Can I have some bread, please?

Yes, here you are.

Can I have some water, please?

Yes, here you are.

Activity Book, Page 61, Exercise 4

- Pupils trace and copy the words *red*, *car* and *doll*.
- Help pupils as they work.

End the lesson

- Distribute the food flashcards and the drink containers to different pupils around the class. Have those pupils line up in a row at the front of the class, holding up their flashcards, bottles or cartons for everyone to see.
- Other children in the class must ask for different items, e.g. *Can I have some juice, please?* (You may have to demonstrate by asking for the first item yourself.) The pupil holding that item says *Yes, here you are* and gives it to the person who asked for it. That person must then say *Thank you*.

Lesson 4

Outcomes	To ask and answer questions about food items To do a project To answer questions about food preferences using pictures and real objects
Structures	<i>Do you like bananas? Yes.</i> <i>Can I have some (chicken), please?</i> <i>Yes, here you are.</i>
Functions	Making requests
Vocabulary	<i>apples, bread, chicken, fish, ice cream, juice, salad, water</i>
Topic	Food
Resources	<ul style="list-style-type: none"> ■ Pupil's Book, page 41 Exercise 7, Ask and answer Exercise 8, Project: Make a menu ■ Activity Book, page 61 Exercise 5, Project: Make a menu ■ Flashcards: apple, chicken, fish, salad, bread, ice cream, juice, water (or photos of these foods from magazines) ■ Wall chart (5): Food ■ An empty bottle for mineral water, an empty milk bottle or carton, an empty juice bottle or carton

Revision

- Tell pupils to prepare a question about food for another child in the class, beginning *Do you like ... ?* Give them a few moments to think about it.
- Give every pupil the chance to ask the question they have prepared. They should begin with the name of the person they are addressing, e.g. *(Raed), do you like apples?*

Diagnostic Assessment

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

Scoring criteria	A	S	N
ask a partner <i>Do you like</i> [a food item]? starting with the partner's name.			

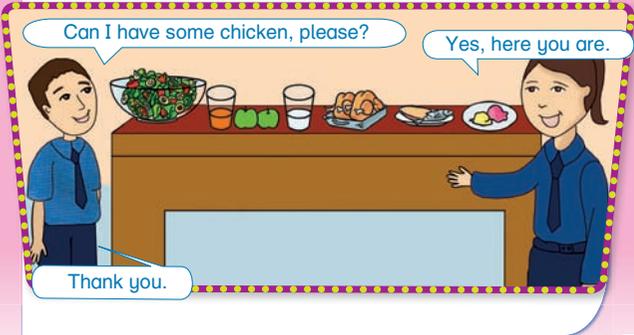
A = Always **S = Sometimes** **N = Never**

Pupil's Book, Page 41, Exercise 7

7 Ask and answer
Do you like bananas? Yes.



8 Project: Make a menu



Unit 20 41

- Ask the pupils to look at the food items on the table and to identify them.
- Split the class into pairs and have them ask one another questions about whether they like the food items.

Answers

Do you like bananas? Yes/No.
Do you like chicken? Yes/No.
Do you like juice? Yes/No.
Do you like milk? Yes/No.
Do you like salad? Yes/No.
Do you like tea? Yes/No.
Do you like ice cream? Yes/No.
Do you like water? Yes/No.
Do you like eggs? Yes/No.
Do you like dates? Yes/No.
Do you like oranges? Yes/No.
Do you like apples? Yes/No.

Pupil's Book, Page 41, Exercise 8

- Refer to page 8 (introduction) of the Teacher's Book.
- Pupils complete the project by splitting a page of A4 into eight compartments. They should draw the food items featured in the Pupil's Book on their sheet of paper. They can ask each other in pairs if they like a particular food, ticking off the ones that they like on their own form.

Activity Book, Page 61, Exercise 5

- Refer to page 8 (introduction) of the Teacher's Book.
- Pupils complete the project by writing the names of food and drink items in the space provided on page 61 of their Activity Book.

End the lesson

Ask pupils about the food they like: *Do you like fish?* Ask (*Raed*). Practise polite requests: *Can I have some (water), please?* Hold up food flashcards or drinks containers or you may use the food wall chart and have the class formulate a question about that food or drink.

Wordlist

apple (U:18)
apples (U:17, 20)
arms (U:19)
bag (U:3, 4, 5, 6, 15)
ball (U:15)
banana (U:18)
bananas (U:20)
bathroom (U:8, 15)
bathtub (U:11)
bed (U:11)
bedroom (U:8)
bike (U:14)
bird (U:4, 6)
black (U:3, 6)
blue (U:2, 3, 5, 6)
book (U:3, 4, 5, 10)
box (U:11, 15)
boy (U:5, 10)
boys (U:1)
bread (U:18, 20)
brother (U:7, 10)
bus (U:14)
can (U:6)
car (U:4, 7, 14, 15)
CD (U:9)
CD game (U:15)
chair (U:2, 4, 5, 6)
chicken (U:17, 18, 20)
classroom (U:2)
clock (U:2, 5, 6)
close (v) (U:12)
cold (U:12)
computer (U:9, 15)
dad (U:7, 10, 15)
date (U:18)
dates (U:20)
doll (U:9, 15)
door (U:2, 5, 6)
draw (U:19)
dress (U:13)
ear (U:19)
egg (U:18)
eight (U:6, 10)
eye (U:19)
feet (U:19)
fish (U:17, 18)
five (U:4, 6, 10, 15)
foot (U:19)
four (U:4, 6, 10)
friend (U:7, 10)
game (U:9)
girl (U:4, 5)
girls (U:1)
goodbye (U:4)
green (U:2, 3, 4, 5, 6)
hands (U:19)
happy (U:12, 20)
head (U:19)
hello (U:1)
her (U:7)
his (U:7)
hop (U:16, 20)
hot (U:12)
ice cream (U:18, 20)
in (U:8, 11, 19)
jacket (U:13)
juice (U:17, 18, 20)
jump (U:16, 20)
kitchen (U:8, 15)
legs (U:19)
living room (U:8, 15)
man (U:19)
milk (U:17, 18)
mouth (U:19)
mum (U:7, 10, 15)
my (U:7)
name (U:1)
nine (U:6, 10)

Wordlist

nose (U:19)
on (U:11)
one (U:4, 6, 10)
open (U:12)
orange (colour) (U:13)
orange (U:18, 20)
park (U:12)
pen (U:3, 5, 6)
pencil (U:3, 4, 5, 10)
pink (U:13)
please (U:1)
raining (U:12)
red (U:2, 3, 5, 6)
ride a bike (U:16, 20)
robot (U:3, 4, 5)
run (U:16, 20)
sad (U:12)
salad (U:17, 18, 20)
school (U:7)
seven (U:6, 10)
shelf (U:11)
shirt (U:13)
shoes (U:13)
shop (U:13)
sister (U:7)
sit down (U:1, 5)
six (U:6, 10)
skirt (U:13)
socks (U:13)
sofa (U:11, 15)
sports centre (U:16)
stand up (U:1, 5)
sunny (U:12)
swim (U:16)
table (U:2, 3, 4, 5, 6)
tea (U:17, 18)
teacher (U:7, 10)
ten (U:6, 10)
thank you (U:1)
this (U:1)
three (U:4, 6, 10)
touch (U:19)
train (U:14)
tree (U:4, 6)
trousers (U:13)
TV (U:11)
two (U:4, 6, 10)
under (U:11, 19)
wall (U:11)
washing machine (U:13)
water (U:20)
white (U:3, 4, 5, 6)
window (U:2, 3, 5)
yellow (U:3, 5, 6)

Teaching Strategies

There are a variety of teaching strategies that instructors can use to improve pupils' learning. The list below shows you some ways to make your classes more engaging.

Activity-Based Learning

Activity-Based Learning is anything that pupils do in a classroom other than merely listening passively. Research shows that Activity-Based Learning improves pupils' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking. For example, in Unit 13, page 13, exercise 3, 'Say', the teacher gets pupils involved in describing their own clothes.

Experiential Learning/Games/Experiments/Simulations

Experiential learning focuses on "learning by doing" and on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises. Example: Unit 4, page 19, exercise 8, 'Project'.

Games, experiments and simulations can be rich learning environments for pupils. Pupils today have grown up playing games and using interactive tools such as the Internet, phones and other appliances. Games and simulations enable pupils to solve real-world problems in a safe environment and enjoy themselves while doing so. Ensure each group or pair has the correct materials when completing tasks and games. Ensure that each pupil in the pair or group gets the chance to participate. Do not let the stronger ones dominate. For example, in Unit 10, page 39, exercise 4, pupils take turns to read the pictures first in order and then randomly as in a game.

Groupwork

Group work caters for individual difference and develops pupils' knowledge, attitudes and skills (communication, thinking and collaboration). It also creates opportunities for feedback from peers. For group work, try and divide the class into equal-sized groups. You can give the groups English names, such as colours, toys or numbers. This will help pupils remember the word and feel a sense of belonging to that group. Do not always allow the same people to work together. You can pick groups yourself or pupils can volunteer to be in a particular group. For example, in Unit 2, page 11, exercise 7, the teacher puts pupils in groups or asks them to group themselves to do the Project cooperatively.

Pair work is a classroom activity in which the whole class is divided into pairs. It is a type of group work, using groups of two. It helps to get a higher proportion of pupils actively involved in completing a task. With pair work, the simplest way to organise the class is to ask pupils to work with the person sitting next to them. However, try and ensure that the same pupils do not always work together. You can also ask pupils to work with the person sitting behind them; or move pupils round so that they have new seats. It is sometimes a good idea to pair less able pupils with stronger ones in order for the stronger ones to help the less able. An example of pair work is, exercise 7, page 33 in Unit 18. Pupils, in pairs, practise asking: "Can I have some...?"

Collaborative/Cooperative Learning

Cooperative and collaborative learning promote cooperation in the classroom and affect the pupils' attitudes in several ways. The teacher asks pupils to work together in small groups to accomplish a common learning goal. Cooperative and collaborative activities need to be carefully planned and executed, but they don't require permanently formed groups. This type of learning may take the form of group work or pair work.

Critical Thinking

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer and judge. Critical thinking brings these activities together and enables pupils to ask and answer searching questions and to explore problems from different points of view. Example: Unit 12, page 10, exercise 6, 'Look and Say'.

Assessment Strategies

This section describes and analyses assessment strategies and presents samples that show how they might be used in the classroom. There are various ways to group such strategies; different techniques could serve different purposes.

Performance-based

Performance-based assessment is the process of using pupils' activities, rather than tests or surveys, to assess skills and knowledge. Use portfolios as a method of reporting such assessment through using work samples. A portfolio can be a folder that allows the teacher to display a pupil's work, such as Work samples, Photos, Checklists, Oral recounts and Pupil's Selected Work. The following is a table that can be used to keep a record of a pupil's activity.

Pupil's Name : _____ Date: _____

Activity & outline of the topic	Purpose & objectives of the activity	Expected outcomes to be achieved	Achieved outcomes	Is working towards outcomes	Is yet to master the skills you are developing

When you ask pupils to act or roleplay, the performances could be videotaped. Review a sample of the performances against a set of criteria. The following could be used to assess pupils' singing and presentation skills.

Singing Skills

Song: _____

Pupil being evaluated: _____

Skills checklist (20 points possible)

_____ energy and projection (3)

_____ singing together (4)

_____ expression (4)

_____ tone quality (3)

_____ correct rhythm (3)

_____ posture (3)

_____ total points for singer(s) (20)

Comments: _____

Observation

Observation is a direct means of learning about pupils. It involves seeing and recording what they know or do not know and can or cannot do. An important observation tool is anecdotal notes which are written during a lesson, as pupils either work in groups or individually, or after a lesson. One way to facilitate this process is to select five pupils per day for observation.

The following are two checklists; the first to record anecdotal notes of listening and speaking, and the second to record pupils' attitudes and social behaviour.

Listening and Speaking		1st	2nd	3rd	4th
Name _____	Dates				
Indicators of Developing Control and Comprehension Writing Code M = Most of the time S = Sometimes N = Not yet					
Understands what the teacher says and what they hear in the audio material					
Asks the teacher to repeat utterances they cannot understand					
Speaks appropriately to the addressee					
Speaks confidently before the class					
Communicates clearly					

Attitudes and social behaviour		1st	2nd	3rd	4th
Name _____	Dates				
Indicators of Developing Control and Comprehension Writing Code M = Most of the time S = Sometimes N = Not yet					
Is willing to be challenged					
Is involved during class sessions					
Expresses enjoyment as a result of hard work and achievement					
Cooperates with others, i.e. provides help to others when needed					
Contributes to group work, i.e. is productive					
Displays sensitivity towards others					
Respects others					
Learns from watching others					

Communication

Pupils may have difficulty getting their point across clearly. When it comes to communication, what they say and what they don't say are equally important. You can use various ways to assess your pupils, such as interviews and evaluating classroom discussions.

Interviews involve observing and questioning pupils to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections or ability to communicate or apply concepts. The following is an example of a performance task interview which could be used in Unit 14.

Performance Task Interview

Materials: 10 coloured cars (4 red, 5 blue, 1 green)

Instructions: Display the cars in random order on your desk in front of the whole class. Ask for a pair of pupils to volunteer to come to the front. Guide the pupils to answer the questions in the box below.

Interview Questions	Comments
1) Sort the cars by colour	
2) Count the cars of each colour	
3) Fill in the Data Sheet with the correct number of cars	

Collecting Data

Data sheet:

red blue green

Now, you can assess the pupils using the following:

Problem Solving Checklist:

Criteria	Pupil 1	Pupil 2
1. Sort the cars		
2. Count the cars		
3. Fill in the Data Sheet		
4. Collaborate with others		

Reflective Feedback

Ask each pupil to circle one of the faces for each question to find out how they felt about the activity. You may use Arabic to give instructions.

1. How did you feel about this activity?



2. Would you like to do this activity again?



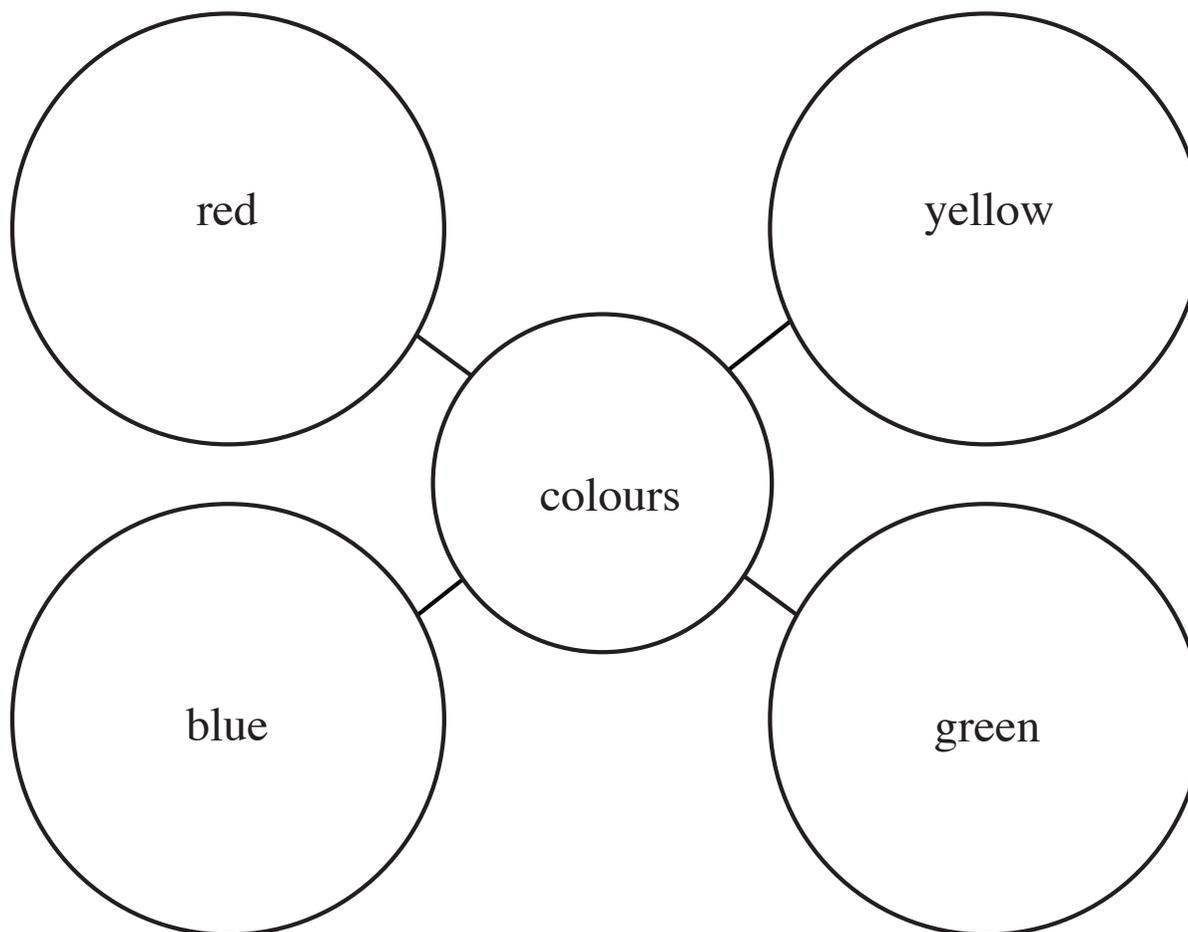
Reflection

Reflecting on experiences and practices is a crucial part of learning. It is not just about learning from mistakes, but also about being self-aware. The Reflective Feedback task which concludes the Performance Task above provides a good example of this. It helps pupils to make reasoned judgements about their personal strengths and weaknesses. It also helps them to assess their own development and become effective decision makers. Reflection and self-assessment skills are demonstrated by the active and creative seeking of knowledge for problem solving.

Graphic organisers are an important tool to help pupils reflect. They are maps that involve pupils in thinking skills such as sequencing or comparing and classifying, to create representations of concepts and processes. These mental maps depict complex relationships and can make abstract ideas more visible and concrete. Examples of graphic organisers are: Webbing, What We Know/Want to Know/Learned (KWL) Chart, and Self- and Peer-Assessment.

Webbing

Webbing is one way of making a visual representation of a general concept and specific examples, such as the following: the general concept, colours and specific instances.



Assessment Comments:

Concept / Examples _____

Content Accuracy _____

Assessment Feedback (Pre- vs. Post- Charts):

Evidence of change in factual knowledge	high	med	low
Evidence of change in affective domain	high	med*	low

* med = medium

*

KWL Charts: (what we Know, what we Want to know, what we Learned)

Before the unit, KWL charts enable you to gain an awareness of pupils' background knowledge and interests. Afterwards, they help you assess the content material learned.

Sample K-W-L Chart

K	W	L
Numbers 1-5	Numbers 6-10	

Before a unit of study, ask pupils to fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. For example, in the K-W-L chart above, pupils already know 1-5 (K); they will learn 6-10 (W) in Unit 6. This helps to keep pupils focused and interested during the unit and gives them a sense of accomplishment when they fill in the L column following the unit and realise that they have learned something.

Self- and Peer-Evaluation

Ask pupils to reflect on, make a judgement about and then report on their own or a peer's behaviour and performance. Use the responses to evaluate both performance and attitude. Typical assessment tools could include sentence completion, Likert scales or checklists.

Likert Scaling is a method in which a concept is measured according to a set of items that can be rated on a 1 to 3, response scale. The following is an example of a peer-evaluation sheet for use in a situation in which pupils introduce themselves to the class.

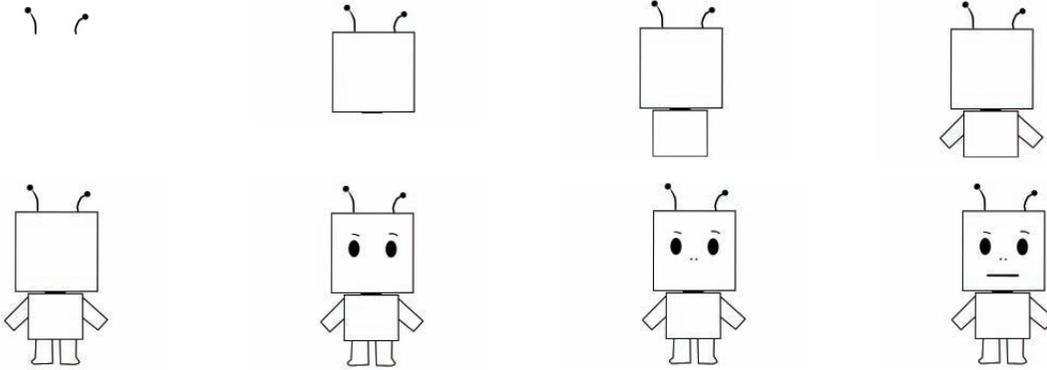
Peer-Evaluation of an Oral Presentation			
	3 = Good	2 = Fair	1 = Poor
Spoke appropriately			
Used complete sentences			
Spoke clearly and confidently			
Maintained eye contact			
Maintained acceptable posture			
Used miming correctly			
Answered questions from other pupils			
Total _____ (of 21)			

You can guide your pupils to assess their performance.

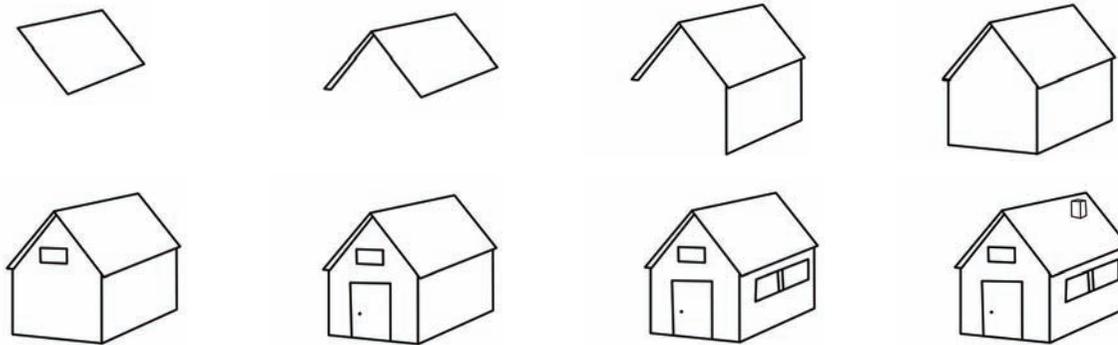
Teamwork Score Sheet		
NAME _____		
Circle Yes or No.		
I helped my partner.	YES	NO
I watched my partner closely.	YES	NO
I did my best to mime clearly.	YES	NO

Example Sketches

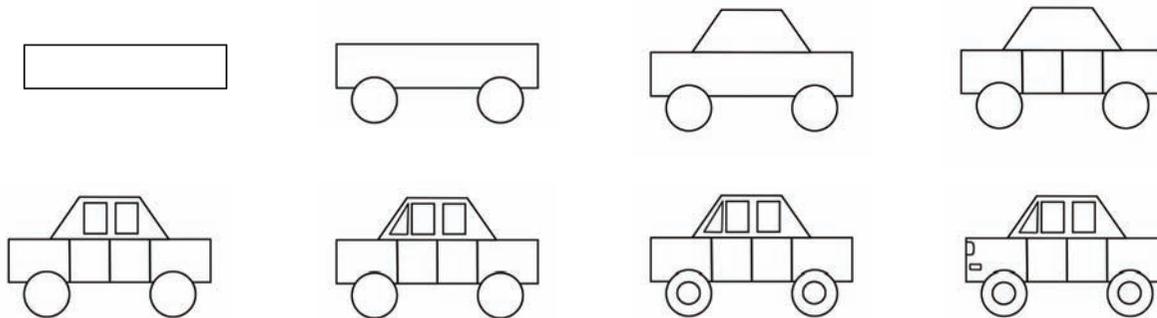
A robot



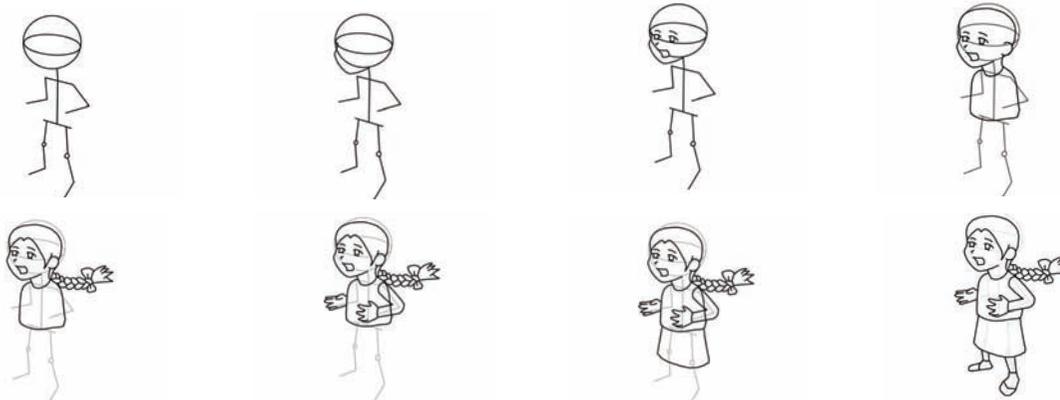
A house



A car



A girl

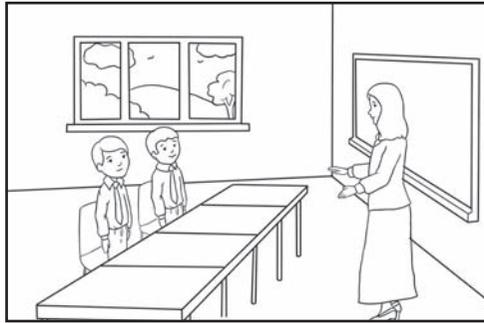


Listening Tests

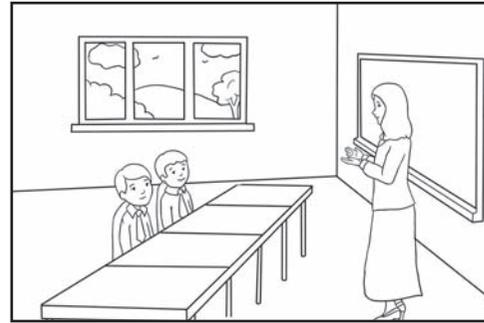
Read the instructions aloud to the pupils slowly and clearly. You may need to repeat them several times. As certain themes recur at intervals throughout the Pupil's Book, each listening test relates to more than one unit. For example, identifying objects in units 2, 3 and 9; colours in units 2, 3, 4, 9, 11, 13 and 14; numbers in units 4, 6, 9, 14 and 19.

1 Listen and circle

1 a.

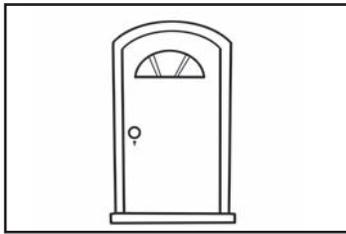


b.

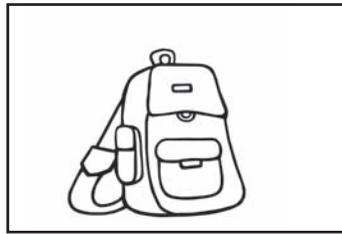


2 Listen and circle

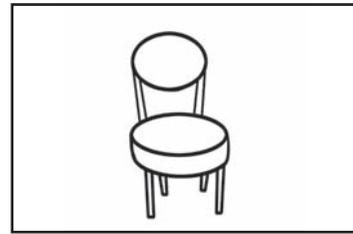
1 a.



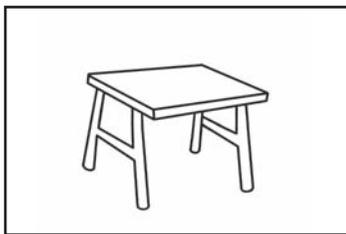
b.



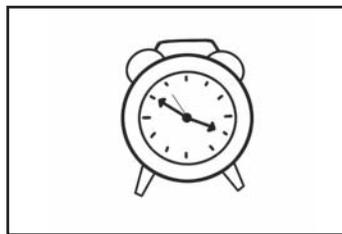
c.



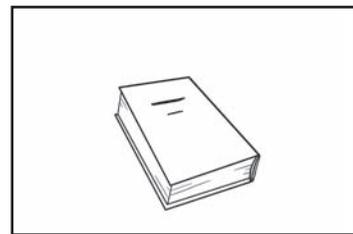
2 a.



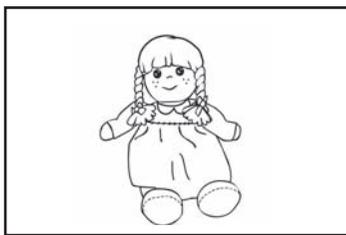
b.



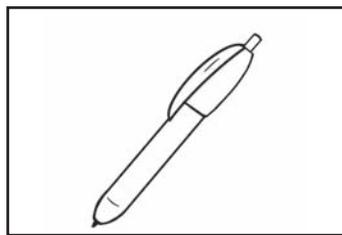
c.



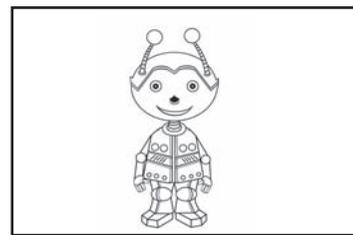
3 a.



b.



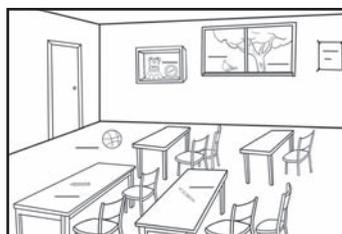
c.



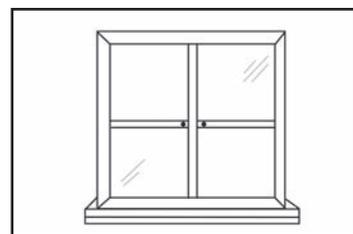
4 a.



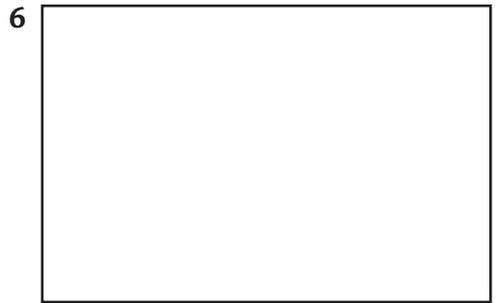
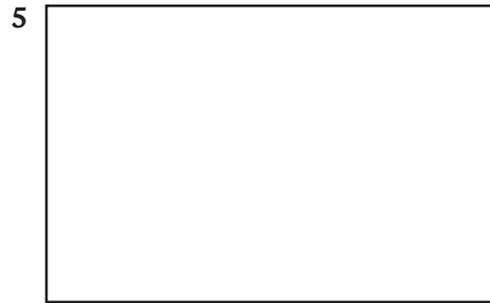
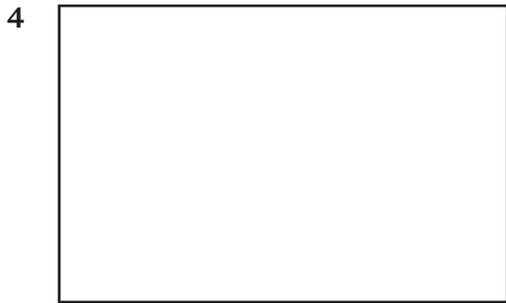
b.



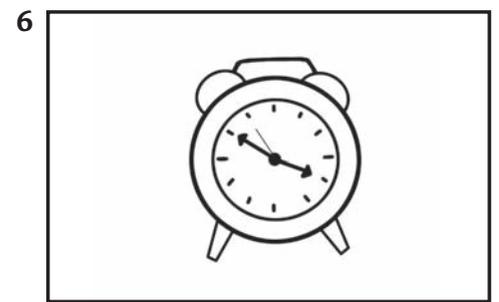
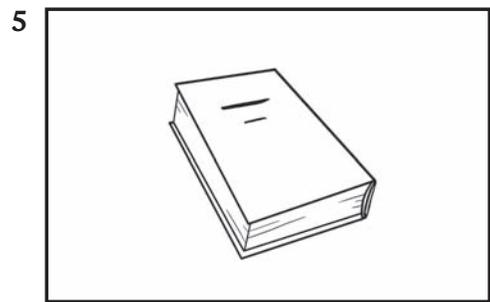
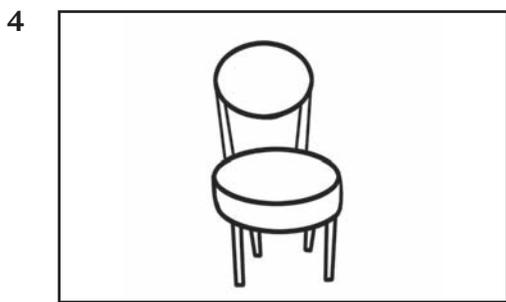
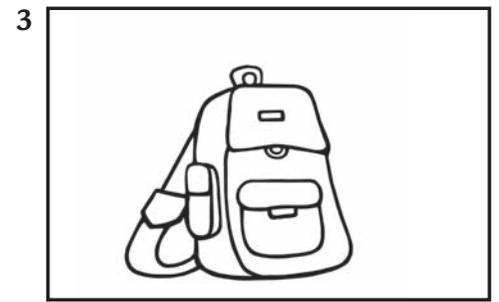
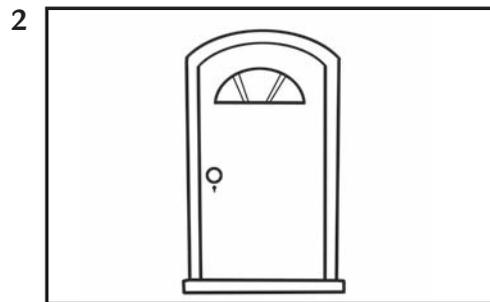
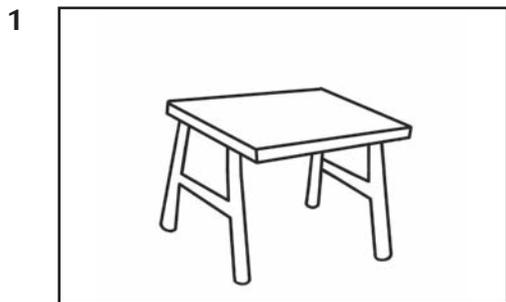
c.



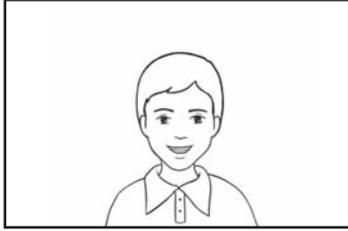
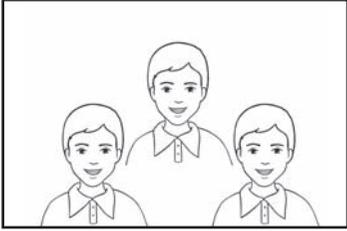
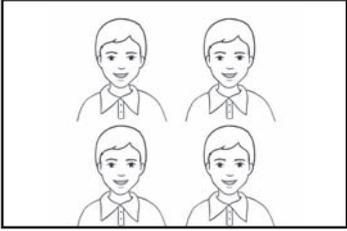
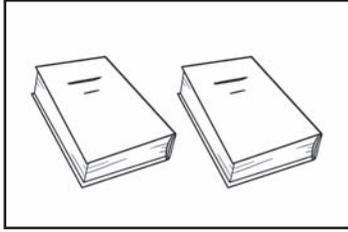
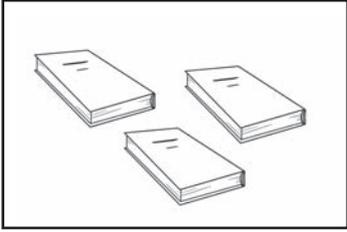
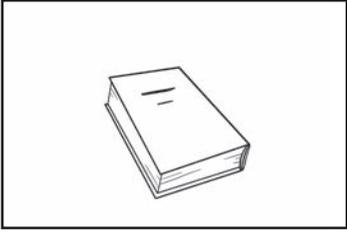
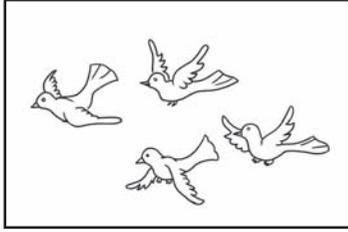
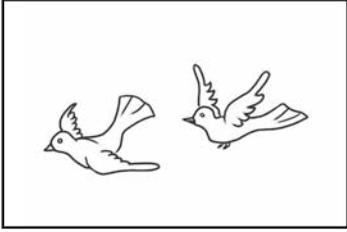
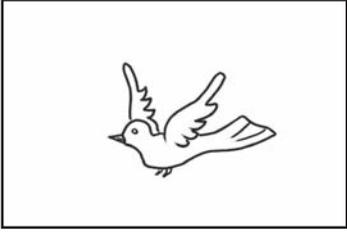
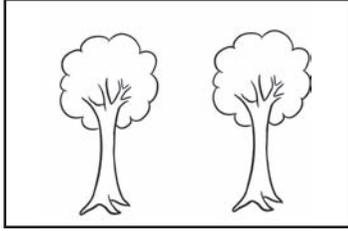
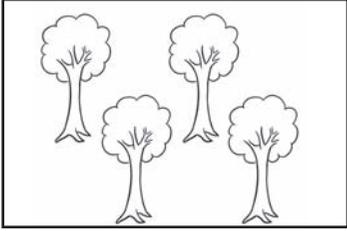
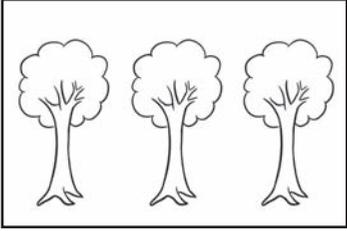
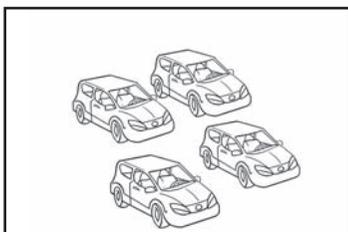
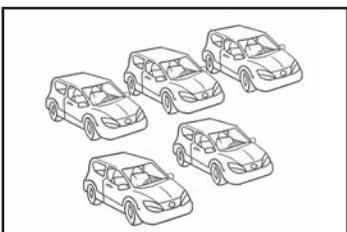
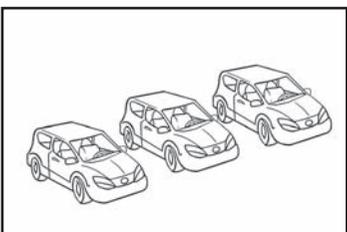
3 Listen and draw



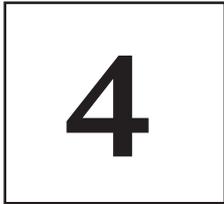
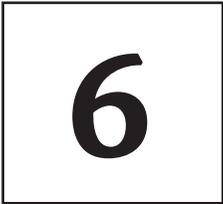
4 Listen and colour

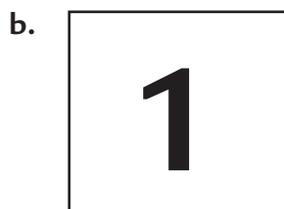
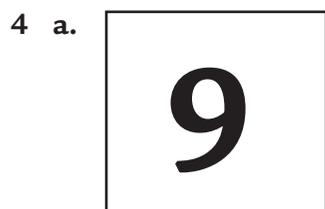
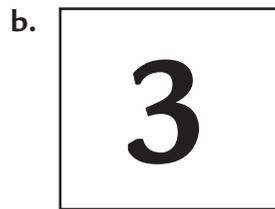
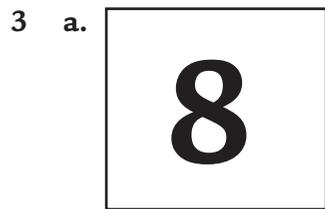


5 Listen and circle

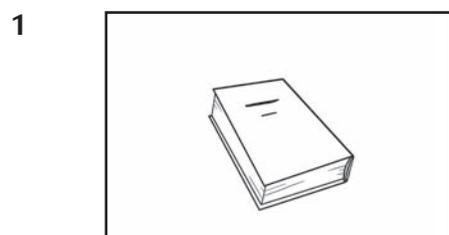
1	a. 	b. 	c. 
2	a. 	b. 	c. 
3	a. 	b. 	c. 
4	a. 	b. 	c. 
5	a. 	b. 	c. 

6 Listen and circle

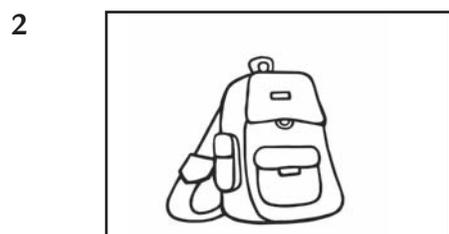
1	a. 	b. 
2	a. 	b. 



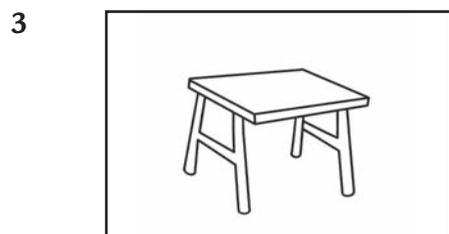
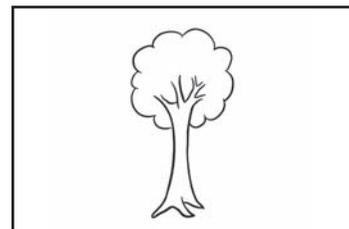
7 Listen and match



b



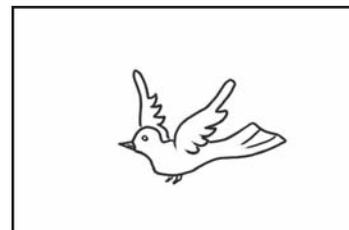
t



g



f



Listening tapescript and answers

1: Listen and circle

1 Stand up.

Answers 1. b

2: Listen and circle

1 It's a bag. 2 It's a table. 3 It's a robot. 4 It's a classroom.

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

3: Listen and draw

1 It's a bag. 2 It's a door. 3 It's a book.

4 It's a tree. 5 It's a clock. 6 It's a table.

4: 1 It's a yellow table. 2 It's a green door. 3 It's a red bag.
 4 It's a blue chair. 5 It's a white book. 6 It's a green clock.

5: 1 three boys. 2 one book. 3 four birds.
 4 four trees. 5 five cars.

Answers 1. b 2. c 3. a 4. b 5. b

6: 1 six 2 five 3 eight 4 one 5 seven

Answers 1. b 2. b 3. a 4. b 5. b

7: Match the letter b with the picture

 Match the letter t with the picture

 Match the letter g with the picture

 Match the letter f with the picture

Answers b book, t tree, g girl, f 5